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"Evaluating Teachers' Performance: A Need for Effective Teaching"

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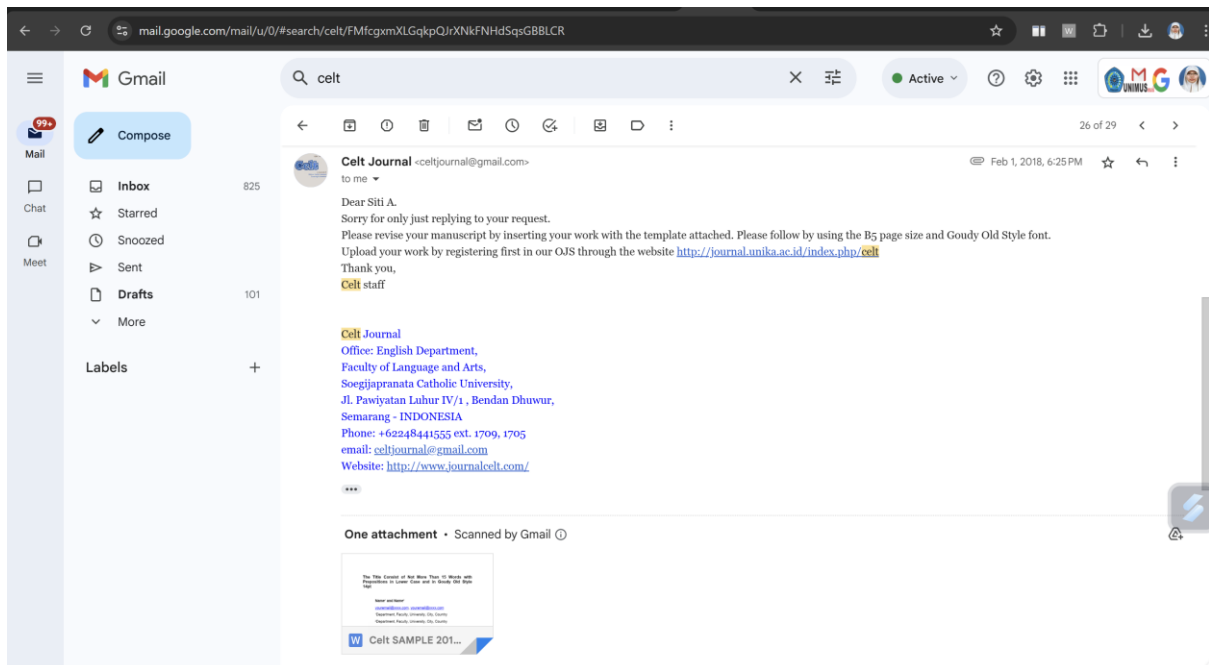
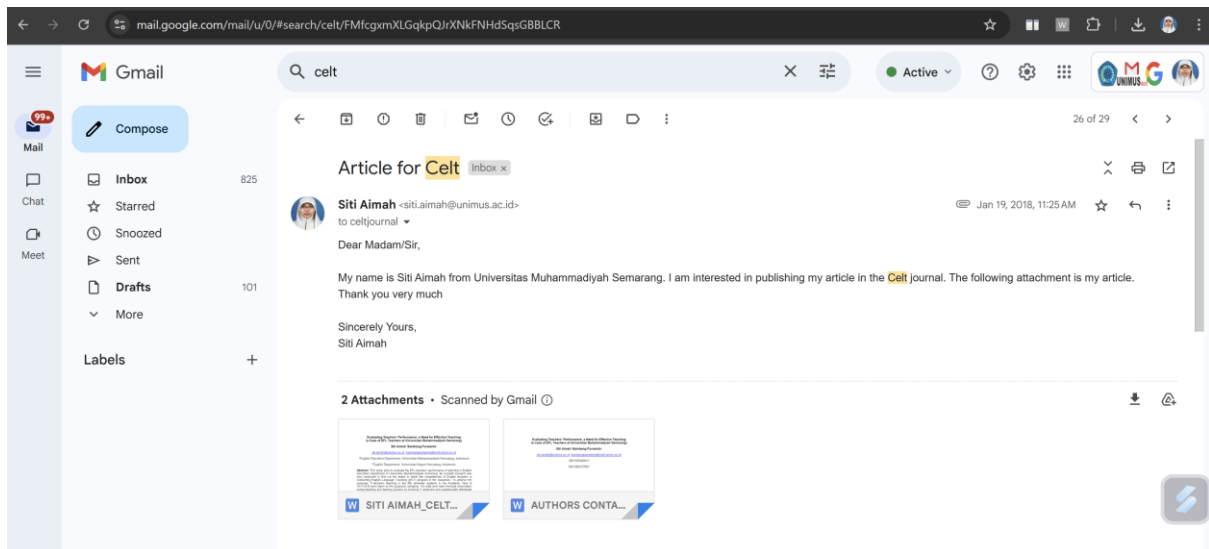
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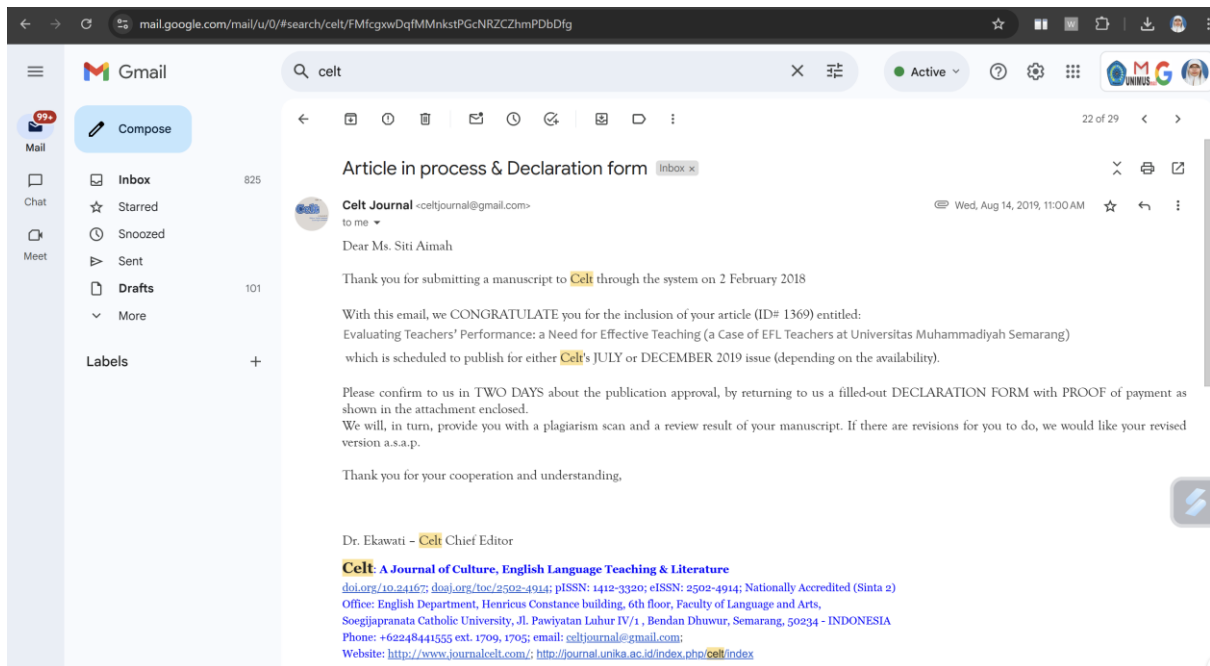
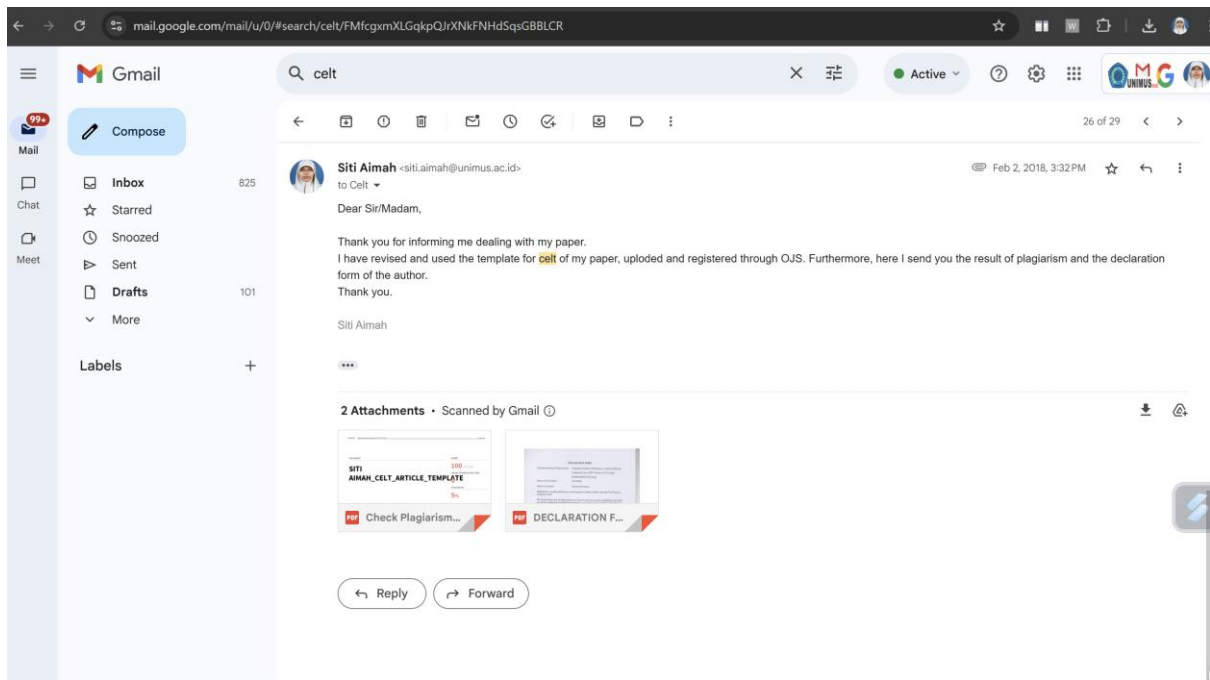
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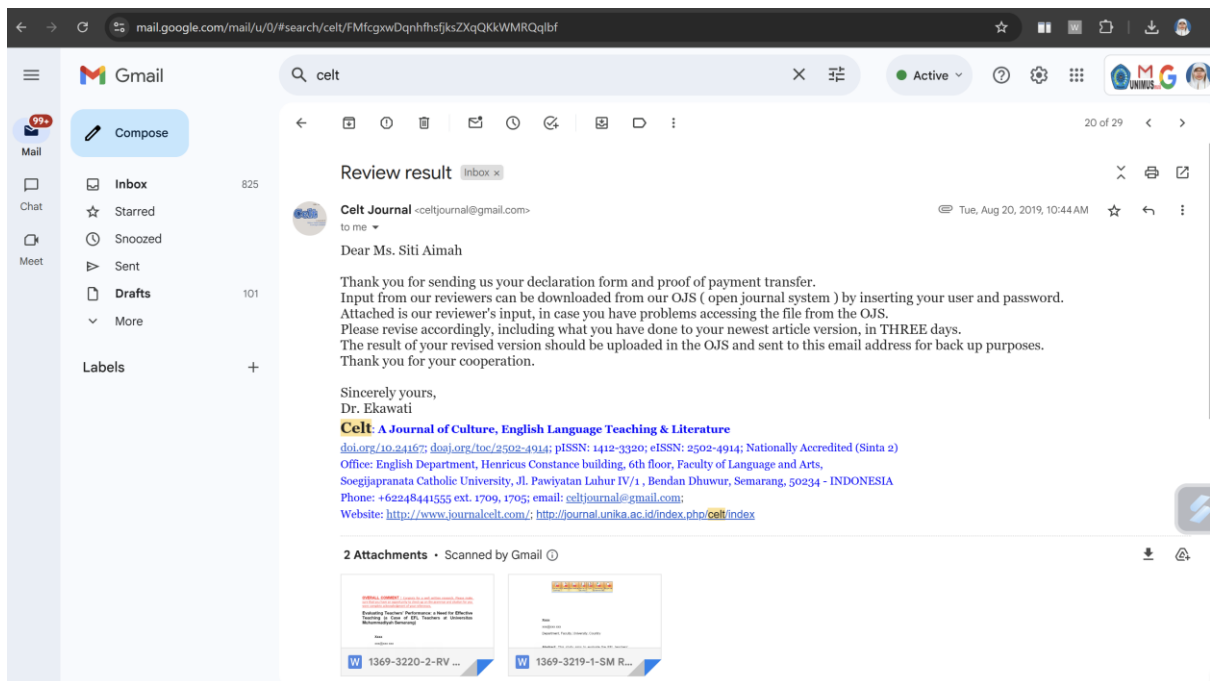
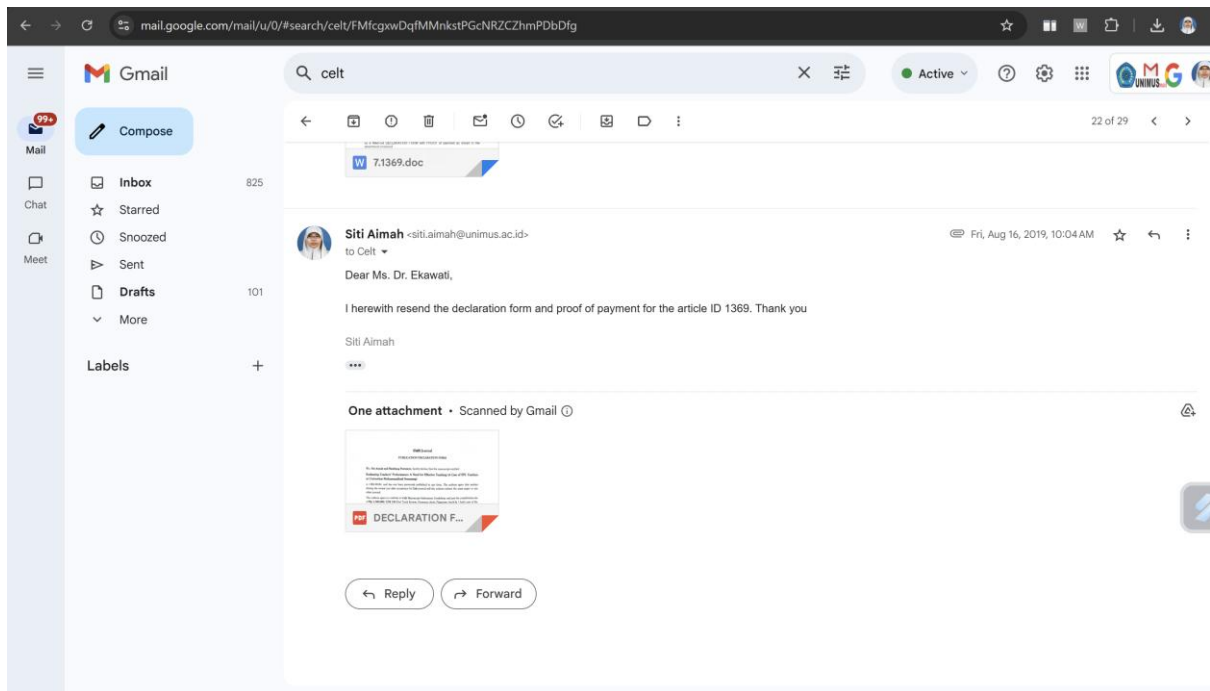
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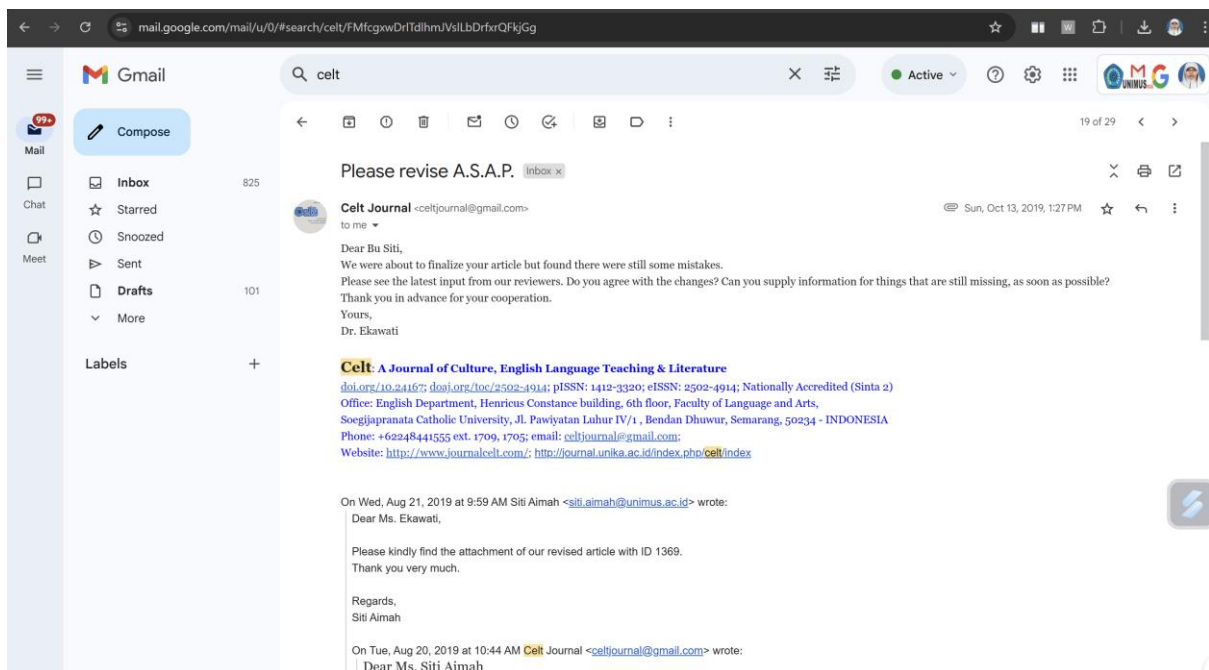
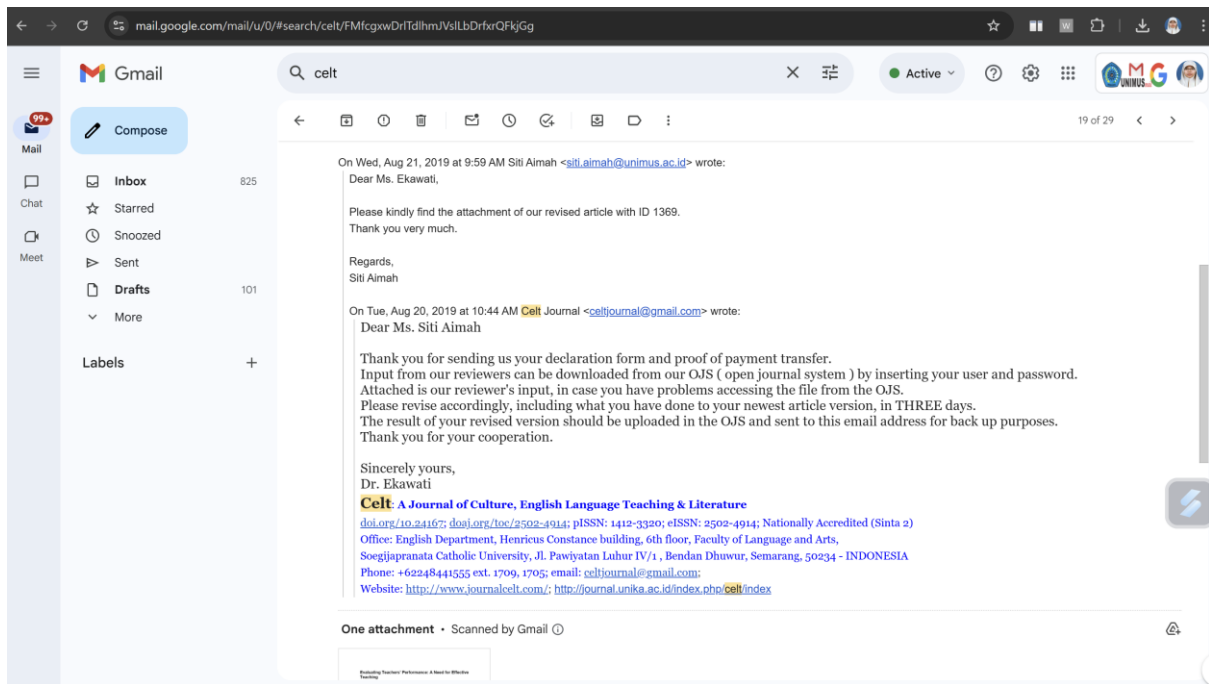
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Thank you very much.

