

EFL STUDENTS' PREFERENCES OF A GOOD ENGLISH TEACHERS

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Abstract

The process of teaching is a continuous learning journey, even with years of experience in teaching English as a foreign language, it is difficult to determine how to be an effective teacher. Different learners and teachers have also different views on what constitutes a "good English language teacher". The aims of this study are to investigate and identify the qualities and characteristics that make an English teacher competent, as perceived by learners, particularly in the post COVID-19 and to gain insights into how learners' preferences may have evolved or changed due to the challenges and experiences faced during the pandemic, and how these factors influence their evaluation of effective English teachers. The participants in this study are students enrolled in the English Department of FKIP Lambung Mangkurat University Banjarmasin, spanning one batch which is 2020 with total 49 respondent students as participants. Data was collected at the sixth semester using a quantitative descriptive method this was employed to assess the students' feedback using a survey tool adapted from research conducted by Wichadee (2010) and Zamani and Angahari (2016). The questionnaire using close-ended question based on a four-point Likert scale. Total there are 60 statements and it divides from 4 categories (Socio-affective, Pedagogical Knowledge, Proficiency Skills Organization and Communication Skills) and there are 15 statements for each category. Based on the result, the most considered as prominent from the other category is Organization and Communication Skills, as many 82% respondents agreed that teacher should have good competencies especially in good communication skills. The anticipated findings of this study can assist teachers in self-reflection, evaluation, and the enhancement of their teaching practices. Additionally, it can contribute to their personal growth.

Keywords: *A Good EFL Teacher, Characteristics, Effective Teacher, Preference.*

1. INTRODUCTION

What makes a good teacher is ultimately subjective. There is no single answer to this question as different students have different preferences when it comes to style of teaching, subject matter, and individual likes and dislikes. Some might prefer an easygoing teacher who is more of a friend than an authority figure, while others might desire a strict teacher who gives out orders. Ultimately, the quality of a teacher is determined by the student's personal preferences. That's why teaching is a challenging profession

according to (Febriyanti, 2018) teaching requires more than just knowledge and proficiency in a specific subject. It also requires dedication, patience, determination, and a passion for continuous learning. Therefore, teachers play a major role in language teaching and learning. They must possess not only a good understanding of the subject matter, but also pedagogical and interpersonal skills, as well as personal qualities to be an effective teacher. A good English teacher should have a deep understanding of the language, be

creative and knowledgeable in teaching strategies, and possess excellent communication and interpersonal skills. Additionally, they should be able to adapt to different learning styles, motivate and engage students, and provide constructive feedback and guidance. They should also be organized and able to manage a classroom environment effectively.

According to (H.Douglas Brown, 2000), good English teachers possess certain characteristics related to technical knowledge, pedagogical skills, interpersonal skill, and personal qualities. Furthermore, (O'Dwyer, 2006) states that technical knowledge serves to guide students in learning the aspects of language use, while providing standards in evaluating language such as grammar rules, conventions, and stock phrases. Pedagogy refers to the teacher's use of various teaching techniques and activities. Meanwhile from (Alejos, 2017), perception is the impression that an individual gets through their five senses. In other words, perception is the process by which individuals gain information through their senses and interpret the object they see, hear, feel, smell, or taste.

Conforming to (Febriyanti, 2018) this study conducted in Lampung Mangkurat University FKIP, the participants collected from three batches which are 2015,2016, and 2017. The three batches agreed that a good EFL teacher must have good communication abilities. The findings from this study indicated a unanimous consensus among the three batches that a proficient English as a Foreign Language (EFL) teacher should possess strong communication abilities. This aligns with the idea that effective communication skills are a crucial attribute for being a successful EFL teacher according to the perspectives of students from these three specific batches.

