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STUDENTS' BELIEF OF EFFECTIVE ENGLISH TEACHER: SURVEY STUDY AT DEPARTMENT OF ENGLISH EDUCATION

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Thesis

Submitted as partial fulfilment of the requirements
For Bachelor's Degree of English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
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Pekanbaru, September 28th , 2025

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ABSTRACT

Irda Yanti Siregar (2025) : Students' Belief of Effective English Teacher: Survey Study at Department of English Education

This study aimed to investigate students' beliefs about the characteristics of effective English teachers at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau. The research employed a quantitative survey design with a population of 133 second-year students and a sample of 100 students selected through simple random sampling. Data were collected using a closed-ended questionnaire consisting of 28 valid and reliable items with a Cronbach's Alpha value of 0.955. The data were analyzed using descriptive statistics. The results revealed that the majority of students held positive beliefs about the characteristics of effective English teachers. Specifically, 51% of respondents were in the positive category, 20% in the very positive category, while only 6% were negative and 2% very negative. These findings indicate that students perceive effective English teachers as those who possess pedagogical knowledge, socio-affective skills, subject matter expertise, and positive personal traits. Therefore, the results of this study may serve as a valuable reference for teacher professional development and curriculum improvement in English education.

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ABSTRAK

Irda Yanti Siregar (2025): Keyakinan Mahasiswa Tentang Guru Bahasa Inggris yang Efektif: Studi Survei pada Jurusan Pendidikan Bahasa Inggris

Penelitian ini bertujuan untuk mengetahui keyakinan mahasiswa di Jurusan Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau mengenai karakteristik guru bahasa Inggris yang efektif. Penelitian ini menggunakan desain survei kuantitatif dengan populasi sebanyak 133 mahasiswa semester dua dan sampel 100 mahasiswa yang dipilih melalui simple random sampling. Data dikumpulkan menggunakan kuesioner tertutup yang terdiri dari 28 butir valid dan reliabel dengan nilai Cronbach's Alpha 0,955. Analisis data menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki keyakinan positif terhadap karakteristik guru bahasa Inggris yang efektif. Sebanyak 51% responden berada pada kategori positif, 20% sangat positif, sedangkan hanya 6% yang negatif dan 2% sangat negatif. Temuan ini mengindikasikan bahwa mahasiswa menilai guru bahasa Inggris yang efektif adalah mereka yang memiliki penguasaan pedagogik, keterampilan sosial-afektif, pengetahuan materi, serta karakter pribadi yang positif. Dengan demikian, hasil penelitian ini dapat menjadi masukan penting bagi pengembangan profesional guru dan penyempurnaan kurikulum pendidikan bahasa Inggris.

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ملخّص

إردا ينتي سيريجار، (٢٠٢٥): معتقدات الطلاب حول مدرس اللغة الإنجليزية الفعال: دراسة مسحية في قسم تعليم اللغة الإنجليزية

هذا البحث يهدف إلى معرفة معتقدات الطلاب في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو حول خصائص مدرس اللغة الإنجليزية الفعال. وقد استخدم البحث التصميم الكمي المسحي مع مجتمع بحثي بلغ ١٣٣ طالبا من الفصل الدراسي الثاني، وعينة مكونة من ١٠٠ طالب تم اختيارهم بطريقة السحب العشوائي البسيط. جُمعت البيانات باستخدام استبيان مغلق مكوَّن من ٢٨ بندا صادقا وموثوقا بقيمة معامل كرونباخ ألفا بلغت ٠,٩٥٥. استُخدم في تحليل البيانات الإحصاء الوصفي. وأظهرت النتائج أن غالبية الطلاب لديهم معتقدات إيجابية تجاه خصائص مدرس اللغة الإنجليزية الفعال؛ حيث كان ٥١٪ من المستجيبين في الفئة الإيجابية، و٢٠٪ في الفئة الإيجابية جدا، بينما لم تتجاوز النسبة السلبية ٦٪ والسلبية جدا ٢٪. وتشير هذه النتائج إلى أن الطلاب يرون أن مدرس اللغة الإنجليزية الفعال هو من يمتلك كفاءة بيداغوجية، ومهارات اجتماعية وجدانية، ومعرفة بالمحتوى، فضلا عن صفات شخصية إيجابية. وبذلك فإن نتائج هذا البحث يمكن أن تشكل مدخلا مهما لتطوير مهنية المدرسين وتحسين المنهج الدراسي في تعليم اللغة الإنجليزية.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Beliefs are a fundamental factor in determining an individual's viewpoint and behavior. In the context of education, students' beliefs on successful teaching are a crucial factor that greatly impacts their educational experiences. As Artino (2012) pointed out, beliefs are strong predictors of behavior that influence how students interact with the learning process.