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Evaluating Teachers' Performance: A Need for Effective Teaching

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Abstract: This article reports a study, which aims to evaluate the EFL teachers' performance of teaching in the English Education Department of Universitas Muhammadiyah Semarang (Unimus). ~~This research~~ The study was ~~also~~ conducted to find out the extent to ~~which the competencies of~~ how competent the English ~~lecturer/~~ university teachers in the Department are in conducting an English Language Teaching ((ELT) program in the classroom. A case study was employed ~~in which~~ to five ~~lecturer/~~ teachers who taught the fifth-semester students of English Education Department of Unimus in the Academic Year of 2017/2018, ~~were taken as the purposive sampling. The data were taken~~ Through an observation during their teaching and learning process by involving four observers and through a questionnaire distributed to the 13 students in the fifth semester. ~~The result of the research~~ the study shows the different results of teachers' performance from ~~either both the teachers's perspective or students' perspective~~. Based on ~~the~~ observation, it is ~~revealed~~ s that the teachers' performance in ELT program does not show a satisfactory result yet. The ~~lecturer/~~ teachers tend to use ~~the~~ unvarying methods and focus on certain students without knowing that some of them have learning problems. Meanwhile, from the questionnaire distributed to the students, it shows that the teachers have good competencies in conducting an ELT program in the classroom in which one of the indicators is seen from the personality of the teachers.

Key words: ELT program, teacher's performance, effective teaching, evaluation

Abstrak: Tujuan dari penelitian ini adalah untuk mengevaluasi performa mengajar dosen pendidikan bahasa Inggris di Universitas Muhammadiyah Semarang. Selain itu, penelitian tersebut bertujuan untuk mengetahui sejauh mana kompetensi yang dimiliki oleh para dosen di Program Studi Pendidikan Bahasa Inggris dalam melakukan pembelajaran bahasa Inggris di dalam kelas. Desain penelitian ini adalah studi kasus dimana 5 orang dosen yang mengajar di semester V terlibat dalam penelitian ini. Data diambil melalui observasi di dalam kelas dengan melibatkan 4 orang observer, dan kuesioner yang didistribusikan kepada 13 mahasiswa di semester V. Hasil penelitian menunjukkan terdapat perbedaan pandangan antara dosen dan mahasiswa terhadap performa dosen dalam mengajar. Data yang diperoleh melalui observasi menunjukkan bahwa performa dosen dalam mengajar bahasa Inggris belum menunjukkan hasil yang memuaskan. Terdapat beberapa kecenderungan yang dilakukan oleh dosen selama kegiatan pembelajaran berlangsung seperti penggunaan metode pembelajaran yang tidak bervariasi, perhatian yang hanya mengarah pada mahasiswa tertentu, dan tidak dapat memahami permasalahan belajar mahasiswa. Sementara itu, dari hasil kuesioner menunjukkan bahwa dosen memiliki kompetensi yang bagus dalam melaksanakan pembelajaran bahasa Inggris dimana indikator yang digunakan mereka untuk melihat bagus tidaknya kompetensi tersebut adalah melalui kepribadian yang dimiliki oleh dosen tersebut.

Kata kunci: pembelajaran bahasa Inggris, performa mengajar, pengajaran efektif, evaluasi

INTRODUCTION

Teachers' performance has an important role in determining the quality of teaching. The quality of teaching is also influenced by the existence of good teachers in managing and handling the teaching and learning process in the classroom, so that it creates effective teaching. There are some previous studies about teachers' performance conducted by the researchers. First, Ndungu, et al. (2015) and Jones (1998) found that the success of teachers' performance is determined by lesson preparation prepared by the teachers before performing in the class in which it also determines the effectiveness of the teaching and learning process in the classroom. Meanwhile, other studies were conducted to know the qualification of good teachers from the students'

perception. The research results from Arnon & Reichel (2007), Beishuizen et al. (2001), Bullock, (n.d), and Ida (2017) revealed that most students believe that good teachers are seen and considered from the teachers' personalities rather than teaching competencies. (Arnon & Reichel, 2007; Beishuizen et al., 2001; Bullock, n.d; Ida, 2017).

This study aims to evaluate the teachers' performance of the teaching and learning process in the classroom, with regards. Further, it is also to know the extent to which the kinds of qualities and competencies of the lecturer teachers in ELT program, particularly in Universitas Muhammadiyah Semarang, are best. The evaluation is needed in order to create effective teaching that is important for building the quality of education.

LITERATURE REVIEW

Teachers are critical to raise in raising the standard of education (Santiago & Benavides, 2009; Shukla, 2014; Syahrudin, et al., 2013) because knowledge, skills, and experiences are important elements in determining whether or not the teachers are categorized as good and/or professional teachers (Arnon & Reichel, 2007). Without having those elements, the teachers cannot counter with the problems of teaching and learning in the classroom. The problems that usually emerge in the classroom, for example, are 1) the tendency to focusing on the activity rather than to on the students' needs, 2) communicating at in inappropriate levels, 3) not teaching on what the students do not really need to learn, 4) having inadequate preparation, 5) racing through the textbook, and 6) providing little communication in class.

There are some views to measure and describe the teachers' skills, in which it could be seen is viewed from whether the teachers are trained or untrained, and whether they are novice or experienced teachers (Richards, 2001). For the qualification of an experienced teacher, the judgement lies in it could be referred to the experiences of conducting the teaching and learning process in the classroom, which covers covering of not only how to prepare the needs for teaching materials that should be based on the students' needs, but also on how to face the obstacles of learning from both the teacher and the students, so they may and cope them with the problems that arise.

The experienced-Experienced teachers are generally those who are also categorized as good teachers, who can compensate for deficiencies in the curriculum, the materials, or the sources they make for the betterment use of

in their teaching (Richards, 2001). Thus, ~~the curriculum is needed to help the~~ teachers ~~in need to~~ addressing the learning goals in which they need to analyze, modify, and enact curriculum materials for effective teaching (Schwarz, et al., 2007).

According to Catano & Harvey (2011), there are nine competencies for effective teaching covering availability, communication, conscientiousness, creativity, feedback, individual consideration, professionalism, problem-solving, and social awareness. Those competencies could not be separated from the teachers' needs in teaching, ~~and because~~ those are required by the teachers to create effective ELT teaching in the classroom ~~in which the teachers need to develop their expertise especially in conducting ELT program~~. Thereby, to achieve the goal of effective teaching, Shian-yun (2012) mentions that in teaching English as a foreign language, an EFL teacher must have good teaching skills, know quite a lot about the English language systems including how the English language works and how people learn and use it, and have good English proficiency. Without having them, the goal of learning could not be achieved well. Therefore, in order to measure effective teaching, the teachers' performance in the classroom needs to be evaluated. The evaluation is required to measure what the teachers do in the classroom rather than how well the teachers will do in the classroom (Darling-Hammond, 2009; Goe, et al., 2008). In the process of evaluation, Jabbarifar (2009) proposes some aspects of teaching and learning that need to be considered. Those are the use of textbooks and instructional materials, student achievement, and the whole of the instruction programs.

Evaluating teachers' performance in which it is also a part of effective teaching could be seen from three different dimensions: measurement of inputs, processes, and outputs. Inputs refer to teacher quality covering background, beliefs, expectations, experience, and pedagogical and content knowledge. Processes focus on the interaction that occurs in a classroom between teachers and students. Outputs represent the results of classroom processes, such as the impact on student achievement, graduation rates, student behavior, engagement, attitudes, and social-emotional well-being (Goe, et al., 2008). The evaluation of the teachers' performance is essential to know the strengths of the teachers and the aspects of their practice which could be further developed.

METHODOLOGY

A case study was employed in this study by involving five ~~lecturer~~teachers who taught in the fifth-semester students of ~~the~~ English Education Department of Universitas Muhammadiyah Semarang in the Academic Year of 2017/2018. There were four observers who ~~were~~ involved in this study. In observing the ~~lecturer~~teachers' performance of teaching, observation checklist adapted from Brown (1994) cited in Richards (2001) was prepared to cover five elements to be observed: preparation, presentation, execution/methods, personal characteristics, and teacher/student interaction in which each element contained some aspects to be evaluated by the observers. The range of ~~the~~ Likert-type scale ~~was~~ used ~~was~~ to make the observers easier in rating the ~~lecturer~~teachers' performance of teaching on a scale point of 1 to 4 with the category 1_{..5} unsatisfactory, 2_{..5} average, 3_{..5} above average, and 4_{..5} excellent.

To support the data, the questionnaire which was adapted from Murdoch (1997) cited in Richards (2001) was also distributed to 13 students in the fifth semester. However, only nine students ~~who~~ participated ~~in~~ and returned the questionnaire. The questionnaire was about the qualities and the competencies of a good English teacher, ~~which containing~~ contained the aspects of ELT competencies and general teaching competencies. The criteria of Likert-type scale in the category of 1 to 5 were also used in order ~~for the~~ students, ~~who~~ could rate their ~~lecturer~~teachers' performance with the most closely reflected ~~their~~ reaction to the statements.

The data from both the observation and the questionnaire ~~were~~ then ~~were~~ analyzed quantitatively. The numerical data were presented in the tables to see the result of the evaluation from both the observers, and the students and they were supported with the explanation ~~of~~ representing each elements of the instruments used.

RESULTS

A. ~~Lecturer~~Teachers' performance of teaching

To know and evaluate the ~~lecturer~~teachers' performance, there are some common views of teaching ~~in~~ which ~~it~~ could be seen from whether the ~~lecturer~~teachers are trained or untrained, and whether they are novice or experienced ~~ones~~ (Richards, 2001). Novice and experienced teachers could be

seen from the classroom experience they have in ELT program. It could not only be seen from how long they have experienced in classroom teaching, but also it-in how relates to the competencies that have to be mastered including pedagogical, professional, personal, and social (The Regulation of The Minister of National Education No. 6 Year 2007).

Pedagogical competence that must be mastered by the lectureteachers to support their performance of teaching and learning process needs to be built through teaching practices in the classroom by facing students' learning problems with different characteristics (Aimah, et al., 2017). To measure their pedagogical competence, it could be seen from their ability in managing teaching and learning process from planning to evaluation stages (Syahrudin, et al., 2013).