In line with the information above the researcher is motivated to assess the opinion of sixth semester students of the English Language Education Study Program (ELESP), especially them who had experience during the pandemic COVID-19 and post COVID-19, at Lampung Mangkurat University regarding qualities of a good English teacher. The COVID-19 pandemic has the potential to alter students' perceptions of a good teacher. As education continues to evolve, these experiences during the pandemic can shape students' expectations of teachers in the future. It is important for students to understand these characteristics as it can provide them with assistance in preparing to become teachers after graduation. Furthermore, it can inform current teachers on how they can foster the knowledge and understanding of good English teacher characteristics, allowing them to better aid their students in learning English.

2. REVIEW OF LITERATURE

2.1 Characteristic of Good EFL Teachers

In the post-pandemic era, several challenges arise in maintaining the continuity of English language education. These obstacles have been a topic of discussion not only during the Covid-19 epidemic but also in broader conversations about national education, focusing on technological infrastructure and curriculum development. The role of lecturers has shifted from traditional teaching to that of facilitators, relying on the curriculum as their guide. Notably, the COVID-19 epidemic has brought about significant changes in English teaching and learning, transitioning from the traditional face-to-face approach to online learning within the educational system. (Mazulfah et al., 2022). Indeed, the post-pandemic shift back to traditional teaching methods has brought

about changes in how a good English Foreign Language (EFL) teacher is evaluated. Several aspects related to the teaching approach, instructional methods, and learning strategies have been impacted by this transition.

However, it's essential to acknowledge that a complete return to traditional teaching methods might not be universal or suitable for all educational contexts. Many educators and researchers continue to advocate for a more modern and student-centered approach to language teaching. In such cases, the evaluation of a good EFL teacher might prioritize qualities such as promoting active communication, fostering critical thinking, and embracing cultural diversity.

Ultimately, the evaluation of an effective EFL teacher should consider the specific goals and objectives of language education in the post-pandemic context. The ability to adapt to different teaching approaches and cater to diverse learners will continue to be crucial factors in determining the effectiveness of an EFL teacher, regardless of whether traditional or innovative methods are employed.

In the current era, the global prominence of English as an international language necessitates the need for qualified English teachers in Indonesian schools to ensure a higher quality of English education (Alzeebaree & Hasan, 2020). The aim is to equip students with English language proficiency as an international communication tool (Anugerahwati & Saukah, 2010). The English Department students who experienced the difficulties and challenges of the pandemic during the 2020 batch may have undergone a significant transformation in their perspective on what constitutes a good English Foreign Language (EFL) teacher. The unprecedented circumstances of the pandemic could have had a profound

impact on their views and expectations regarding effective teaching methods and qualities of teachers.

Overall, the difficulties faced during the pandemic could have reshaped the students' perspective on effective teaching and the characteristics of a good EFL teacher. It highlights the importance of adaptability, technology integration, empathy, effective communication, creativity, and flexible assessment in ensuring a positive and productive learning experience. As the education landscape continues to evolve, these perspectives will continue to shape the expectations and evaluation criteria for EFL teachers.

(Ayu et al., 2020) According to Ministry of National Education has introduced Regulation Number 16 Year 2007, which outlines the competencies expected of teachers. These competencies are categorized into four areas: professional, personal, pedagogic, and social competencies. Professional competence encompasses a strong command of the subject matter, comprehensive knowledge of educational principles and teacher training, and proficiency in educational processes. Personal competence involves qualities such as integrity, virtuousness, honesty, maturity, faithfulness, high moral standards, discipline, responsibility, sensitivity, objectivity, flexibility, resourcefulness, effective communication skills, creativity, critical thinking, reflection, a commitment to lifelong learning, and decision-making abilities.

Pedagogic competence encompasses an understanding of students' characteristics and developmental stages, familiarity with educational concepts that facilitate student learning, proficiency in appropriate teaching methodologies for specific materials and student progress,

and the ability to evaluate the learning process and assess students' developmental progress. Social competence emphasizes the importance of empathy, tolerance, a positive attitude, and the ability to collaborate effectively with others. By adhering to these competencies, teachers can play a vital role in improving the quality of English education in Indonesia. They can ensure that students develop strong English language skills and create a positive learning environment.