According to Brown (1994) cited in Richards (2001), to evaluate the lectureteachers' performance in conducting ELT program, it could be considered from some aspects: preparation, presentation, execution of/methods, personal characteristics, and teacher/student interaction in which each aspect are comprised with certain s-of-some indicators. The following is the result of the observation of the lectureteachers' performance of teaching in the classroom.

Table 1:
The lectureteachers' performance of teaching

No.	Aspects	Score	Category
1.	Preparation	2.54	good
2.	Presentation	2.40	fair
3.	Execution/Methods	2.44	fair
4.	Personal Characteristic	2.62	good
5.	Teacher-Students Interaction	2.68	good
Average		2.54	fair

Based on Table 1, it shows that the teachers' performance of teaching is not satisfactory yet. It could be seen from five aspects observed (preparation, presentation, execution/methods, personal characteristic, and teacher-student interaction) with-where the average of 2.54 is within the category of fair. From the five aspects observed, the lowest score is on the aspect of presentation (2.40). There are some criteria used for the aspect of it. It relates to the way of the lectureteachers are in explaining the materials, the clear directions given

to the students, the ~~lecturer~~teachers' ability in answering the students' questions, the appropriate methods chosen based on the students' ability, the ~~lecturer~~teachers' ability in understanding the students' problems of learning, the ability of the ~~lecturer~~teachers in simplifying the materials, and the ~~lecturer~~teachers' enthusiasm and interests in teaching (Richards, 2001).

Based on the observation during teaching and learning process in the classroom, among five ~~lecturer~~teachers (four females and one male), in the aspect of the presentation, ~~the~~ male ~~lecturer~~teacher has the lowest score with the amount of 2.0 (fair). The way he explained the materials to the students was not supported by ~~the~~ simple analogies to help the students' understanding. ~~Form here it learned that~~ ~~it~~ becomes an important point for the ~~lecturer~~teachers ~~in which~~to simplifying the materials and ~~giving~~ ~~give~~ the analogies ~~are~~ needed to achieve the success of teaching and learning. Even during teaching and learning, he did not know that some of his students had some problems in understanding the materials. Asking the students whether or not they have difficulties in comprehending the materials by moving around to them is actually effective for the ~~lecturer~~teacher in understanding learning problems. In choosing the methods of teaching, the tendency to use the monotonous method enables the students to become bored and not enthusiastic for joining the class.

This condition is contrasted with ~~the~~ female ~~lecturer~~teachers -in which the average score of their presentation is around 2.5 ~~to~~ 2.7, ~~which is~~ within the category of good. It reveals that female ~~lecturer~~teachers tended to prepare their teaching well by choosing and simplifying the materials to be delivered to the students. Giving some examples to support the materials was chosen in order to help ~~their~~ ~~students'~~ understanding. Besides that, female ~~lecturer~~teachers tended to be creative in using a different simple method of teaching to be presented to them. The method used-even though was not optimum yet ~~made~~ the students more excited in joining the teaching and learning process in the classroom rather than the male ~~lecturer~~teacher did. Through the selected method used, ~~it has~~ enabled the ~~lecturer~~teachers to make sure whether or not the students had learning problems in the classroom and or to give appraisal to them. Female ~~lecturer~~teachers were also more enthusiastic for teaching the students in the classroom. It could be seen from the directions given, which were clear and concise so that the students did not find difficulties in understanding them.

The second-lowest score from the observation is the execution/methods in which the average ~~of its~~score is 2.44 with the category of fair. In this aspect,

it relates to the way of the ~~lecturer~~teachers in making the students understand the materials through some methods and equipment used in teaching. It is in line with Syahrudin (2009), ~~who believes that in which~~ activities/methods in the classroom refer to the ways in which materials and equipment are used. ~~He also believed that and~~ how the content is to be taught ~~comprising comprised~~ of what the students are doing; how the students are grouped; and how the activities are organized in the classroom. ~~In fact, in the study, it is found that some lecturer~~teachers, ~~unfortunately~~ did not involve the students maximally in the activity of teaching and learning in the classroom because the class was centered on the ~~lecturer~~teacher. Lecturing still became their choice to convey the material given even though the rest tried to offer ~~the~~ other methods ~~of~~ engaging them to be active, for example group discussion. The use of lecturing model potentially made them stuck in a certain place without moving around to all the students because they only focused on their own explanation to the students. Furthermore, with the varying knowledge and ability that the ~~lecturer~~teachers have, the result of the observation shows that some of the ~~lecturer~~teachers were not able to adapt to the unanticipated situations in the classroom. For example, when there was a student, ~~who~~ asked a question that was out of the context of the material, the ~~lecturer~~teacher showed her objection expression rather than answered the question.

Preparation aspect also has a low average score in the ~~lecturer~~teachers' performance of teaching. It could be seen that the average of it is 2.54. Only three components used for evaluating the aspect of preparation. They are the ~~lecturer~~teachers' readiness in preparing and organizing the class, reviewing the previous materials, and determining learning goals/objectives of learning (Brown (1994) cited in Richards, 2001). From three components used, the tendency of the ~~lecturer~~teachers in starting their class was reviewing the previous materials and looking ahead to new material. It is understandable by considering the students' ability and knowledge made, the ~~lecturer~~teachers ~~would~~ do that in order to help them ~~in~~comprehending the material given. However, the ~~lecturer~~teachers were not ready with their lesson plan including to determine the learning objectives and design the pedagogical activities based on the students' needs (knowledge, problem, learning style, etc.). That is why it made the observers difficult in observing the lesson plan that they have prepared with the activities of teaching and learning in the classroom and knowing the learning objectives to be reached.

Meanwhile, the aspects of personal characteristics and teacher-student interaction ~~get received~~ the average scores of 2.62 and 2.8, ~~which is with in~~ the category good. Generally, the ~~lecturer~~teachers did not have the problem with a

personal characteristic and the interaction with the students. In the aspect of personal characteristic, each ~~lecturer~~teacher got a good result. The criteria used to measure the personal characteristics are patience in eliciting students' response; clarity, tone, and audibility of voice; personal appearance; initiative, resourcefulness, and creativity; pronunciation, intonation, fluency, and appropriate and acceptable use of language (Brown (1994) cited in Richards, 2001). The same view comes from Ida (2017) who mentions that the basic personal characteristics that should be had by the ~~lecturer~~teachers are unconditional acceptance, self-acceptance, empathy, full attention to the student, emotional sensitivity, and credibility.

In the aspect of teacher/student interaction, each ~~lecturer~~teacher also gets a good category as well. It is supported with the average score of teacher/student interaction achieves 2.68. Teacher/student interaction is important to build the harmonious atmosphere because it could influence the students' motivation, engagement, and performance in the classroom (Hughes, 2011). It is also related to the role of the teachers to the functioning of them in a social group and social responsibility (Ciascai & Vlad, 2014). It means that the ~~lecturer~~teachers need to encourage the students to be involved actively in the teaching and learning process in the classroom. The ~~lecturer~~teachers need to know what the students' learning problems are and how to cope with (Arnon & Reichel, 2007). It should be done in order ~~for~~ the ~~lecturer~~teachers could optimally keep the interaction with the students. Therefore, giving a chance to the students for asking some questions, expressing their own opinions, conveying their objection also was parts of the components to be observed by the observers during teaching and learning process in the classroom. Even though some ~~lecturer~~teachers focused on their own lecturing model which enabled the class to be centered on the teacher, they tried to invite the students to be active through the activities built in the classroom. Yet, only some students who participated actively in the classroom. Some of them-even though had been appointed to participate-tried to avoid the ~~lecturer~~teachers' question. It happened because of the different background knowledge that they had in which not all of them felt comfortable and relaxed ~~atmosphere~~ to have the question. Some of them were also afraid to make some mistakes. ~~For-To anticipating-anticipate~~ this condition, the teacher should not shame or blame the students when they make errors (Sieberer-Nagler, 2016) because it will influence their next performance.

B. Qualities and competencies of a good English ~~lecturer~~teacher

According to Beishuizen et al. (2011) skills, knowledge, and experience of teachers as crucial factors in good teaching. Good teaching needs not only to motivate the students to learn, but also to teach them how to learn in a manner that is relevant, meaningful and memorable (Sieberer-Nagler, 2016). The ~~lecturer~~teachers' ability in explaining the subject matter well, giving many examples to support their explanation, improvising their teaching, adapting their explanation to the students' needs, and understanding the students' learning problems become the important points for the achieving the criterion. To support good teaching, it ~~is~~-needed two important components: professional knowledge and an appropriate personality. It means that the teachers have to master the subject matter that they would like to teach and they become good models for the students in terms of patience, modesty and politeness, simplicity, punctuality, paying attention to the students, being warm to the students, and providing good relation to the others (Arnon & Reichel, 2007). It is in line with Bullock (n.d) mentions that an experienced teacher put more emphasis on personal characteristics.

To present the extent to which the qualities and the competencies of the English ~~lecturer~~teachers of Unimus, the questionnaire was distributed to the students of the fifth semester. The result of the questionnaire could be seen in Table 2 as follows.

Table 2:
The qualities and competencies of a good ~~E~~nglish ~~lecturer~~teacher

No.	Aspects	Score	Category
1.	ELT Competencies	4.00	excellent
2.	General Competencies & Knowledge	3.65	excellent
	Average	3.82	excellent

There are two aspects used to measure the competencies of the ~~lecturer~~teachers in teaching English as a Foreign Language (EFL). Those aspects are ~~English Language Teaching (ELT)~~ competencies and general competencies of teaching covering pedagogical, professional, social, and personal domains. In the aspect of ELT competencies, the average score is 4.00. It is contrasted with the result of the observation done by the observers during the teaching and learning process in the classroom in which the average score is 2.54 with the category fair. It means that between the

observers and the students have a different perception in evaluating the ~~lecturer~~teachers' performance.

The students admitted that the ~~lecturer~~teachers have good qualities and competencies in ELT program. Based on their viewpoint, their ~~lecturer~~teachers' performance is excellent. It could be seen from the elements rated covering the clarity in using language, the varying techniques used during the class, setting up the students in group activities, providing activities to develop language skills, giving sufficient time to respond the questions, encouraging the students to ask questions, being a good model for the students, making the students to self-correct mistakes, and maintaining a dialogue with the students. As stated by Catano & Harvey (2011), teachers serve as role models inspiring their students and stimulating their intellectual curiosity by engaging them in and out of the classroom to develop intellectual intelligence. They set goals and expectations for their students and motivate them to meet those challenges. Referring to that point, most students gave the range of 4-5 for filling the questionnaire. It means that the students admitted the ~~lecturer~~teachers' competencies. Thus, it is not surprising that the average of ELT competencies is 4.00, ~~is~~ with ~~in~~ the category excellent.

It is not much different from the result of general competencies in which the average score gets 3.65 (excellent). For general competencies, there are some criteria used including pedagogical and personal competencies. Those competencies are ~~very~~really needed by the ~~lecturer~~teachers for supporting their ability in conducting ELT program in the classroom. Without having them, the ~~lecturer~~teachers will have some obstacles in facing learning problems from either the students or themselves.

From both aspects measured, the average score of the qualities and the competencies of a good English ~~lecturer~~teacher is 3.82. It means that the ~~lecturer~~teachers' competencies in conducting ELT program could be categorized as excellent. It is totally different from the evaluation of ~~lecturer~~teachers' performance done by the observers in which the score is 2.54 (fair).

The different point between them happened because ~~several observers who observed the lecturer~~teachers' performance only on the day they held ELT program enabled the ~~lecturer~~teachers were not ready yet to be observed so that the ~~observers saw the~~ process of ELT program ~~did not look natural as unnatural~~usual. The condition caused some obstacles of learning in the classroom which influenced the ~~lecturer~~teachers not to perform optimally.

Meanwhile, the students who filled the questionnaire ~~considered that the evaluation of the about lecturer teachers~~’ competencies was not only ~~evaluating~~ on the same day the observers observed their ELT program. ~~Students were evaluating their teacher’s performance but it was~~ from the first half-semester. That is why the ~~students’ and the observers’~~ judgment ~~did not match because different conditions and considerations were applied. of their evaluation which was based on some considerations is different.~~ Furthermore, there are some different points of view dealing with the indicators used to evaluate them. The observers who are the ~~lecturer teachers~~’ own colleagues and whose background knowledge is at the same level as the ~~lecturer teachers~~ had different perceptions in evaluating ~~their performance of the teachers’ observed.~~ ~~They had some considerations to evaluate them based on the indicators used in the instrument.~~ The ~~indicators that the~~ observers emphasized the ~~lecturer teachers~~’ performance ~~were based~~ on the pedagogical competence and experience of teaching in the classroom rather than personal characters. The ~~lecturer teachers~~’ ability in designing their lesson plan including the way they choose the method and the media, simplify the materials, improvise their teaching, communicate with the students becomes the main point ~~to be considered of consideration.~~ ~~Whereas, for the students, they were evaluating based on what they consider as good teachers with good personality.~~

A good personality is considered as an important characteristic of an “ideal teacher”, but ~~in teaching competencies,~~ the importance ~~of lies more on the increase of~~ professional knowledge ~~increased with that is~~ experienced in the classroom (Arnon & Reichel, 2007). While the students looked at ~~from the different point of view in which the their~~ ideal teacher ~~is emphasized on the personal character that refers to the as having the characteristics of being patient, helpful, humor, kind, etc. It which~~ is in line with Beizhuizen, et al. (2001); ~~the observers were instead evaluating on the said that students define good teachers based on characteristics and traits, rather than by teachers’ knowledge or ability in increasing the students’ competence. Thus, as informed above, the conditions for evaluation were not a perfect match.~~

CONCLUSION

This ~~article reported a~~ research ~~that~~ has dealt with the teachers’ performance of ELT program in the classroom seen from a different perspective from both the teachers/~~lecturer teachers~~ and the students. From

the ~~lectureteacher~~ observers' perspective, the emphasis is laid on the elements that should be owned by the ~~lectureteachers~~ covering good knowledge and skills of delivering their teaching materials, as well as showing a teaching experience of being open-minded for discussions when teaching students. Meanwhile, the students tend to emphasise-emphasize on their teachers' personal characteristics.

Dealing with those points, ~~their-the teachers~~ performance under observation in teaching their students, thus in conducting teaching and learning process in the classroom shows ~~the-an~~ unsatisfactory result. From five aspects rated, i.e. in presentation, execution of-methods, and preparation; the teachers under observation received-achieve the lowest score. Among the ~~lectureteachers~~ observed, four female ~~lectureteachers~~ are actually well-prepared and well-organized rather than one male ~~lectureteacher~~. However, most of them tend to use a teacher-centered learning in which it does not give much chance ~~to-for~~ the students to be active in the classroom. Seen from their personal character and teacher-student interaction, like evaluated by the students through a questionnaire, the teachers evaluated for the research they ~~getgot~~ good result. ~~It is supported with the students' rating in which the students categorize that a good lecture could be seen from his/her personal characteristics covering patient, humor, helpful, and friendly rather than knowledge and skills.~~

In some cases, male and female ~~lecturert~~ have a different tendency from ~~preparing to execute their teaching in the classroom.~~ Each ~~lectureteacher~~ is expected to be open-minded in making discussion with the others in order to repair their better performance. Observing one's performance of ELT program should be done by the novice lecturer so that they could enhance their experience and knowledge of handling the class.

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Commented [R1]: Is this an online website? Or a journal? Can you give more details to the source of reference?