In this study, the author referring to a recent study conducted by (Restu et al., 2018). The researchers aimed to determine the profile of effective English teachers according to the perspectives of students in three of the best and most favored senior high schools in Gowa Regency. The study was based on the four competences outlined in Permendiknas number 12-year 2007, which are pedagogical, personal, social, and professional competence. The findings of the study led to the conclusion that an effective English teacher should possess all four competences, as they are interconnected and mutually supportive. This means that a teacher cannot be considered effective if they lack any of these competences. In other words, to be truly effective in their role, an English teacher must demonstrate proficiency in pedagogical knowledge, personal qualities (communication and organization skills), social skills, and professional expertise (proficiency skills).

By understanding and fulfilling these competences, English teachers can enhance their teaching abilities and establish a positive and productive learning environment for their students. Emphasizing the importance of these competences can contribute to the improvement of English language education and teacher training programs,

ultimately benefiting both teachers and students in the learning process.

2.2.1 Socio-affective

Socio-affective skills are crucial for English teachers as they enable effective interaction with students and the management of the educational process. These skills involve establishing positive relationships and cooperating with students, demonstrating a genuine interest in their learning. According to (Headden & Mckay, 2015), when students have more control over the learning process, their motivation increases. Therefore, teachers with strong socio-affective skills can effectively motivate students to successfully achieve their language learning goals.

Furthermore, it is important for teachers to consider students' experiences, emotions, and related challenges during the teaching and learning process. Students may express feelings such as fear, anxiety, and other negative emotions, which are integral to the learning journey. Socio-affective skills empower teachers to address and support their students' emotions and experiences throughout their learning process (Aydin, 2009). Thus, the key focus for teachers lies in creating a positive environment that allows students to engage both cognitively and emotionally in the learning process.

2.2.2 Pedagogical Knowledge

To effectively teach English, it is essential for teachers to possess pedagogical knowledge, which pertains to their understanding of how to teach specific subjects. According to (Aydin, 2009) having pedagogical knowledge is crucial as it enables teachers to effectively apply their subject expertise in the classroom. Without this knowledge, teachers may struggle to effectively convey their knowledge to students.

(Lee Shing et al., 2015) emphasized the significance of pedagogical knowledge, which involves utilizing various strategies such as ideas, concepts, analogies, explanations, and demonstrations to ensure that the course content is accessible and comprehensible to students. The possession of pedagogical knowledge empowers teachers to select appropriate approaches that facilitate students' understanding of the material during the learning process. It enables them to employ effective instructional techniques and methodologies that promote students' comprehension and active engagement with the subject matter.

2.2.3 Proficiency Skills

Effective English as a Foreign Language (EFL) teachers possess a range of proficiency skills that enable them to create engaging and productive language learning experiences for their students. In study conducted from (Shishavan, 2009) explored the attributes of effective foreign language teachers. The study's results revealed a striking similarity between the perspectives of both teachers and students. Both groups agreed that language proficiency was the most critical attribute for an effective foreign language teacher.

A strong command of the subject matter empowers teachers to deliver instruction effectively and achieve successful outcomes (Shishavan, 2009). Brown also stresses the importance of language teachers not only being fluent in the language but also possessing a comprehensive understanding of language learning and teaching principles, acquired through personal experience of learning a foreign language. In practical terms, teachers with solid subject-matter knowledge have a positive impact on the teaching and learning process. This proficiency

benefits both teachers themselves and their students. Students gain from teachers who possess in-depth subject knowledge as they can provide accurate and comprehensive instruction. As a result, the presence of subject-matter expertise enhances the overall quality of teaching and learning experiences.

2.2.4 Organization and Communication Skills

According to Wichadee (n.d), what makes a language teacher effective extends beyond knowledge and teaching skills to encompass communication skills and the teacher-student relationship. Additional studies by (Shishavan, 2009), emphasize the importance of qualities like tolerance, patience, kindness, sensitivity, open-mindedness, flexibility, optimism, enthusiasm, positive attitudes towards new ideas, and care for students. (Dincer et al., 2013) suggest that combining these characteristics fosters a trusting relationship between teachers and students. These findings suggest that effective English language teachers should possess these desirable qualities to facilitate successful language teaching and learning.

The alignment between the four competencies of an effective teacher, as defined by the Ministry of National Education, and (Dincer et al., 2013) theory is noteworthy. Specifically, the Ministry's professional competency corresponds to subject matter knowledge in Dincer et al.'s framework. The personal competency aligns with personal qualities, the pedagogic competency aligns with pedagogical knowledge, and the social competency aligns with socio-affective skills. This alignment indicates that the competencies identified by the Ministry of National Education are consistent with the findings of Dincer et al. Therefore, these competencies are vital both in Indonesia and

internationally. English teachers in Indonesia should be aware of these competencies to compete on an international scale. By developing and applying these competencies, English teachers can enhance their teaching skills and effectively contribute to the learning process. In conclusion, it was determined that all four competencies are interconnected and mutually supportive in defining an effective English teacher. Therefore, it can be concluded that a teacher cannot be considered effective if they lack any of these competencies.

3. METHODOLOGY

3.1 Participants

The study focused on English Department students from only one batch, which is 2020. These students were chosen as they are prospective English teachers for junior and high school levels, especially they been studying in the Teacher Training and Education Faculty (FKIP) when during the Pandemic and after it. The researcher utilized convenience sampling and selected of the students from this batch as the sample. The total sample size consisted of 49 participants students from the 2020 batch.

3.2 Instrument

The primary goal of this research was to examine the preferences of English Department students at FKIP ULM Banjarmasin regarding the qualities they consider essential in a good English language teacher. To achieve this objective, the study utilized a quantitative approach and collected data through a survey. The survey instrument used in this research was adapted from previous studies conducted by (Zamani & Ahangari, 2016).

The survey instrument encompassed four categories of characteristics that were evaluated. These categories included:

1. Organization and Communication Skills, this category assessed the teacher's proficiency in organizing and preparing the subject matter and their ability to communicate it effectively to the students.
2. Pedagogical Knowledge, this category explored the teacher's understanding and expertise in the methods and techniques of teaching their subject. It focused on what the teacher knows about effectively imparting knowledge to students and facilitating learning experiences.
3. Socio-affective Skills, this category evaluated the teacher's personality, social skills, and attitudes towards their students. It sought to understand how the teacher interacts with and relates to students, considering factors such as empathy, approachability, and their ability to create a positive and supportive learning environment.
4. English Proficiency, this category gauged the teacher's proficiency in the English language and their capacity to properly how teach it. It considered the teacher's language skills, pronunciation, grammar, vocabulary, and overall language fluency in order to determine their competence in English language knowledge to students.

The survey instrument has total sixty (60) statements, each category was contained by fifteen (15) statements. The questionnaire was made using the Google Form and divided by four sections from each category, and the link of questionnaire distributed to Whatsapp group of 2020 Batch FKIP ULM. There is no need to piloting the participants in this survey instrument, the reason is the instrument questionnaire was already clear to guide the participant on how to answer the questionnaire. The respondents were requested to indicate

their preferences based on a four-point Likert scale, ranking the characteristics in order of importance. The Likert scale allowed the students to express their opinions and level of agreement with each characteristic, ranging from (1 = not important at all, 2 = not important, 3 = important, 4 = very important). The duration to answer the questionnaire estimated about 15-20 minutes. By using this scale, the researchers could quantify the degree of significance each characteristic of a good EFL Teacher by perception of the English Department students' batch 2020 at FKIP ULM Banjarmasin.

3.3 Data Collection and Analysis

The survey instrument was distributed to students from the 2020 batch until the desired sample size was achieved. Before completing the questionnaire, the researcher provided a brief explanation of the study's purpose and requested sincere and honest responses. Participants were assured that their answers would be kept confidential and used solely for research purposes. They were also informed that there were no right or wrong answers. The questionnaire was presented in English to ensure all participants understood the items. The researcher analyzed the collected data from one batch, categorizing the characteristics of a good English as a Foreign Language (EFL) teacher into four groups. The students' responses were then converted into

frequencies and analyzed descriptively using percentages.