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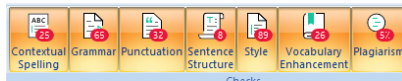
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Department, Faculty, University, Country

Abstract: This study aims to evaluate the EFL teachers' performance of teaching in English Education Department of Universitas Muhammadiyah Semarang. An in-depth research was also conducted to find out the extent to which the competencies of English lecturers in conducting English Language Teaching (ELT) program in the classroom. To achieve the purposes, 5 lecturers teaching in the fifth semester students in the Academic Year of 2017/2018 were taken as the purposive sampling. The data were taken through observation during teaching and learning process by involving 4 observers and questionnaire distributed to 13 students in the fifth semester. The result of the research shows the different results of teachers' performance from either teacher's perspective or students. Based on the observation, it reveals that the teachers' performance in ELT program do not show satisfactory result yet. The lecturers tended to use the unvarying methods and focused on the certain students without knowing that some of them had trouble understanding. Meanwhile, from the questionnaire distributed to the students, it shows that the teachers have good competences in conducting ELT program in the classroom in which one of the indicators was seen from the personality of the teachers.

Key words: ELT program, teacher's performance, effective teaching, evaluation

Abstrak: Tujuan dari penelitian ini adalah untuk mengevaluasi performa mengajar dosen pendidikan bahasa Inggris di Universitas Muhammadiyah Semarang. Selain itu, penelitian tersebut bertujuan untuk mengetahui sejauh mana kompetensi yang dimiliki oleh para dosen di Program Studi Pendidikan Bahasa Inggris dalam melakukan

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pembelajaran bahasa Inggris di dalam kelas. Untuk mencapai tujuan tersebut di atas, terdapat 5 orang dosen yang mengajar di semester V yang terlibat dalam penelitian ini. Data diambil melalui observasi di dalam kelas dengan melibatkan 4 orang observer, dan kuesioner yang didistribusikan kepada 13 mahasiswa di semester V. Hasil penelitian menunjukkan terdapat perbedaan pandangan antara dosen dan mahasiswa terhadap performa dosen dalam mengajar. Data yang diperoleh melalui observasi menunjukkan bahwa performa dosen dalam mengajar bahasa Inggris belum menunjukkan hasil yang memuaskan. Terdapat beberapa kecenderungan yang dilakukan oleh dosen selama kegiatan pembelajaran berlangsung seperti penggunaan metode pembelajaran yang tidak bervariasi, perhatian yang hanya mengarah pada mahasiswa tertentu, dan tidak dapat memahami permasalahan belajar mahasiswa. Sementara itu, dari hasil kuesioner menunjukkan bahwa dosen memiliki kompetensi yang bagus dalam melaksanakan pembelajaran bahasa Inggris dimana indikator yang digunakan mereka untuk melihat bagus tidaknya kompetensi tersebut adalah melalui kepribadian yang dimiliki oleh dosen tersebut.

Kata kunci: pembelajaran bahasa Inggris, performa mengajar, pengajaran efektif, evaluasi

INTRODUCTION

Teachers' performance has an important role in determining the quality of teaching. The quality of teaching is also influenced by the existence of good teachers in managing and handling the teaching and learning process in the classroom so that it creates the effective teaching.

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There are some previous studies about teachers' performance conducted by the researchers. Ndungu, Beatrice W, Allan Gathu, and Emily, Bomett. J. (2015). Influence of Monitoring and Evaluation by Principles on Effective Teaching and Learning in Public Secondary Schools in Githunguri District. *Journal of Education and Practice*, 6(9), 10-17. (2015) and Jones, Jane. (n.d). Lesson Planning: Towards Purposeful Learning and Effective Teaching. (n.d) found that the successful of teachers' performance is determined by lesson preparation prepared by the teachers before performing in the class in which it also determines the effectiveness of the teaching and learning process in the classroom. Meanwhile, the other studies were conducted to know the qualification of good teachers from the students' perception. The results reveal that most students believe that good

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teachers are seen and considered from the teachers' personalities rather than teaching competences (Ida, Zagyv   Sz  cs. (2017). What Makes a Good Teacher? *Universal Journal of Educational Research*, 5(1), pp. 141-147. , 2017; Bullock, Mia (n.d). What Makes a Good Teacher? Exploring Student and Teacher Beliefs on Good Teaching. *Rising Tide* Volume 7. <http://www.smcm.edu/mat/wp-content/uploads/sites/73/2015/06/Bullock-2015.pdf>, n.d, Arnon, S., & Reichel, N. (2007). Who is the idea teacher? Am I? Similarity and Difference in Perception of Students of Education Regarding Qualities of a Good Teacher and of Their Own Qualities as Teachers. *Teachers and Teaching: Theory and Practice*, 13(5), 441-464. Beishuizen, J. J., Hof, E., van Putten, C. M., Bouwmeester, S., & Asscher, J. J. (2001). Students' and Teachers' Cognitions about Good Teachers. *British Journal of Educational Psychology*, 71, 185-201. et.al, 2001).

This study aims to evaluate the teachers' performance of teaching and learning process in the classroom. Further it is also to know the extent to which the qualities and competencies of the lecturers in ELT program particularly in Universitas Muhammadiyah Semarang. The evaluation is needed in order to create the effective teaching that is important for building the quality of education.

LITERATURE REVIEW

Teachers are critical to raise the standard of education (Santiago, Paulo and Benavides, Fransisco. (2009). Teacher Evaluation. A Conceptual Framework and Examples of Country Practices. Presented at the OECD-Mexico Workshop towards a Teacher Evaluation Framework in Mexico: *International Practices, Criteria and Mechanisms*, held in Mexico City on 1-2 December 2009.; Syahrudin, et.al. (2013). Teachers' Pedagogical Competence in School-Based Management. *Journal of Education and Learning*, 7(4), pp. 213-218. et.al. 2013; Shukla, Shashi. (2014). Teaching Competency, Professional Commitment and Job Satisfaction-A Study of Primary School Teachers. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 4(3), pp. 44-64.). Knowledge, skills, and experiences are important elements in determining whether or not the teachers are categorized as good and/or professional teachers (Arnon, S., & Reichel, N. (2007). Who is the idea teacher? Am I? Similarity and Difference in Perception of Students of Education Regarding Qualities of a Good Teacher and of Their Own Qualities as Teachers. *Teachers and Teaching: Theory and Practice*, 13(5), 441-464.. Without having those elements, it is impossible for the teachers to

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counter the problems of teaching and learning in the classroom. The problems that usually emerge in the classroom, for example the tendency to focus on the activity rather than to the student needs, communicating at inappropriate levels, not teaching what the students need to learn, inadequate preparation, racing through textbook, and little communication in class.

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To measure and describe the teachers' skills, there are some common views in which it could be seen from whether the teachers are trained or untrained, and whether they are novice or experienced (Richards, Jack C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press: Cambridge. . For the qualification of experienced, it could be referred to the experiences of conducting teaching and learning process in the classroom covering of not only how to prepare the needs for teaching that should be based on the student needs, but also how to face the obstacles of learning from both the teacher and the students and cope them with. The experienced teachers who are also categorized as good teachers can compensate for deficiencies in the curriculum, the materials, or the sources they make use of in their teaching (Richards, Jack C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press: Cambridge. . Thus, curriculum is needed to help the teachers in addressing the learning goals in which they need to analyse, modify, and enact curriculum materials for effective teaching (Schwarz, et.al. 2007).

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According to Catano, V. M., & Harvey, S. (2011). Student Perception of Teaching Effectiveness: Development and Validation of the Evaluation of Teaching Competencies Scale (ETCS). *Assessment & Evaluation in Higher Education*, 36(6), 701-717., there are nine competencies for effective teaching covering availability, communication, conscientiousness, creativity, feedback, individual consideration, professionalism, problem solving, and social awareness. Those competencies could not be separated from the teacher needs in teaching and are obviously required by the teachers in order to create the effective teaching in the classroom in which the teachers need to develop their expertise especially in conducting ELT program. Thereby, to achieve the goal of effective teaching, Shian-yun (n.d) mentions that in teaching English as a foreign language, an EFL teacher must have good teaching skills, know quite a lot about the English language systems including how the English language works and how people learn and use it, and have good English proficiency. Without having them, the goal of learning could not be achieved well.

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Therefore, in order to measure the effective teaching, the teachers' performance in the classroom needs to be evaluated. The evaluation is required to measure what the teachers do in the classroom rather than how well the teachers will do in the classroom (Goe, Laura, et.al. (2008). *Approaches to Evaluating Teacher Effectiveness: A Research Synthesis*. National Comprehensive Center for Teacher Quality: Washington. et.al. 2008; Darling-Hammond, Linda (2009). *Evaluating Teacher Effectiveness. How Teacher Performance Assessments can Measure and Improve Teaching*. www.americanprogress.org.). In the process of evaluation, Jabbarifar, Taghi. (2009). The Important of Classroom Assessment and Evaluation in Educational System. *Proceedings of the 2nd International Conference of Teaching and Learning* (ICTL 2009) INTI University College, Malaysia proposes some aspects of teaching and learning that need to be considered. Those are the use of textbooks and instructional materials, student achievement, and the whole of instruction programs.

Evaluating teachers' performance in which it is also a part of effective teaching could be seen from three different dimensions: measurement of inputs, processes, and outputs. Inputs refer to teacher quality covering background, beliefs, expectations, experience, and pedagogical and content knowledge. Processes focus on the interaction that occurs in a classroom between teachers and students. Outputs represent the results of classroom processes, such as impact on student achievement, graduation rates, student behavior, engagement, attitudes, and social-emotional well-being (Goe, et.al. 2008). The evaluation to the teachers' performance is essential to know the strengths of the teachers and the aspects of their practice which could be further developed.

METHODOLOGY

This study was conducted by involving five lecturers who taught in the fifth semester students in English Education Department of Universitas Muhammadiyah Semarang in the Academic Year of 2017/2018. There were four observers involved in this study. In observing the lecturers' performance of teaching, observation checklist adapted from Brown (1994) in Richards (2001) was prepared covering five elements to be observed: preparation,

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presentation, execution/methods, personal characteristics, and teacher/student interaction in which each element contained some aspects to be evaluated by the observers. The range of Likert-type scale was used to make the observers easier in rating the lecturers' performance of teaching on a scale point of 1 to 4 with the category 1, unsatisfactory, 2, average, 3, above average, and 4, excellent.

Table 1.

Checklist for Evaluating Teachers' Performance

NO.	ASPECT	SCALE			
		4	3	2	1
1.	PREPARATION				
	The teacher was well-prepared and well-organized in class.				
	The lesson reviewed material and looked ahead to new material.				
	The prepared goals/objectives were apparent.				
2.	PRESENTATION				
	The class material was explained in an understandable way.				
	The lesson was smooth, sequenced, and logical.				
	The lesson was well-paced.				
	Directions were clear and concise and students were able to carry them out.				
	The material was presented at the students' level of comprehension.				
	An appropriate percentage of the class was students' production of the language.				
	The teacher answered questions carefully and satisfactorily.				
	The methods were appropriate to the age and ability				

Commented [R47]: understandably

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of students.

The teacher knew when the students were having trouble understanding.

The teacher showed an interest in, and enthusiasm for, the subject taught.

3. EXECUTION/METHODS

There were balance and variety in activities during the lesson.

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The teacher was able to adapt to the unanticipated situations.

Commented [R53]: unnecessary

The material was reinforced.

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The teacher moved around the class and made eye contact with students.

The teacher knew students' names.

Commented [R55]: the students

The teacher positively reinforced the students.

Student responses were effectively elicited (i.e. the order in which the students were called on).

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Examples and illustrations were used effectively.

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Instructional aids or resource material was used effectively.

Drills were used and presented effectively.

Structures were taken out of artificial drill contexts and applied to the real contexts of the students' culture and personal experiences.

Error perception.

Appropriate error correction.

4. PERSONAL CHARACTERISTIC

Patience in eliciting responses.

Clarity, tone, and audibility of voice.

Personal appearance.

Initiative, resourcefulness, and creativity.

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Pronunciation, intonation, fluency, and appropriate
and acceptable use of language.

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5. TEACHER-STUDENTS INTERACTION

Teacher encouraged and assured full student
participation in class.

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The class felt free to ask questions, to disagree, or to
express their own ideas.

The teacher was able to control and direct the class.

The students were attentive and involved.

The students were comfortable and relaxed, even
during intense intellectual activity.

The students were treated fairly, impartially, and with
respect.

The students were encouraged to do their best.

The teacher was relaxed and matter-of-fact in voice
and manner.

The teacher was aware of individual and group needs.

Digressions were used positively and not over-used.

Adapted from Brown (1994) in Richards (2001)

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To support the data, the questionnaire which was adapted from
Murdoch (1997) in Richards (2001) was also distributed to 13 students in
the fifth semester. However, only nine students who participated and
returning the questionnaire. The questionnaire was about the qualities and
the competencies of a good English teacher containing the aspects of ELT
competencies and general teaching competencies. The criteria of Likert-type
scale in the category of 1 to 5 were also used in order the students could rate
their lecturers' performance with the most closely reflected their reaction to
the statements.

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Table 2.

Checklist for Qualities and Competencies of a Good English Teacher

NO.	ASPECT	SCALE				
		5	4	3	2	1
1.	<p>ELT COMPETENCIES</p> <p>The teacher presents language points in clear and interesting ways.</p> <p>The teacher employs a range of techniques to teach new vocabulary.</p> <p>The teacher sets up interactive pair/group activities appropriately.</p> <p>The teacher gives students sufficient time to respond to questions.</p> <p>The teacher encourages students to ask.</p> <p>The teacher elicits language and background knowledge from students appropriately.</p> <p>The teacher is a good language model for the students.</p> <p>Teacher talk time is appropriate for the language level of the class.</p> <p>The teacher gets students to self-correct minor mistakes.</p> <p>The teacher makes students aware of the strategies they can use to learn English more effectively.</p> <p>The teacher maintains a dialogue with students to gauge their reaction to the materials and his/her teaching methods.</p>					
2.	<p>GENERAL TEACHING COMPETENCIES</p> <p>The teacher has a good classroom presence and personality.</p> <p>The teacher is patient, polite and enjoys helping students acquire new skills/knowledge.</p> <p>The teacher communicates an enthusiasm for the subject.</p> <p>The teacher has good strategies for dealing with inappropriate students' behavior.</p> <p>The teacher does not intimidate shy students in the class.</p>					

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Commented [R69]: an excellent

Commented [R70]: overused; excellent

The teacher recognizes student achievement and develops students' interest in learning.
The teacher gives appropriate feedback to students about their progress.
The teacher prepares classes adequately and has clear aims and objectives.
The teacher uses a variety of techniques to ask questions and elicit responses from students.
The teacher gives clear and sufficient instructions.
The teacher organizes students well.
The teacher makes good use of visuals and other media.
The teacher constantly checks to find out if students have understood teaching points or benefitted from activities.

Commented [R71]: recognises

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Commented [R73]: continually

Adapted from Murdoch (1997) in Richards (2001)

The data from both the observation and the questionnaire then were analysed quantitatively. The numerical data were presented in the Tables to see the result of the evaluation from both the observers and the students and they were supported with the explanation representing each elements of the instruments used.

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RESULTS

A. Lecturers' Performance of Teaching

To know and evaluate the lecturers' performance, there are some common views of teaching in which it could be seen from whether the lecturers are trained or untrained, and whether they are novice or experienced (Richards, 2001). Novice and experienced teachers could be seen from the classroom experience in ELT program. It could not only be seen from how long they have experienced in classroom teaching, but also it relates to the competencies that have to be mastered including pedagogical, professional, personal, and social (The Regulation of the Minister of National Education No. 16 Year 2007 on Teacher Academic Qualification Standard and Competency. Jakarta).

Commented [R76]: Overused; typical

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Pedagogical competence that must be mastered by the lecturers to support their performance of teaching and learning process needs to be built

through teaching practices in the classroom by facing students' learning problems with different characteristics (Aimah, Siti, Ifadah, Muhimatul, and Bharati, Dwi A. L. (2017). Building Teacher's Pedagogical Competence and Teaching Improvement through Lesson Study. *Arab World English Journal (AWEJ)*, 8(1), pp. 66-78. To measure their pedagogical competence, it could be seen from their ability in managing teaching and learning process from planning to evaluation stages (Syahrudin, et.al. (2013). Teachers' Pedagogical Competence in School-Based Management. *Journal of Education and Learning*, 7(4), pp. 213-218. et.al. 2013).

Commented [R82]: et al.

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According to Brown (1994) in Richards (2001), to evaluate the lecturers' performance in conducting ELT program, it could be considered from some aspects: preparation, presentation, execution/methods, personal characteristics, and teacher/student interaction in which each aspect comprises of some indicators. The following is the result of the observation of the lecturers' performance of teaching in the classroom.

Table 3.

The Lecturers' Performance of Teaching

No.	Aspects	Score	Category
1.	Preparation	2.54	good
2.	Presentation	2.40	fair
3.	Execution/Methods	2.44	fair
4.	Personal Characteristic	2.62	good
5.	Teacher-Students Interaction	2.68	good
Average		2.54	fair

Based on Table 3, it shows that the teachers' performance of teaching is not satisfactory yet. It could be seen from five aspects observed (preparation, presentation, execution/methods, personal characteristic, and teacher-students interaction) with the average of 2.54 with the category of fair. From five aspects observed, the lowest score is on the aspect of presentation (2.40). There are some criteria used for the aspect of it. It relates to the way of the lecturers in explaining the materials, the clear directions

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given to the students, the lecturers' ability in answering the students' questions, the appropriate methods chosen based on the students' ability, the lecturers' ability in understanding the students' problems of learning, the ability of the lecturers in simplifying the materials, and the lecturers' enthusiasm and interests in teaching (Richards, 2001).

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Based on the observation during teaching and learning process in the classroom, among five lecturers (four females and one male), in the aspect of presentation, male lecturer has the lowest score with the amount of 2.0 (fair). The way he explained the materials to the students was not supported with the simple analogies to help the students' understanding. It becomes the important point for the lecturers in which simplifying the materials and giving the analogies are needed to achieve the success of teaching and learning. Even during teaching and learning, he did not know that some of his students had some problems in understanding the materials. Asking the students whether or not they have difficulties in comprehending the materials by moving around to them is actually effective for the lecturer in understanding learning problems. In choosing the methods of teaching, the tendency to use the monotonous method enables the students to become bored and not enthusiastic for joining the class.

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This condition is contrast with female lecturers in which the average score of their presentation is around 2.5-2.7 with the category of good. It reveals that female lecturers tended to prepare their teaching well by choosing and simplifying the materials to be delivered to the students. Giving some examples to support the materials was chosen in order to help their understanding. Besides that, female lecturers tended to be creative in using a different simple method of teaching to be presented to them. The method used-even though was not optimum yet-made the students more excited in joining the teaching and learning process in the classroom rather than the male lecturer did. Through the selected method used, enabled the lecturers to make sure whether or not the students had learning problems in the classroom and or to give appraisal to them. Female lecturers were also more enthusiastic for teaching the students in the classroom. It could be seen from the directions given which were clear and concise so that the students did not find difficulties in understanding them.

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The second lowest score from the observation is the execution/methods in which the average of it is 2.44 with the category of fair. In this aspect, it relates to the way of the lecturers in making the students understand the materials through some methods and equipment

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used in teaching. It is in line with Syahrudin (2009) in which activities/methods in the classroom refer to the ways in which materials and equipment are used and how the content is to be taught comprising of what the students are doing; how the students are grouped; and how the activities are organized in the classroom. In fact, some lecturers did not involve the students maximally in the activity of teaching and learning in the classroom because the class was centered on the lecturer. Lecturing still became their choice to convey the material given even though the rest tried to offer the other methods engaging them to be active, for example, group discussion. The use of lecturing model potentially made them stuck in the certain place without moving around to all the students because they only focused on their own explanation to the students. Furthermore, with the varying knowledge and ability that the lecturers have, the result of the observation shows that some of the lecturers were not able to adapt to the unanticipated situations in the classroom. For example, when there was a student asked a question that was out of context of the material, the lecturer showed her objection expression rather than answered the question.

Preparation aspect also has low average score in the lecturers' performance of teaching. It could be seen that the average of it is 2.54. Only three components used for evaluating the aspect of preparation. They are the lecturers' readiness in preparing and organizing the class, reviewing the previous materials, and determining learning goals/objectives of learning (Brown, 1994 in Richards, 2001). From three components used, the tendency of the lecturers in starting their class was reviewing the previous materials and looking ahead to new material. It is understandable by considering the students' ability and knowledge made the lecturers to do that in order to help them in comprehending the material given. However, the lecturers were not ready with their lesson plan, including to determine the learning objectives and design the pedagogical activities based on the students' needs (knowledge, problem, learning style, etc.). That's why it made the observers difficult in observing the lesson plan that they have prepared with the activities of teaching and learning in the classroom and knowing the learning objectives to be reached.

Meanwhile, the aspects of personal characteristics and teacher-students interaction get the average scores of 2.62 and 2.8 with the category good. Generally, the lecturers did not have the problem with the personal characteristic and the interaction with the students. In the aspect of personal characteristic, each lecturer got good result. The criteria used to measure the personal characteristics are patience in eliciting students' response; clarity,

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Commented [R103]: Passive voice

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tone, and audibility of voice; personal appearance; initiative, resourcefulness, and creativity; pronunciation, intonation, fluency, and appropriate and acceptable use of language (Brown, 1994 in Richards, 2001). The same view comes from Ida, Zagyváné Szűcs. (2017). What Makes a Good Teacher? *Universal Journal of Educational Research*, 5(1), pp. 141-147. who mentions that the basic personal characteristics that should be had by the lecturers are unconditional acceptance, self-acceptance, empathy, full attention to the student, emotional sensitivity, and credibility.

In the aspect of teacher/student interaction, each lecturer also gets the category good as well. It is supported with the average score of teacher/student interaction achieves 2.68. Teacher/student interaction is important to build the harmonious atmosphere because it could influence the students' motivation, engagement, and performance in the classroom (Hughes, Jan N. (2011). Longitudinal Effects of Teacher and Student Perceptions of Teacher-Student Relationship Qualities on Academic Adjustments. *The Elementary School Journal*, 112(1), pp. 38-60.). It is also related to the role of the teachers to the functioning of them in a social group and the social responsibility (Ciascai and Vlad, 2014). It means that the lecturers need to encourage the students to be involved actively in teaching and learning process in the classroom. The lecturers need to know what the students' learning problems are and how to cope with (Arnon, S., & Reichel, N. (2007). Who is the idea teacher? Am I? Similarity and Difference in Perception of Students of Education Regarding Qualities of a Good Teacher and of Their Own Qualities as Teachers. *Teachers and Teaching: Theory and Practice*, 13(5), 441-464.). It should be done in order the lecturers could optimally keep the interaction with the students. Therefore giving a chance to the students for asking some questions, expressing their own opinions, conveying their objection also was parts of the components to be observed by the observers during teaching and learning process in the classroom. Even though some lecturers focused on their own lecturing model, which enabled the class to be centered on the teacher, they tried to invite the students to be active through the activities built in the classroom. Yet, only some students who participated actively in the classroom. Some of them-even though had been appointed to participate-tried to avoid the lecturers' question. It happened because of the different background knowledge that they had in which not all of them felt comfortable and relaxed to have the question. Some of them were also afraid to make some mistakes. For anticipating this condition, the teacher should not shame or blame the students when they make errors (Sieberer-Nagler, Katharina.

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Commented [R121]: essential

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(2016). Effective Classroom-Management & Positive Teaching. *English Language Teaching*, 9(1), pp. 163-172.) because it will influence their next performance.

B. Qualities and Competencies of a Good English Lecturer

According to Beishuizen, J. J., Hof, E., van Putten, C. M., Bouwmeester, S., & Asscher, J. J. (2001). Students' and Teachers' Cognitions about Good Teachers. *British Journal of Educational Psychology*, 71, 185-201. et.al. (2011), skills, knowledge, and experience of teachers as crucial factors in good teaching. Good teaching needs not only motivate the students to learn, but the teacher should teach them how to learn in a manner that is relevant, meaningful and memorable (Sieberer-Nagler, Katharina. (2016). Effective Classroom-Management & Positive Teaching. *English Language Teaching*, 9(1), pp. 163-172.). The lecturers' ability in explaining the subject matter well, giving a lot of examples to support their explanation, improvising their teaching, adapting their explanation to the students' needs, and understanding the students' learning problems become the important points for the achieving the criterion. To support a good teaching, it is needed two important components: professional knowledge and an appropriate personality. It means that the teachers have to master the subject matter that they would like to teach and they become good models for the students in terms of patience, modesty and politeness, simplicity, punctuality, paying attention to the students, being warm to the students, and providing good relation to the others (Arnon and Reichel, 2007). It is in line with Bullock (n.d) mentions that an experienced teacher put more emphasis on personal characteristics.

To present the extent to which the qualities and the competencies of the English lecturers of Unimus, the questionnaire was distributed to the students of the fifth-semester. The result of the questionnaire could be seen in Table 4 as follow.

Table 4.

The Qualities and Competencies of a Good English Lecturer

No.	Aspects	Score	Category
1.	ELT Competencies	4.00	excellent
2.	General Competencies & Knowledge	3.65	excellent

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Commented [R132]: many

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Average	3.82	excellent
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There are two aspects used to measure the competencies of the lecturers in teaching English as Foreign Language (EFL). Those aspects are English Language Teaching (ELT) competencies and general competencies of teaching covering pedagogical, professional, social, and personal domains. In the aspect of ELT competencies, the average score is 4.00. It is contrast with the result of the observation done by the observers during teaching and learning process in the classroom in which the average score is 2.54 with the category fair. It means that between the observers and the students have the different perception in evaluating the lecturers' performance.

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Commented [R139]: the teaching

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The students admitted that the lecturers have good qualities and competencies in ELT program. Based on their viewpoint, their lecturers' performance is excellent. It could be seen from the elements rated covering the clarity in using language, the varying techniques used during the class, setting up the students in group activities, providing activities to develop language skills, giving sufficient time to respond the questions, encouraging the students to ask questions, being a good model for the students, making the students to self-correct mistakes, and maintaining a dialogue with the students. As stated by Catano, V. M., & Harvey, S. (2011). Student Perception of Teaching Effectiveness: Development and Validation of the Evaluation of Teaching Competencies Scale (ETCS). *Assessment & Evaluation in Higher Education*, 36(6), 701-717., teachers serve as role models inspiring their students and stimulating their intellectual curiosity by engaging them in and out of the classroom to develop intellectual intelligence. They set goals and expectations for their students and motivate them to meet those challenges. Referring to that point, most students gave the range of 4-5 for filling the questionnaire. It means that the students admitted the lecturers' competencies. Thus, it is not surprising that the average of ELT competencies is 4.00 with the category excellent.

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It is not much different from the result of general competencies in which the average score gets 3.65 (excellent). For general competencies, there are some criteria used including pedagogical and personal competencies. Those competencies are very needed by the lecturers for supporting their ability in conducting ELT program in the classroom. Without having them, the lecturers will have some obstacles in facing learning problems from either the students or themselves.

From both aspects measured, the average score of the qualities and the competencies of a good English lecturer is 3.82. It means that the lecturers' competencies in conducting ELT program could be categorized as excellent. It is totally different from the evaluation of lecturers' performance done by the observers in which the score is 2.54 (fair).

The different point between them happened because a number of observers who observed the lecturers' performance only on the day they held ELT program enabled the lecturers were not ready yet to be observed so that the process of ELT program did not look natural as usual. The condition caused some obstacles of learning in the classroom, which influenced the lecturers not to perform optimally. Meanwhile, the students who filled the questionnaire considered that the evaluation of the lecturers' competencies was not only evaluated on the same day the observers observed their ELT program, but it was from the first half semester. That's why the judgment of their evaluation, which was based on some considerations is different. Furthermore, there are some different points of view dealing with the indicators used to evaluate them. The observers who are the lecturers' own colleagues and whose background knowledge is at the same level with the lecturers had different perceptions in evaluating their performance. They had some considerations to evaluate them based on the indicators used in the instrument.

The observers emphasized the lecturers' performance on the pedagogical competence and experience of teaching in the classroom rather than personal characters. The lecturers' ability in designing their lesson plan including the way they choose the method and the media, simplify the materials, improvise their teaching, communicate with the students becomes the main point to be considered. Good personality is considered as an important characteristic of an "ideal teacher", but the importance of professional knowledge increased with experience in the classroom (Arnon, S., & Reichel, N. (2007). Who is the idea teacher? Am I? Similarity and Difference in Perception of Students of Education Regarding Qualities of a Good Teacher and of Their Own Qualities as Teachers. *Teachers and Teaching: Theory and Practice*, 13(5), 441-464.. While the students looked at from different point of view in which the ideal teacher is emphasized on the personal character that refers to patient, helpful, humor, kind, etc. It is in line with Beizhuizen, et.al. (2001) said that students define good teachers based on characteristics and traits, rather than by knowledge or ability.

CONCLUSION

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Commented [R156]: the different

Commented [R157]: passive voice

Commented [R158]: the patient

Commented [R159]: humor

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This research has dealt with the teachers' performance of ELT program in the classroom seen from different perspective from both the teachers/lecturers and the students. From the lecturers' perspective, the emphasis is laid on the elements that should be owned by the lecturers covering knowledge, skills, and experience. Meanwhile, the students tend to emphasize on the personal characteristics.

Dealing with those points, their performance in conducting teaching and learning process in the classroom shows unsatisfactory result. From five aspects rated, presentation, execution/methods, and preparation achieve the lowest score. Among the lecturers observed, four female lecturers are well-prepared and well-organized rather than one male lecturer. However, most of them have the tendency to use teacher-centered learning in which it does not give much chance to the students to be active in the classroom. Seen from their personal character and teacher-student interaction, they get good result. It is supported with the students' rating in which the students categorize that a good lecturer could be seen from his/her personal characteristics covering patient, humor, helpful, and friendly rather than knowledge and skills.

In some cases, male and female lecturers have different tendency from preparing to execute their teaching in the classroom. Each lecturer is expected to be open-minded in making discussion with the others in order to repair their better performance. Observing one's performance of ELT program should be done by the novice lecturers so that they could enhance their experience and knowledge of handling the class.

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Commented [R170]: categorise

Commented [R171]: passive voice

Commented [R172]: tautological phrase

Commented [R173]: humour

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LISTS OF SUBJECT INDEX

Teacher category

Novice

Experienced

<https://doi.org/10.24167/celt.vXXiX>; ISSN: 1412-3320 (print); ISSN: 2502-4914 (online); Accredited; DOAJ

XXXXX. Evaluating Teacher's Performance

L

Good teacher

Knowledge

Skill

Experience

Teacher competence

Pedagogical

Professional

Social

Personal

Lesson plan

Curriculum

Preparation

Media

Material

OVERALL COMMENT : Congrats for a well written research. Please make sure that you have an opportunity to check up on the grammar and citation for you were complete acknowledgment of your references.