It is essential to clarify that this study did not aim to compare or correlate differences among the students in 2020 batch regarding their views on these characteristics. Instead, the focus was on explaining and describing which characteristics were most commonly chosen by the students. The researcher pinpointed the most significant attributes in each category, as rated as "important" and "not important" by the students, along with the commonly agreed-upon characteristics. The intention was not only to rank the importance of the four categories, as the researcher considered all of them to be significant in defining a good EFL teacher.

4. FINDINGS

The purpose of this study was to outline the qualities and traits associated with an effective English teacher, as perceived by university-level EFL learners who are aspiring to become English teachers themselves. The study focused on four distinct categories that contribute to a good English teacher, which are organization and communication skills, pedagogical knowledge, socio-affective skills, and English proficiency. The subsequent tables provide an overview of the findings within each category from one batch of participants.

Table 1. Percentages of students’ preference on organization and communication skills from ELESP batch 2020

Likert Scale	Number of Statements														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	0	0	0	0	2	0	0	0	0	0	0	6	0	0	0
2	14	2	2	2	33	14	8	6	2	2	2	29	16	10	12
3	55	27	45	39	53	55	31	43	16	41	33	43	57	49	43
4	31	71	53	59	12	31	61	51	82	57	65	22	27	41	45

The first category is about organization and communication skills of a good language teacher. Table 1 illustrates that an effective teacher should possess all the mentioned attributes. In the case from Batch 2020, it was evident that most of them considered their EFL teacher's must have the ability to guide and train students towards independent learning (55%), maintain good classroom atmosphere using authority if necessary (57%), ability to plan the lessons clearly and also state the objectives of the lesson clearly(59%), provide opportunities to use English through meaningful tasks and activities (49%) ability to make/ stimulate students to interact/communicate with each other (51%), stress the most important points and providing detailed explanations while reading/listening (e.g,checking all the new vocabularies) (55%).

Meanwhile in preparation as for a teacher should have the ability to prepare appropriate material (57%), and prepare the lesson well and using class time wisely (65%). In the other hand the ability teacher of be helpful to students in and outside the classroom (45%) and using the students’ native language, when necessary (43%), the percentages is

inversely proportional from ability to analyze students’ needs (61%), use easy language to aid student understanding (71%), and good communication skills (82%).

Likewise, ability to make courses interesting and being smart to deviate attention of students from everything else to the topic, and encourage students to use the English language all the time in class got the same percentages which are (53%). Based on the findings, it can be concluded that within the category of organization and communication skills, students from the 2020 batch considered strong communication abilities to be the most crucial factor when it comes to being a proficient English as a Foreign Language (EFL) teacher. This implies that these students believed that effective communication, both in terms of expressing ideas clearly and engaging with students, is a fundamental quality for a successful EFL teacher. This conclusion could have implications for teacher training programs and curriculum development, as it highlights the significance of emphasizing and cultivating strong communication skills in aspiring EFL teachers from the 2020 batch and potentially beyond.

Table 2. Percentages of students' preference on pedagogical knowledge from ELESP batch 2020

Likert Scale	Number of Statements														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	2	0	0	2	0	0	0	2	2	2	0	2	2	2	0
2	35	2	3	20	8	6	24	22	20	29	8	4	12	4	6
3	49	37	70	45	37	63	47	65	43	37	31	63	53	41	51
4	14	61	27	33	55	31	29	10	35	33	61	31	33	53	43

For the second category is pedagogical skills, the participants strongly agreed that a teacher should possess the ability to, motivate students by supporting their self-efficacy (55%), encourage the students to learn English outside the classroom (43%), provide constant feedback (53%), ability to explain vocabulary and grammar and use relevant real-world examples in lessons (53%), and also ability to set tasks with clear outcomes (51%). Furthermore, for Use various materials including video, audio, and multimedia and Praise students for good ideas or for their effort got same percentages which are (61%). As well as assess what students have learned rationally, and teach subject matter in ways that are accessible to all learners and vary his/her delivery methods, if necessary, also got some percentages which are (63%).