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Evaluating Teachers' Performance: a Need for Effective Teaching (a Case of EFL Teachers at Universitas Muhammadiyah Semarang)

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Department, Faculty, University, Country

Abstract: This study aims to evaluate the EFL teachers' performance of teaching in English Education Department of Universitas Muhammadiyah Semarang. An in-depth research was also conducted to find out the extent to which the competencies of English lecturers in conducting English Language Teaching (ELT) program in the classroom. To achieve the purposes, 5 lecturers teaching in the fifth semester students in the Academic Year of 2017/2018 were taken as the purposive sampling. The data were taken through observation during teaching and learning process by involving 4 observers and questionnaire distributed to 13 students in the fifth semester. The result of the research shows the different results of teachers' performance from either teacher's perspective or students. Based on the observation, it reveals that the teachers' performance in ELT program do not show satisfactory result yet. The lecturers tended to use the unvarying methods and focused on the certain students without knowing that some of them had trouble understanding. Meanwhile, from the questionnaire distributed to the students, it shows that the teachers have good competences in conducting ELT program in the classroom in which one of the indicators was seen from the personality of the teachers.

Key words: ELT program, teacher's performance, effective teaching, evaluation

Abstrak: Tujuan dari penelitian ini adalah untuk mengevaluasi performa mengajar dosen pendidikan bahasa Inggris di Universitas Muhammadiyah Semarang. Selain itu, penelitian tersebut bertujuan untuk mengetahui sejauh mana kompetensi yang dimiliki oleh para dosen di Program Studi Pendidikan Bahasa Inggris dalam melakukan pembelajaran bahasa Inggris di dalam kelas. Untuk mencapai tujuan tersebut di atas, terdapat 5 orang dosen yang mengajar di semester V yang terlibat dalam penelitian ini. Data diambil melalui observasi di dalam kelas dengan melibatkan 4 orang observer, dan kuesioner yang didistribusikan kepada 13 mahasiswa di semester V. Hasil penelitian menunjukkan terdapat perbedaan pandangan antara dosen dan mahasiswa terhadap performa dosen dalam mengajar. Data yang diperoleh melalui observasi menunjukkan bahwa performa dosen dalam mengajar bahasa Inggris belum menunjukkan hasil yang memuaskan. Terdapat beberapa kecenderungan yang dilakukan oleh dosen selama kegiatan pembelajaran berlangsung seperti penggunaan metode pembelajaran yang tidak bervariasi, perhatian yang hanya mengarah pada mahasiswa tertentu, dan tidak dapat memahami permasalahan belajar mahasiswa. Sementara itu, dari hasil kuesioner menunjukkan bahwa dosen memiliki kompetensi yang bagus dalam melaksanakan pembelajaran bahasa Inggris dimana indikator yang digunakan mereka untuk melihat bagus tidaknya kompetensi tersebut adalah melalui kepribadian yang dimiliki oleh dosen tersebut.

Kata kunci: pembelajaran bahasa Inggris, performa mengajar, pengajaran efektif, evaluasi

INTRODUCTION

Teachers' performance has an important role in determining the quality of teaching. The quality of teaching is also influenced by the existence of good teachers in managing and handling the teaching and learning process in the classroom so that it creates the effective teaching.

There are some previous studies about teachers' performance conducted by the researchers. Ndungu, et.al (2015) and Jones (n.d) found that the successful of teachers' performance is determined by lesson preparation prepared by the teachers before performing in the class in which it also determines the effectiveness of the teaching and learning process in the classroom. Meanwhile, the other studies were conducted to know the qualification of good teachers from the students' perception. The results reveal that most students believe that good teachers are seen and considered

from the teachers' personalities rather than teaching competences (Ida, 2017; Bullock, n.d, Arnon and Reichel, 2007, Beishuizen et.al, 2001).

This study aims to evaluate the teachers' performance of teaching and learning process in the classroom. Further it is also to know the extent to which the qualities and competencies of the lecturers in ELT program particularly in Universitas Muhammadiyah Semarang. The evaluation is needed in order to create the effective teaching that is important for building the quality of education.

LITERATURE REVIEW

Teachers are critical to raise the standard of education (Santiago and Benavides, 2009; Syahrudin, et.al. 2013; Shukla, 2014). Knowledge, skills, and experiences are important elements in determining whether or not the teachers are categorized as good and/or professional teachers (Arnon and Reichel, 2007). Without having those elements, it is impossible for the teachers to counter the problems of teaching and learning in the classroom. The problems that usually emerge in the classroom, for example the tendency to focus on the activity rather than to the student needs, communicating at inappropriate levels, not teaching what the students need to learn, inadequate preparation, racing through textbook, and little communication in class.

To measure and describe the teachers' skills, there are some common views in which it could be seen from whether the teachers are trained or untrained, and whether they are novice or experienced (Richards, 2001). For the qualification of experienced, it could be referred to the experiences of conducting teaching and learning process in the classroom covering of not only how to prepare the needs for teaching that should be based on the student needs, but also how to face the obstacles of learning from both the teacher and the students and cope them with. The experienced teachers who are also categorized as good teachers can compensate for deficiencies in the curriculum, the materials, or the sources they make use of in their teaching (Richards, 2001). Thus, curriculum is needed to help the teachers in addressing the learning goals in which they need to analyse, modify, and enact curriculum materials for effective teaching (Schwarz, et.al. 2007).

According to Catano and Harvey (2011), there are nine competencies for effective teaching covering availability, communication,

conscientiousness, creativity, feedback, individual consideration, professionalism, problem solving, and social awareness. Those competencies could not be separated from the teacher needs in teaching and are obviously required by the teachers in order to create the effective teaching in the classroom in which the teachers need to develop their expertise especially in conducting ELT program. Thereby, to achieve the goal of effective teaching, Shian-yun (n.d) mentions that in teaching English as a foreign language, an EFL teacher must have good teaching skills, know quite a lot about the English language systems including how the English language works and how people learn and use it, and have good English proficiency. Without having them, the goal of learning could not be achieved well.

Therefore, in order to measure the effective teaching, the teachers' performance in the classroom needs to be evaluated. The evaluation is required to measure what the teachers do in the classroom rather than how well the teachers will do in the classroom (Goe, et.al. 2008; Darling-Hammond, 2009). In the process of evaluation, Jabbarifar (2009) proposes some aspects of teaching and learning that need to be considered. Those are the use of textbooks and instructional materials, student achievement, and the whole of instruction programs.

Evaluating teachers' performance in which it is also a part of effective teaching could be seen from three different dimensions: measurement of inputs, processes, and outputs. Inputs refer to teacher quality covering background, beliefs, expectations, experience, and pedagogical and content knowledge. Processes focus on the interaction that occurs in a classroom between teachers and students. Outputs represent the results of classroom processes, such as impact on student achievement, graduation rates, student behavior, engagement, attitudes, and social-emotional well-being (Goe, et.al. 2008). The evaluation to the teachers' performance is essential to know the strengths of the teachers and the aspects of their practice which could be further developed.

METHODOLOGY

This study was conducted by involving five lecturers who taught in the fifth semester students in English Education Department of Universitas Muhammadiyah Semarang in the Academic Year of 2017/2018. There were four observers who involved in this study. In observing the lecturers' performance of teaching, observation checklist adapted from Brown (1994)

in Richards (2001) was prepared covering five elements to be observed: preparation, presentation, execution/methods, personal characteristics, and teacher/student interaction in which each element contained some aspects to be evaluated by the observers. The range of Likert-type scale was used to make the observers easier in rating the lecturers' performance of teaching on a scale point of 1 to 4 with the category 1, unsatisfactory, 2, average, 3, above average, and 4, excellent.

Table 1.
Checklist for Evaluating Teachers' Performance

NO.	ASPECT	SCALE			
		4	3	2	1
1.	<p>PREPARATION</p> <p>The teacher was well-prepared and well-organized in class.</p> <p>The lesson reviewed material and looked ahead to new material.</p> <p>The prepared goals/objectives were apparent.</p>				
2.	<p>PRESENTATION</p> <p>The class material was explained in an understandable way.</p> <p>The lesson was smooth, sequenced, and logical.</p> <p>The lesson was well-paced.</p> <p>Directions were clear and concise and students were able to carry them out.</p> <p>Material was presented at the students' level of comprehension.</p> <p>An appropriate percentage of the class was students' production of the language.</p> <p>The teacher answered questions carefully and satisfactorily.</p> <p>The methods were appropriate to the age and ability of students.</p> <p>The teacher knew when the students were having trouble understanding.</p> <p>The teacher showed an interest in, and enthusiasm for, the subject taught.</p>				
3.	<p>EXECUTION/METHODS</p> <p>There were balance and variety in activities during the lesson.</p> <p>The teacher was able to adapt to the unanticipated situations.</p>				

Commented [R2]: Is it possible to cut parts of this table so it becomes relevant to the discussion that you have in this section? The reason is because the contents of this table is filling up more than a page on it's own. Usually long tables will appear in the appendix rather than in the discussion of your research result.

The material was reinforced.
The teacher moved around the class and made eye contact with students.
The teacher knew students' names.
The teacher positively reinforced the students.
Student responses were effectively elicited (i.e. the order in which the students were called on).
Examples and illustrations were used effectively.
Instructional aids or resource material was used effectively.
Drills were used and presented effectively.
Structures were taken out of artificial drill contexts and applied to the real contexts of the students' culture and personal experiences.
Error perception.
Appropriate error correction.

4. PERSONAL CHARACTERISTIC

Patience in eliciting responses.
Clarity, tone, and audibility of voice.
Personal appearance.
Initiative, resourcefulness, and creativity.
Pronunciation, intonation, fluency, and appropriate and acceptable use of language.

5. TEACHER-STUDENTS INTERACTION

Teacher encouraged and assured full student participation in class.
The class felt free to ask questions, to disagree, or to express their own ideas.
The teacher was able to control and direct the class.
The students were attentive and involved.
The students were comfortable and relaxed, even during intense intellectual activity.
The students were treated fairly, impartially, and with respect.
The students were encouraged to do their best.
The teacher was relaxed and matter-of-fact in voice and manner.
The teacher was aware of individual and group needs.
Digressions were used positively and not over-used.

Adapted from Brown (1994) in Richards (2001)

To support the data, the questionnaire which was adapted from Murdoch (1997) in Richards (2001) was also distributed to 13 students in the fifth semester. However, only nine students who participated and

returning the questionnaire. The questionnaire was about the qualities and the competencies of a good English teacher containing the aspects of ELT competencies and general teaching competencies. The criteria of Likert-type scale in the category of 1 to 5 were also used in order the students could rate their lecturers' performance with the most closely reflected their reaction to the statements.

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Table 2.
Checklist for Qualities and Competencies of
a Good English Teacher

NO.	ASPECT	SCALE				
		5	4	3	2	1
1.	ELT COMPETENCIES The teacher presents language points in clear and interesting ways. The teacher employs a range of techniques to teach new vocabulary. The teacher sets up interactive pair/group activities appropriately. The teacher gives students sufficient time to respond to questions. The teacher encourages students to ask. The teacher elicits language and background knowledge from students appropriately. The teacher is a good language model for the students. Teacher talk time is appropriate for the language level of the class. The teacher gets students to self-correct minor mistakes. The teacher makes students aware of the strategies they can use to learn English more effectively. The teacher maintains a dialogue with students to gauge their reaction to the materials and his/her teaching methods.					
2.	GENERAL TEACHING COMPETENCIES The teacher has a good classroom presence and personality. The teacher is patient, polite and enjoys helping students acquire new skills/knowledge. The teacher communicates an enthusiasm for					

the subject.

The teacher has good strategies for dealing with inappropriate students' behavior.

The teacher does not intimidate shy students in the class.

The teacher recognizes student achievement and develops students' interest in learning.

The teacher gives appropriate feedback to students about their progress.

The teacher prepares classes adequately and has clear aims and objectives.

The teacher uses a variety of techniques to ask questions and elicit responses from students.

The teacher gives clear and sufficient instructions.

The teacher organizes students well.

The teacher makes good use of visuals and other media.

The teacher constantly checks to find out if students have understood teaching points or benefitted from activities.

Adapted from Murdoch (1997) in Richards (2001)

The data from both the observation and the questionnaire then were analysed quantitatively. The numerical data were presented in the Tables to see the result of the evaluation from both the observers and the students and they were supported with the explanation representing each elements of the instruments used.

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RESULTS

A. Lecturers' Performance of Teaching

To know and evaluate the lecturers' performance, there are some common views of teaching in which it could be seen from whether the lecturers are trained or untrained, and whether they are novice or experienced (Richards, 2001). Novice and experienced teachers could be seen from the classroom experience in ELT program. It could not only be seen from how long they have experienced in classroom teaching, but also it relates to the competencies that have to be mastered including pedagogical,

professional, personal, and social (The Regulation of The Minister of National Education No. 6 Year 2007).

Pedagogical competence that must be mastered by the lecturers to support their performance of teaching and learning process needs to be built through teaching practices in the classroom by facing students' learning problems with different characteristics (Aimah, et.al. 2017). To measure their pedagogical competence, it could be seen from their ability in managing teaching and learning process from planning to evaluation stages (Syahrudin, et.al. 2013).

According to Brown (1994) in Richards (2001), to evaluate the lecturers' performance in conducting ELT program, it could be considered from some aspects: preparation, presentation, execution/methods, personal characteristics, and teacher/student interaction in which each aspect comprises of some indicators. The following is the result of the observation of the lecturers' performance of teaching in the classroom.

Table 3.
The Lecturers' Performance of Teaching

No.	Aspects	Score	Category
1.	Preparation	2.54	good
2.	Presentation	2.40	fair
3.	Execution/Methods	2.44	fair
4.	Personal Characteristic	2.62	good
5.	Teacher-Students Interaction	2.68	good
Average		2.54	fair

Based on Table 3, it shows that the teachers' performance of teaching is not satisfactory yet. It could be seen from five aspects observed (preparation, presentation, execution/methods, personal characteristic, and teacher-students interaction) with the average of 2.54 with the category of fair. From five aspects observed, the lowest score is on the aspect of presentation (2.40). There are some criteria used for the aspect of it. It relates to the way of the lecturers in explaining the materials, the clear directions given to the students, the lecturers' ability in answering the students' questions, the appropriate methods chosen based on the students' ability, the lecturers' ability in understanding the students' problems of learning, the ability of the lecturers in simplifying the materials, and the lecturers' enthusiasm and interests in teaching (Richards, 2001).

Based on the observation during teaching and learning process in the classroom, among five lecturers (four females and one male), in the aspect of presentation, male lecturer has the lowest score with the amount of 2.0 (fair). The way he explained the materials to the students was not supported with the simple analogies to help the students' understanding. It becomes the important point for the lecturers in which simplifying the materials and giving the analogies are needed to achieve the success of teaching and learning. Even during teaching and learning, he did not know that some of his students had some problems in understanding the materials. Asking the students whether or not they have difficulties in comprehending the materials by moving around to them is actually effective for the lecturer in understanding learning problems. In choosing the methods of teaching, the tendency to use the monotonous method enables the students to become bored and not enthusiastic for joining the class.