In the other hand the participants more inclined agreed to promote

communicative language learning through activities & discussion (70%), and let students have some control over the learning process (65%), got the higher percentages than the other statements. Despite, focus on learning outcomes and growth, not content taught (49%), be flexible with grading (45%), develop students' language skill through working in pairs or groups (47%), and avoid direct criticism of students when they make errors (37%), got the lowest result. Regarding pedagogical knowledge, the participants were in agreement that an effective EFL teacher should possess competencies in facilitate communicative language learning through activities and discussions, as well as empower students to have some of control over the learning process. Otherwise, avoid direct criticism of students when they make errors was considered the least important., Instead, teachers should not refrain from immediate criticism when students make errors during the learning process.

Table 3. Percentages of students' preference on socio-affective skills from ELESP batch 2020

Likert Scale	Number of Statements														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	8	0	0	0	0	0	0	0	0	2	0	0	0	0	0
2	14	2	2	6	6	12	8	6	0	39	16	4	10	4	0
3	55	55	33	43	37	33	24	24	51	37	41	35	35	37	41
4	24	43	65	51	57	55	67	69	49	22	43	61	55	59	59

The third category is the outcomes of the socio-affective skills category for a proficient EFL teacher are depicted above in the results. In the case of Batch 2020, it was deemed highly significant to possess ability to make courses interesting and motivate students (65%), alleviate students' anxiety in class (51%), listen to students' points of view and opinions and let them express themselves (57%), be punctual (51%), ability to develop proper relationships with students (43%), and ability to build students' confidence (61%).

Subsequently, be approachable and friendly, not lose temper and get angry,

have an interest in students, for example, address individual students by name, be neat and tidy in appearance got the same percentages which are (55%), also be flexible and open to criticism, and be polite and respect the personality of the students have similar result which are (59%). Meanwhile, students from Batch 2020 prioritized to be patient (67%), and treat students fairly and equally (69%), as the top criterion of socio-affective skills they need in a teacher. Vice versa have a good sense of humor (39%), was perceived as the least important attribute for teachers to possess.

Table 4. Percentages of students' preference on English proficiency from ELESP batch 2020

Likert Scale	Number of Statements														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
2	4	4	0	10	16	6	6	6	8	4	0	12	2	14	12
3	45	41	41	55	45	55	65	63	55	57	59	63	53	67	49
4	51	55	59	33	39	39	29	31	37	39	41	24	45	18	39

Lastly according to the result from the table 4 shows that of the participants perception, a good EFL teacher must have ability to assess students' performance with the help of suitable evaluation instruments (63%), ability to create an entertaining atmosphere to carry out the class activities (57%), ability to maintain discipline in the classroom (59%), ability to have pair work and group work activities in the classroom (63%), ability to make the subject of the lesson interesting to learners (53%), give the learners some control and decision-making over what they do (49%), read, write, speak, and understand spoken English well (51%), have good knowledge of English grammar (59%), and emphasis error correction (65%).

In the meantime, know English vocabulary well, possess extensive culture comprehension and provide cultural information about the target language's culture, ability to be flexible and vary techniques according to students' level and the teaching/learning situations, ability to use audio-visual aids when teaching got the same result which are (55%), in the other hand, have correct accent and pronunciation, got the lowest percentages which is (45%), and the other hand the ability to help the learners become autonomous learners, have the highest result which is (67%). In conclusion, most students from batch 2020 expressed the expectation for an English teacher to possess ability to help the learners become independent learners. To direct students for more

encourage independently seek solutions, and train their critical thinking skills by guiding students to analyze language usage, identify patterns, and draw conclusions independently.

5. DISCUSSION

Based on the findings, it can be deduced that there are some both differences and commonalities in the attributes deemed important for a proficient EFL teacher within the four categories that been selected of English Department students from batch 2020. It's evident that among the various qualities considered by the participants, certain characteristics have garnered more significant attention. In the category of organization and communication skills, a substantial 82% of respondents emphasized the importance of teachers possessing effective communication abilities in their teaching. This underscores the vital role of clear and engaging communication in the teaching-learning process. Moving on to the pedagogical category, approximately 70% of students expressed agreement that teachers should be proficient in promoting communicative language learning through activities and discussions. This highlights the value placed on interactive and practical learning experiences within the pedagogical aspect of teaching. In the socio-affective category, treating students fairly and equally stood out as a key attribute, with 69% of students acknowledging its significance.

This underscores the importance of creating an inclusive and supportive classroom environment where all students feel respected and valued. Finally, in the English proficiency category, 67% of students predominantly agreed that teachers should possess the ability to guide learners in becoming autonomous in their learning journey.

This reflects a strong desire for teachers to empower students with the skills and confidence to take control of their own learning. Overall, these findings provide valuable insights into the priorities and expectations of students, shedding light on the qualities they consider most important in an effective teacher.

Focusing from organizations and communication skills categories, the participants from batch 2020 agreed that the profile of an effective English language teacher entails an individual who has the capability to guide and train students towards independent learning, maintain good classroom atmosphere using authority if necessary, ability to plan the lessons clearly and also state the objectives of the lesson clearly, ability to make/stimulate students to interact/communicate with each other, stress the most important points and providing detailed explanations while reading/listening (e.g, checking all the new vocabularies), ability to prepare appropriate material, and prepare the lesson well and using class time wisely, ability teacher of be helpful to students in and outside the classroom, ability to analyze students' needs, ability to make courses interesting and being smart to deviate attention of students from everything else to the topic, and encourage students to use the English language all the time in class.

From the information above we can see that a good EFL teacher must using simple language to enhance student comprehension, along with possessing strong communication skills. The findings align with (Febriyanti, 2018) research, which emphasizes that a proficient EFL teacher should possess commendable communication skills. On the flip side, the outcomes diverge from (Zamani & Ahangari, 2016) study, wherein that this particular characteristic received the lowest mean score, whereas

the ability to cultivate meaningful relationships with students garnered the highest mean score.

Nevertheless, this discovery supports the conclusions drawn by Wichadee (2010) and Barnes and Lock (2013), both of whom found that students in their respective studies regarded effective communication or presentation (comprising communication skills and teaching methods) as the most pivotal category for an effective EFL teacher. Restu, Atmowardoyo, and Akil (2018) emphasize that possessing proficient communication skills enables the teacher to foster strong and intimate connections with the students. This, in turn, encourages students to feel comfortable seeking guidance for their challenges and learning needs, without the apprehension of encountering discouragement.

The next category under consideration is pedagogical knowledge. According to the students involved in this study, an effective English teacher is characterized by their adeptness in motivate students by supporting their self-efficacy, encourage the students to learn English outside the classroom, provide constant feedback, ability to explain vocabulary and grammar and use relevant real-world examples in lessons, and also ability to set tasks with clear outcomes. Additionally, the study indicated that the utilization of diverse materials, such as videos, audio, and multimedia, along with acknowledging and praising students for their good ideas or effort, were found to have equal levels of importance based on the collected data. Also, the assessment of student learning in a rational manner and the ability to teach subject matter in an inclusive and accessible manner to all learners, while also adapting delivery methods when needed, were observed to carry the same weight in terms of their significance.

In the line from the previous study (Febriyanti, 2018) regarding pedagogical knowledge, the students concurred that it holds significance for an effective English as a Foreign Language (EFL) teacher to possess skills in fostering communicative language learning through activities and discussions. Additionally, they highlighted the importance of the students have some control over the learning process, this suggests that they value the opportunity to influence aspects of their learning journey, contributing to a more engaged and personalized educational experience. This study aligns with Brown's theory (2004:340), where he asserts that effective language teacher characteristics connected to pedagogical skills are uses wide variety of techniques, gives optimal feedback, stimulates interaction and teamwork in the classroom.