This condition is contrast with female lecturers in which the average score of their presentation is around 2.5-2.7 with the category of good. It reveals that female lecturers tended to prepare their teaching well by choosing and simplifying the materials to be delivered to the students. Giving some examples to support the materials was chosen in order to help their understanding. Besides that, female lecturers tended to be creative in using a different simple method of teaching to be presented to them. The method used even though was not optimum yet made the students more excited in joining the teaching and learning process in the classroom rather than the male lecturer did. Through the selected method used, enabled the lecturers to make sure whether or not the students had learning problems in the classroom and/or to give appraisal to them. Female lecturers were also more enthusiastic for teaching the students in the classroom. It could be seen from the directions given which were clear and concise so that the students did not find difficulties in understanding them.

The second lowest score from the observation is the execution/methods in which the average of it is 2.44 with the category of fair. In this aspect, it relates to the way of the lecturers in making the students understand the materials through some methods and equipment used in teaching. It is in line with Syahrudin (2009) in which activities/methods in the classroom refer to the ways in which materials and equipment are used and how the content is to be taught comprising of what the students are doing; how the students are grouped; and how the activities are organized in the classroom. In fact, some lecturers did not involve the students maximally in the activity of teaching and learning in the classroom

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because the class was centered on the lecturer. Lecturing still became their choice to convey the material given even though the rest tried to offer the other methods engaging them to be active, for example group discussion. The use of lecturing model potentially made them stuck in the certain place without moving around to all the students because they only focused on their own explanation to the students. Furthermore, with the varying knowledge and ability that the lecturers have, the result of the observation shows that some of the lecturers were not able to adapt to the unanticipated situations in the classroom. For example when there was a student asked a question that was out of context of the material, the lecturer showed her objection expression rather than answered the question.

Preparation aspect also has low average score in the lecturers' performance of teaching. It could be seen that the average of it is 2.54. Only three components used for evaluating the aspect of preparation. They are the lecturers' readiness in preparing and organizing the class, reviewing the previous materials, and determining learning goals/objectives of learning (Brown, 1994 in Richards, 2001). From three components used, the tendency of the lecturers in starting their class was reviewing the previous materials and looking ahead to new material. It is understandable by considering the students' ability and knowledge made the lecturers to do that in order to help them in comprehending the material given. However, the lecturers were not ready with their lesson plan including to determine the learning objectives and design the pedagogical activities based on the students' needs (knowledge, problem, learning style, etc.). That's why it made the observers difficult in observing the lesson plan that they have prepared with the activities of teaching and learning in the classroom and knowing the learning objectives to be reached.

Meanwhile, the aspects of personal characteristics and teacher-students interaction get the average scores of 2.62 and 2.8 with the category good. Generally, the lecturers did not have the problem with the personal characteristic and the interaction with the students. In the aspect of personal characteristic, each lecturer got good result. The criteria used to measure the personal characteristics are patience in eliciting students' response; clarity, tone, and audibility of voice; personal appearance; initiative, resourcefulness, and creativity; pronunciation, intonation, fluency, and appropriate and acceptable use of language (Brown, 1994 in Richards, 2001). The same view comes from Ida (2017) who mentions that the basic personal characteristics that should be had by the lecturers are unconditional acceptance, self-

acceptance, empathy, full attention to the student, emotional sensitivity, and credibility.

In the aspect of teacher/student interaction, each lecturer also gets the category good as well. It is supported with the average score of teacher/student interaction achieves 2.68. Teacher/student interaction is important to build the harmonious atmosphere because it could influence the students' motivation, engagement, and performance in the classroom (Hughes, 2011). It is also related to the role of the teachers to the functioning of them in a social group and the social responsibility (Ciascai and Vlad, 2014). It means that the lecturers need to encourage the students to be involved actively in teaching and learning process in the classroom. The lecturers need to know what the students' learning problems are and how to cope with (Arnon and Reichel, 2007). It should be done in order the lecturers could optimally keep the interaction with the students. Therefore giving a chance to the students for asking some questions, expressing their own opinions, conveying their objection also was parts of the components to be observed by the observers during teaching and learning process in the classroom. Even though some lecturers focused on their own lecturing model which enabled the class to be centered on the teacher, they tried to invite the students to be active through the activities built in the classroom. Yet, only some students who participated actively in the classroom. Some of them-even though had been appointed to participate-tried to avoid the lecturers' question. It happened because of the different background knowledge that they had in which not all of them felt comfortable and relaxed to have the question. Some of them were also afraid to make some mistakes. For anticipating this condition, the teacher should not shame ore blame the students when they make errors (Sieberer-Nagler, 2016) because it will influence their next performance.

B. Qualities and Competencies of a Good English Lecturer

According to Beishuizen et.al. (2011) skills, knowledge, and experience of teachers as crucial factors in good teaching. Good teaching needs not only motivate the students to learn, but the teacher should teach them how to learn in a manner that is relevant, meaningful and memorable (Sieberer-Nagler, 2016). The lecturers' ability in explaining the subject matter well, giving a lot of examples to support their explanation, improvising their teaching, adapting their explanation to the students' needs, and understanding the students' learning problems become the important points for the achieving the criterion. To support a good teaching, it is needed two

important components: professional knowledge and an appropriate personality. It means that the teachers have to master the subject matter that they would like to teach and they become good models for the students in terms of patience, modesty and politeness, simplicity, punctuality, paying attention to the students, being warm to the students, and providing good relation to the others (Arnon and Reichel, 2007). It is in line with Bullock (n.d) mentions that an experienced teacher put more emphasis on personal characteristics.

To present the extent to which the qualities and the competencies of the English lecturers of Unimus, the questionnaire was distributed to the students of the fifth semester. The result of the questionnaire could be seen in Table 4 as follow.

Table 4.
The Qualities and Competencies of a Good English Lecturer

No.	Aspects	Score	Category
1.	ELT Competencies	4.00	excellent
2.	General Competencies & Knowledge	3.65	excellent
	Average	3.82	excellent

There are two aspects used to measure the competencies of the lecturers in teaching English as Foreign Language (EFL). Those aspects are English Language Teaching (ELT) competencies and general competencies of teaching covering pedagogical, professional, social, and personal domains. In the aspect of ELT competencies, the average score is 4.00. It is contrast with the result of the observation done by the observers during teaching and learning process in the classroom in which the average score is 2.54 with the category fair. It means that between the observers and the students have the different perception in evaluating the lecturers' performance.

The students admitted that the lecturers have good qualities and competencies in ELT program. Based on their viewpoint, their lecturers' performance is excellent. It could be seen from the elements rated covering the clarity in using language, the varying techniques used during the class, setting up the students in group activities, providing activities to develop language skills, giving sufficient time to respond the questions, encouraging the students to ask questions, being a good model for the students, making the students to self-correct mistakes, and maintaining a dialogue with the

students. As stated by Catano and Harvey (2011), teachers serve as role models inspiring their students and stimulating their intellectual curiosity by engaging them in and out of the classroom to develop intellectual intelligence. They set goals and expectations for their students and motivate them to meet those challenges. Referring to that point, most students gave the range of 4-5 for filling the questionnaire. It means that the students admitted the lecturers' competencies. Thus, it is not surprising that the average of ELT competencies is 4.00 with the category excellent.

It is not much different from the result of general competencies in which the average score gets 3.65 (excellent). For general competencies, there are some criteria used including pedagogical and personal competencies. Those competencies are very needed by the lecturers for supporting their ability in conducting ELT program in the classroom. Without having them, the lecturers will have some obstacles in facing learning problems from either the students or themselves.

From both aspects measured, the average score of the qualities and the competencies of a good English lecturer is 3.82. It means that the lecturers' competencies in conducting ELT program could be categorized as excellent. It is totally different from the evaluation of lecturers' performance done by the observers in which the score is 2.54 (fair).

The different point between them happened because a number of observers who observed the lecturers' performance only on the day they held ELT program enabled the lecturers were not ready yet to be observed so that the process of ELT program did not look natural as usual. The condition caused some obstacles of learning in the classroom which influenced the lecturers not to perform optimally. Meanwhile, the students who filled the questionnaire considered that the evaluation of the lecturers' competencies was not only evaluated on the same day the observers observed their ELT program but it was from the first half semester. That's why the judgment of their evaluation which was based on some considerations is different. Furthermore, there are some different points of view dealing with the indicators used to evaluate them. The observers who are the lecturers' own colleagues and whose background knowledge is at the same level with the lecturers had different perceptions in evaluating their performance. They had some considerations to evaluate them based on the indicators used in the instrument.

The observers emphasized the lecturers' performance on the pedagogical competence and experience of teaching in the classroom rather than personal characters. The lecturers' ability in designing their lesson plan including the way they choose the method and the media, simplify the materials, improvise their teaching, communicate with the students becomes the main point to be considered. Good personality is considered as an important characteristic of an "ideal teacher", but the importance of professional knowledge increased with experience in the classroom (Arnon & Reichel, 2007). While the students looked at from different point of view in which the ideal teacher is emphasized on the personal character that refers to patient, helpful, humor, kind, etc. It is in line with Beizhuizen, et.al. (2001) said that students define good teachers based on characteristics and traits, rather than by knowledge or ability.

CONCLUSION

This research has dealt with the teachers' performance of ELT program in the classroom seen from different perspective from both the teachers/lecturers and the students. From the lecturers' perspective, the emphasis is laid on the elements that should be owned by the lecturers covering knowledge, skills, and experience. Meanwhile the students tend to emphasize on the personal characteristics.

Dealing with those points, their performance in conducting teaching and learning process in the classroom shows unsatisfactory result. From five aspects rated, presentation, execution/methods, and preparation achieve the lowest score. Among the lecturers observed, four female lecturers are well-prepared and well-organized rather than one male lecturer. However, most of them have the tendency to use teacher-centered learning in which it does not give much chance to the students to be active in the classroom. Seen from their personal character and teacher-student interaction, they get good result. It is supported with the students' rating in which the students categorize that a good lecturer could be seen from his/her personal characteristics covering patient, humor, helpful, and friendly rather than knowledge and skills.

In some cases, male and female lecturers have different tendency from preparing to execute their teaching in the classroom. Each lecturer is expected to be open-minded in making discussion with the others in order to repair their better performance. Observing one's performance of ELT

program should be done by the novice lecturers so that they could enhance their experience and knowledge of handling the class.

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Experienced

Good teacher

Knowledge

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Teacher competence

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Evaluating Teachers' Performance: A Need for Effective Teaching

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Evaluating Teachers' Performance: A Need for Effective Teaching

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Abstract: This article reports a study, which aims to evaluate the EFL teachers' performance of teaching in the English Education Department of Universitas Muhammadiyah Semarang (Unimus). The study was conducted to find out how competent the English lecturers/university teachers in the Department are in conducting their English Language Teaching (ELT) program in the classroom. A case study was employed to five teachers who taught the fifth-semester students in the Academic Year of 2017/2018. Through an observation during their teaching and learning process by involving four observers and through a questionnaire distributed to the 13 students in the fifth semester. The study shows the different results of teachers' performance from both the teachers' and students' perspectives. Based on observation, it is revealed that the teachers' performance in ELT program does not show a satisfactory result yet. The teachers tend to use unvarying methods and focus on certain students without knowing that some of them have learning problems. Meanwhile, from the questionnaire distributed to the students, it shows that the teachers have good competencies in conducting an ELT program in the classroom in which one of the indicators is seen from the personality of the teachers.

Key words: ELT program, teacher's performance, effective teaching, evaluation

Abstrak: Tujuan dari penelitian ini adalah untuk mengevaluasi performa mengajar dosen pendidikan bahasa Inggris di Universitas Muhammadiyah Semarang. Selain itu, penelitian tersebut bertujuan untuk mengetahui sejauh mana kompetensi yang dimiliki oleh para dosen di Program Studi Pendidikan Bahasa Inggris dalam melakukan pembelajaran bahasa Inggris di dalam kelas. Desain penelitian ini adalah studi kasus dimana 5 orang dosen yang mengajar di semester V terlibat dalam penelitian ini. Data diambil melalui observasi di dalam kelas dengan melibatkan 4 orang observer, dan kuesioner yang didistribusikan kepada 13 mahasiswa di semester V. Hasil penelitian menunjukkan terdapat perbedaan pandangan antara dosen dan mahasiswa terhadap performa dosen dalam mengajar. Data yang diperoleh melalui observasi menunjukkan bahwa performa dosen dalam mengajar bahasa Inggris belum menunjukkan hasil yang memuaskan. Terdapat beberapa kecenderungan yang dilakukan oleh dosen selama kegiatan pembelajaran berlangsung seperti penggunaan metode pembelajaran yang tidak bervariasi, perhatian yang hanya mengarah pada mahasiswa tertentu, dan tidak dapat memahami permasalahan belajar mahasiswa. Sementara itu, dari hasil kuesioner menunjukkan bahwa dosen memiliki kompetensi yang bagus dalam melaksanakan pembelajaran bahasa Inggris dimana indikator yang digunakan mereka untuk melihat bagus tidaknya kompetensi tersebut adalah melalui kepribadian yang dimiliki oleh dosen tersebut.

Kata kunci: pembelajaran bahasa Inggris, performa mengajar, pengajaran efektif, evaluasi

INTRODUCTION

Teachers' performance has an important role in determining the quality of teaching. The quality of teaching is also influenced by the existence of good teachers in managing and handling the teaching and learning process in a classroom so that it creates effective teaching. There are some previous studies about teachers' performance conducted by researchers. First, Ndungu, et al. (2015) and Jones (1998) found that the success of teachers' performance is determined by lesson preparation prepared by the teachers before performing in the class which also determines the effectiveness of the teaching and learning process in the classroom. Meanwhile, other studies were conducted to know the qualification of good teachers from the students' perception. The research results Arnon & Reichel, 2007; Beishuizen et al., 2001; Bullock, n.d; Ida, 2017 revealed that most students

believe that good teachers are seen and considered from the teachers' personalities rather than teaching competences.

This study aims to evaluate the teachers' performance of the teaching and learning process in the classroom, with regards which kinds of qualities and competencies of the teachers in ELT program, particularly in Universitas Muhammadiyah Semarang, are the best. The evaluation is needed in order to create effective teaching that is important for building the quality of education.

LITERATURE REVIEW

Teachers are critical in raising the standard of education (Santiago & Benavides, 2009; Shukla, 2014; Syahrudin, et al., 2013) because knowledge, skills, and experiences are important elements in determining whether or not the teachers are categorized as good and/or professional teachers (Arnon & Reichel, 2007). Without having those elements, the teachers cannot counter with the problems of teaching and learning in the classroom. The problems that usually emerge in the classroom, for example, are the 1) tendency to focusing on the activity rather than on the students' needs, 2) communicating in inappropriate levels, 3) teaching on what students do not really need to learn, 4) having inadequate preparation, 5) racing through the textbook, and 6) providing little communication in class.

There are some views to measure and describe the teachers' skills which viewed from whether the teachers are trained or untrained, and whether they are novice or experienced teachers (Richards, 2001). For the qualification of an experienced teacher, the judgment lies in the teaching and learning process, which covers of not only how to prepare the needs for teaching materials that are based on students' needs, but also on how to face the obstacles of learning from both the teacher and the students, so they may cope with the problems that arise.

Experienced teachers are generally those who are categorized as good teachers can compensate for deficiencies in the curriculum, materials, or sources they make for the betterment of their teaching (Richards, 2001). Thus, teachers need to address the learning goals in which they need to analyze, modify, and enact curriculum materials for effective teaching (Schwarz, et al., 2007).