For the third categories the participants expect to the teacher in socio affective skills is to possess ability to make courses interesting and motivate students, alleviate students' anxiety in class, listen to students' points of view and opinions and let them express themselves, be punctual, ability to develop proper relationships with students, and ability to build students' confidence, be approachable and friendly, not lose temper and get angry, be neat and tidy in appearance, be flexible and open to criticism, also be polite and respect the personality of the students. The characteristics are aligned with Brown's theory (2004:340), which asserts that effective language teachers possess interpersonal skills such as a genuine enjoyment of people, warmth, the use of suitable humor, collaborative harmony with colleagues, a willingness to exchange ideas, and the sharing of techniques with fellow educators. From these categories the students prioritized deemed a good EFL teacher have to be

patient, and treat students fairly and equally. This preference stands aligned to previous research (Febriyanti, 2018) which the results state that an effective English teacher should possess the capability to create captivating and motivating lessons for students.

The final category pertains to English proficiency. Notably, students from batch 2020 placed significant emphasis on certain characteristics, including have ability to assess students' performance with the help of suitable evaluation instruments, ability to create an entertaining atmosphere to carry out the class activities, ability to maintain discipline in the classroom, ability to have pair work and group work activities in the classroom, ability to make the subject of the lesson interesting to learners, give the learners some control and decision-making over what they do, read, write, speak, and understand spoken English well, have good knowledge of English grammar.

The finding of these categories from students batch 2020 deemed a good EFL teacher must have to possess ability to help the learners become autonomous learners, and have good knowledge of English grammar these findings harmony with (Febriyanti, 2018) research, where students expressed a desire for English teachers to possess a strong grasp of spoken English and grammar in terms of English proficiency. The outcome aligns with the conclusions drawn by Wichadee (2010). This result could be attributed to the notion that individuals are perceived to possess a strong English proficiency if they can adeptly master all four language skills listening, speaking, reading, and writing, and demonstrate grammatical correctness in both spoken and written communication.

5. CONCLUSION AND SUGGESTION

The findings of this study reveal a consensus among English Department students from FKIP Universitas Lambung Mangkurat batch 2020 that competencies that teachers must have, in order from the most important for a proficient English teacher starting from organization and communication skills, and followed by after that is pedagogical knowledge, socio-affective skills, and the last sequence is English proficiency. These surveys collectively suggest that the students' viewpoints appear to be grounded in reality. Their consideration of both the strengths and weaknesses of their teachers can serve as a valuable tool for educators to engage in self-reflection about their classroom behaviors and work towards addressing potential issues that lead to shortcomings. The result of the study doesn't have a significant different from the prior study by (Febriyanti,2018). In other words, the pandemic situation that been through by students doesn't affect to how their perspective of "a good English teacher". They highlighted the teacher's ability to employ communicative language learning through interactive activities and discussions in the classroom, as well as the skill in elucidating vocabulary and grammar using real-world examples.

These outcomes could either corroborate or diverge from prior research on students' preferences of effective EFL teachers, as these views tend to evolve over time. Nevertheless, this study contributes to our understanding of students' beliefs in foreign language learning, particularly in the context of English teacher. The findings of this study provide valuable insights to English teachers, offering a clear understanding of students' expectations. Consequently, it would be advantageous for teachers to leverage

these results for self-reflection and evaluation of their teaching approaches, aligning them with students' needs. This not only enhances the learning experience but also aids in the teachers' personal growth.

It's important to acknowledge the limitations of this study. Therefore, for future research, it's recommended to clarify any statements or instruments in the questionnaire that might be ambiguous or hold overlapping meanings. The author also has recommended and advised to involve EFL teachers or pre-service teachers as participants in the study and subsequently compare their responses with those of students, utilizing both quantitative and qualitative methodologies. For the lattermost, considering that this study is confined to the preferences of students from a specific batch and a single university, it's suggested to expand the participant pool to include students from various levels and schools. This approach would enhance the validity of the findings.

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