According to Catano & Harvey (2011), there are nine competencies for effective teaching covering availability, communication, conscientiousness, creativity, feedback, individual consideration, professionalism, problem-solving, and social awareness. Those competencies could not be separated from the teachers' needs in teaching, because those are required by the teachers to create effective ELT teaching in the classroom. Thereby, to achieve the goal of effective teaching, Shian-yun (2012) mentions that in teaching English as a foreign language, an EFL teacher must have good teaching skills, know quite a lot about the English language systems including how the English language works and how people learn and use it, and have good English proficiency. Without having them, the goal of learning could not be achieved well. Therefore, in order to measure effective teaching, the teachers' performance in the classroom needs to be evaluated. The evaluation is required to measure what the teachers do in the classroom rather than how well the teachers will do in the classroom (Darling-Hammond, 2009; Goe, et al., 2008). In the process of evaluation, Jabbarifar (2009) proposes some aspects of teaching and learning that need to be considered. Those are the use of textbooks and instructional materials, student achievement, and the whole of the instruction programs.

Evaluating teachers' performance in which it is also a part of effective teaching could be seen from three different dimensions: measurement of inputs, processes, and outputs. Inputs refer to teacher quality covering background, beliefs, expectations, experience, and pedagogical and content knowledge. Processes focus on the interaction that occurs in a classroom between teachers and students. Outputs represent the results of classroom processes, such as the impact on student achievement, graduation rates, student behavior, engagement, attitudes, and social-emotional well-being (Goe, et al., 2008). The evaluation of the teachers' performance is essential to know the strengths of the teachers and the aspects of their practice which could be further developed.

METHODOLOGY

A case study was employed in this study by involving five teachers who taught in the fifth-semester students of the English Education Department of Universitas Muhammadiyah Semarang in the Academic Year of 2017/2018. There were four observers who were involved in this study. In observing the teachers' performance of teaching, observation checklist adapted from Brown

(1994) cited in Richards (2001) was prepared to cover five elements to be observed: preparation, presentation, execution/methods, personal characteristics, and teacher/student interaction in which each element contained some aspects to be evaluated by the observers. The range of the Likert-type scale used was to make the observers easier in rating the teachers' performance of teaching on a scale point of 1 to 4 with the category 1.- unsatisfactory, 2.- average, 3.- above average, and 4.- excellent.

To support the data, the questionnaire which was adapted from Murdoch (1997) cited in Richards (2001) was also distributed to 13 students in the fifth semester. However, only nine students participated and returned the questionnaire. The questionnaire was about the qualities and the competencies of a good English teacher which contained the aspects of ELT competencies and general teaching competencies. The criteria of Likert-type scale in the category of 1 to 5 were also used in order the students who could rate their teachers' performance with the most closely reflected reaction to the statements. The data from both the observation and the questionnaire were then analyzed quantitatively. The numerical data were presented in the tables to see the result of the evaluation from both the observers, and the students and they were supported with the explanation of representing each elements of the instruments used.

RESULTS

A. Teachers' performance of teaching

To know and evaluate the teachers' performance, there are some common views of teaching which could be seen from whether the teachers are trained or untrained, and whether they are novice or experienced ones (Richards, 2001). Novice and experienced teachers could be seen from the classroom experience they have in ELT program. It could not only be seen from how long they have experienced in classroom teaching, but also in how relates to the competencies that have to be mastered including pedagogical, professional, personal, and social (The Regulation of the Minister of National Education No. 6 Year 2007).

Pedagogical competence that must be mastered by the teachers to support their performance of teaching and learning process needs to be built through teaching practices in the classroom by facing students' learning problems with different characteristics (Aimah, et al., 2017). To measure

their pedagogical competence, it could be seen from their ability in managing teaching and learning process from planning to evaluation stages (Syahrudin, et al., 2013). According to Brown (1994) cited in Richards (2001), to evaluate the teachers' performance in conducting ELT program, it could be considered from some aspects: preparation, presentation, execution of methods, personal characteristics, and teacher/student interaction in which each aspect are comprised with certain indicators. The following is the result of the observation of the teachers' performance of teaching in the classroom.

Table 1:
The Teachers' Performance of Teaching

No.	Aspects	Score	Category
1.	Preparation	2.54	good
2.	Presentation	2.40	fair
3.	Execution/Methods	2.44	fair
4.	Personal Characteristic	2.62	good
5.	Teacher-Students Interaction	2.68	good
	Average	2.54	fair

Based on Table 1, it shows that the teachers' performance of teaching is not satisfactory yet. It could be seen from five aspects observed (preparation, presentation, execution/methods, personal characteristic, and teacher-student interaction) where the average of 2.54 is within the category of fair. From the five aspects observed, the lowest score is on the aspect of presentation (2.40). There are some criteria used for the aspect of it. It relates to the way of the teachers in explaining the materials, the clear directions given to the students, the teachers' ability in answering the students' questions, the appropriate methods chosen based on the students' ability, the teachers' ability in understanding the students' problems of learning, the ability of the teachers in simplifying the materials, and the teachers' enthusiasm and interests in teaching (Richards, 2001).

Based on the observation during teaching and learning process in the classroom, among five teachers (four females and one male), in the aspect of the presentation, the male teacher has the lowest score with the amount of 2.0 (fair). The way he explained the materials to the students was not supported by simple analogies to help the students' understanding. From here it learned that it becomes an important point for the teachers to

simplify the materials and give the analogies needed to achieve the success of teaching and learning. Even during teaching and learning, he did not know that some of his students had some problems in understanding the materials. Asking the students whether or not they have difficulties in comprehending the materials by moving around to them is actually effective for the teacher in understanding learning problems. In choosing the methods of teaching, the tendency to use the monotonous method enables the students to become bored and not enthusiastic for joining the class.

This condition is contrasted with the female teachers in which the average score of their presentation is around 2.5 to 2.7 which is within the category of good. It reveals that female teachers tended to prepare their teaching well by choosing and simplifying the materials to be delivered to the students. Giving some examples to support the materials was chosen in order to help their students' understanding. Besides that, female teachers tended to be creative in using a different simple method of teaching to be presented to them. The method used-even though was not optimum yet-made the students more excited in joining the teaching and learning process in the classroom rather than the male teacher did. Through the selected method used, it has enabled the teachers to make sure whether or not the students had learning problems in the classroom and or to give appraisal to them. Female teachers were also more enthusiastic for teaching the students in the classroom. It could be seen from the directions given, which were clear and concise so that the students did not find difficulties in understanding them.

The second-lowest score from the observation is the execution/methods in which the average score is 2.44 with the category of fair. In this aspect, it relates to the way of the teachers in making the students understand the materials through some methods and equipment used in teaching. It is in line with Syahrudin (2009), who believes that activities/methods in the classroom refer to the ways in which materials and equipment are used. He also believed that how the content is to be taught of what the students are doing; how the students are grouped; and how the activities are organized in the classroom. In the study, it is found that some teachers unfortunately did not involve the students maximally in the activity of teaching and learning in the classroom because the class was centered on the teacher. Lecturing still became their choice to convey the material given even though the rest tried to offer other methods of engaging them to be active, for example group discussion. The use of lecturing model potentially made them stuck in a certain place without moving around to all the students because they only focused on their own explanation to the students.

Furthermore, with the varying knowledge and ability that the teachers have, the result of the observation shows that some of the teachers were not able to adapt to the unanticipated situations in the classroom. For example, when there was a student who asked a question that was out of the context of the material, the teacher showed her objection expression rather than answered the question.

Preparation aspect also has a low average score in the teachers' performance of teaching. It could be seen that the average of it is 2.54. Only three components used for evaluating the aspect of preparation. They are the teachers' readiness in preparing and organizing the class, reviewing the previous materials, and determining learning goals/objectives of learning (Brown (1994) cited in Richards, 2001). From three components used, the tendency of the teachers in starting their class was reviewing the previous materials and looking ahead to new material. It is understandable by considering the students' ability and knowledge made the teachers would do that in order to help them comprehend the material given. However, the teachers were not ready with their lesson plan including to determine the learning objectives and design the pedagogical activities based on the students' needs (knowledge, problem, learning style, etc.). That is why it made the observers difficult in observing the lesson plan that they have prepared with the activities of teaching and learning in the classroom and knowing the learning objectives to be reached.

Meanwhile, the aspects of personal characteristics and teacher-student interaction get the average scores of 2.62 and 2.8 which is within the category good. Generally, the teachers did not have the problem with a personal characteristic and the interaction with the students. In the aspect of personal characteristic, each teacher got a good result. The criteria used to measure the personal characteristics are patience in eliciting students' response; clarity, tone, and audibility of voice; personal appearance; initiative, resourcefulness, and creativity; pronunciation, intonation, fluency, and appropriate and acceptable use of language (Brown (1994) cited in Richards, 2001). The same view comes from Ida (2017) who mentions that the basic personal characteristics that should be had by the teachers are unconditional acceptance, self-acceptance, and empathy, full attention to the student, emotional sensitivity, and credibility.

In the aspect of teacher/student interaction, each teacher also gets a good category as well. It is supported with the average score of teacher/student interaction achieves 2.68. Teacher/student interaction is

important to build the harmonious atmosphere because it could influence the students' motivation, engagement, and performance in the classroom (Hughes, 2011). It is also related to the role of the teachers to the functioning of them in a social group and social responsibility (Ciascai & Vlad, 2014). It means that the teachers need to encourage the students to be involved actively in the teaching and learning process in the classroom. The lecturers need to know what the students' learning problems are and how to cope with (Arnon & Reichel, 2007). It should be done in order for the teachers could optimally keep the interaction with the students. Therefore, giving a chance to the students for asking some questions, expressing their own opinions, conveying their objection also was parts of the components to be observed by the observers during teaching and learning process in the classroom. Even though some teachers focused on their own lecturing model which enabled the class to be centered on the teacher, they tried to invite the students to be active through the activities built in the classroom. Yet, only some students who participated actively in the classroom. Some of them-even though had been appointed to participate-tried to avoid the teachers' question. It happened because of the different background knowledge that they had in which not all of them felt comfortable and relaxed atmosphere to have the question. Some of them were also afraid to make some mistakes. To anticipate this condition, the teacher should not shame or blame the students when they make errors (Sieberer-Nagler, 2016) because it will influence their next performance.

B. Qualities and competencies of a good English teacher

According to Beishuizen et al. (2011) skills, knowledge, and experience of teachers as crucial factors in good teaching. Good teaching needs not only to motivate the students to learn, but also to teach them how to learn in a manner that is relevant, meaningful and memorable (Sieberer-Nagler, 2016). The teachers' ability in explaining the subject matter well, giving many examples to support their explanation, improvising their teaching, adapting their explanation to the students' needs, and understanding the students' learning problems become the important points for the achieving the criterion. To support good teaching, it is needed two important components: professional knowledge and an appropriate personality. It means that the teachers have to master the subject matter that they would like to teach and they become good models for the students in terms of patience, modesty and politeness, simplicity, punctuality, paying attention to the students, being warm to the students, and providing good relation to the others (Arnon &

Reichel, 2007). It is in line with Bullock (n.d) mentions that an experienced teacher put more emphasis on personal characteristics.

To present the extent to which the qualities and the competencies of the English teachers of Unimus, the questionnaire was distributed to the students of the fifth semester. The result of the questionnaire could be seen in Table 2.

Table 2.
The Qualities and Competencies of a Good English Teacher

No.	Aspects	Score	Category
1.	ELT Competencies	4.00	excellent
2.	General Competencies & Knowledge	3.65	excellent
	Average	3.82	excellent

There are two aspects used to measure the competencies of the teachers in teaching English as a Foreign Language (EFL). Those aspects are ELT competencies and general competencies of teaching covering pedagogical, professional, social, and personal domains. In the aspect of ELT competencies, the average score is 4.00. It is contrasted with the result of the observation done by the observers during the teaching and learning process in the classroom in which the average score is 2.54 with the category fair. It means that between the observers and the students have different perception in evaluating the teachers' performance.

The students admitted that the teachers have good qualities and competencies in ELT program. Based on their viewpoint, their teachers' performance is excellent. It could be seen from the elements rated covering the clarity in using language, the varying techniques used during the class, setting up the students in group activities, providing activities to develop language skills, giving sufficient time to respond the questions, encouraging the students to ask questions, being a good model for the students, making the students to self-correct mistakes, and maintaining a dialogue with the students. As stated by Catano & Harvey (2011), teachers serve as role models inspiring their students and stimulating their intellectual curiosity by engaging them in and out of the classroom to develop intellectual intelligence. They set goals and expectations for their students and motivate them to meet those challenges. Referring to that point, most students gave the range of 4-5 for filling the questionnaire. It means that the students

admitted the teachers' competencies. Thus, it is not surprising that the average of ELT competencies is 4.00, is within the category excellent.

It is not much different from the result of general competencies in which the average score gets 3.65 (excellent). For general competencies, there are some criteria used including pedagogical and personal competencies. Those competencies are really needed by the teachers for supporting their ability in conducting ELT program in the classroom. Without having them, the teachers will have some obstacles in facing learning problems from either the students or themselves.

From both aspects measured, the average score of the qualities and the competencies of a good English teacher is 3.82. It means that the teachers' competencies in conducting ELT program could be categorized as excellent. It is totally different from the evaluation of teachers' performance done by the observers in which the score is 2.54 (fair).

The different point between them happened because the teachers were not ready yet so that the observers saw the process of ELT program as unnatural. The condition caused some obstacles of learning in the classroom which influenced the teachers not to perform optimally. Meanwhile, the students who filled the questionnaire about teachers' competencies was not only evaluating on the same day the observers observed their ELT program. Students were evaluating their teachers' performance from the first half-semester. That is why the students' and the observers' judgment did not match because different conditions and considerations were applied. Furthermore, there are some different points of view dealing with the indicators used to evaluate them. The observers who are the teachers' own colleagues and whose background knowledge is at the same level as the teachers had different perceptions in evaluating their performance of the teachers' observed. The indicators that the observers emphasized the teachers' performance were based on the pedagogical competence and experience of teaching in the classroom rather than personal characters. The teachers' ability in designing their lesson plan including the way they choose the method and the media, simplify the materials, improvise their teaching, communicate with the students becomes the main point of consideration. Whereas, for the students, they were evaluating based on what they consider as good teachers with good personality.

A good personality is considered as an important characteristic of an "ideal teacher", but teaching competencies, the importance lies more on the increase of professional knowledge that is experienced in the classroom

(Arnon & Reichel, 2007). While the students looked at ideal teacher having the characteristics of being patient, helpful, humor, kind, which is in line with Beizhuizen, et al. (2001). The observers were instead evaluating on the teachers' knowledge or ability in increasing the students' competence. Thus, as informed above, the conditions for evaluation were not a perfect match.

CONCLUSION

This article reported a research that has dealt with the teachers' performance of ELT program in the classroom seen from a different perspective from both the teachers and the students. From the teacher observers' perspective, the emphasis is laid on the elements that should be owned by the teachers covering good knowledge and skills of delivering their teaching materials, as well as showing a teaching experience of being open-minded for discussion when teaching students. Meanwhile the students tend to emphasize on the teachers' personal characteristics.

Dealing with those points, the teachers' performance under observation in teaching their students, thus shows an unsatisfactory result. From five aspects rated, i.e. in presentation, execution of methods, and preparation; the teachers under observation received the lowest score. Among the teachers observed, four female teachers are actually well-prepared and well-organized rather than one male teacher. However, most of them tend to use a teacher-centered learning in which it does not give much chance for the students to be active in the classroom. Seen from their personal character and teacher-student interaction, like evaluated by the students through a questionnaire, the teachers evaluated for the research got good result.

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