Academic achievement and beliefs interact dynamically, according to research in educational psychology (Pajares, 1992). The motivation and learning results of students can be greatly influenced by their self-beliefs, the value they place on the course material, and the effectiveness of the instructional techniques used. Thus, one of the main strategies for improving the standard of instruction in the English Education Department is to investigate students' beliefs on what constitutes good teaching.

The paucity of research on students' beliefs in the particular setting of English education highlights the necessity of a thorough investigation. This study aims to close this gap by offering a thorough examination of students' beliefs of what constitutes good education. This research seeks to provide nuanced insights into the complexities of these beliefs in order to support professional development activities, curriculum creation, and pedagogical practices within the English Education Department at UIN Suska Riau.

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Effective teaching is the cornerstone of a high-quality education, having a significant impact on students' engagement, academic performance, and overall learning experiences. A significant aspect of people's social lives has always been the teaching and study of foreign languages. Since studying foreign languages is in high demand worldwide, effective language instruction has emerged as a key concern in the field of education. Kennedy (2015) suggest that being an effective English teacher requires more than just knowledge, but also an understanding of what it means.

Effective English language instruction has been shown to be very beneficial for learning foreign languages. Effective ELT is necessary for the learners to acquire the language. Acheson and Gall's definition of effective teaching Yangambi (2022). Effective English language instruction has been shown to be very beneficial for learning foreign languages. The pursuit of effective teaching is a pedagogical necessity and a critical factor in determining the program's performance in the English Education Department at UIN Suska Riau. Furthermore, by examining the relationship between effective teaching, professional development, and teacher evaluation, studies by Darling-Hammond (2017) have broadened the conversation and emphasized the necessity of continual assistance and improvement.

The characteristics of effective teachers have been the subject of much research over the past few decades(Hassenplug, 2015). Studies on effective English teachers carried out in EFL environments are necessary because the research focus was not discipline-specific. Zhunussova (2023) conducted a

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review of empirical studies and found that there are various ways to characterize an EFL instructor, such as personality qualities, pedagogic skills, technical knowledge, classroom management, and teacher-student relationships. Although the aforementioned characteristics are undoubtedly present in good English teachers, Cortazzi, M., Jin, L., Kaivanpanah & Nemati (2015) note that contextual or cultural factors may have an impact on how the characteristics are realized in classroom settings around the world and that expectations for good English teachers differ depending on the sociocultural context (Canagarajah, 2012) said.

The above facts emphasize that students ' belief of good teaching can vary depending on the educational and cultural context to improve English learning. Specific research on student beliefs of good teaching, especially in English language education needs to be researched. But there is still a lack of research focus to explore students ' confidence in effective English teachers. Most previous research has focused on student beliefs in learning (Diab, 2005; Evans, 2002; F. Pajares, 1996; Ramazani, 2014; Zhunussova, 2023) characteristics and beliefs of effective English teachers, (Alimorad & Tajgozari, 2016; Arikan, 2010; PEREZ, 2016) it seems that research on student confidence in effective English teachers has not been widely studied by researchers.

Researcher are intrested to investigate this study because the research about it still limited. through this research, priservice teachers can find out how the characteristics of effective English teachers. It is hoped that they can apply the characteristics of effective English teachers when teaching according to the

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needs of their students. The significance of this research project is highlighted by the necessity for a specialized inquiry into efficient teaching methods, taking into account the particular opportunities and limitations within the English Education Department. The mismatch between students' beliefs and actual teaching practices can create an unsatisfactory learning experience. For example, if students believe that a good teacher should use interactive and modern teaching methods, but they are taught in a traditional way, this can lead to frustration and confusion.

In addition, the above gap is also found in some students who often complain in each lesson the teacher less effective. And because of the absence of specific research on student beliefs of good teaching in the Department of English Language Education. The studies mentioned in the text, such as the studies by Jewitt & Kress (2010) and Anderson & Shattuck (2012), were conducted in a broader educational context, rather than in the context of English language education in Indonesia. There has been no research investigating the relationship between students' beliefs and English teaching practices at the English Education Department of UIN Suska Riau.

Based on the above phenomena and facts, the researcher is interested in exploring students' beliefs about effective English teaching under the title of "**STUDENTS' BELIEF OF EFFECTIVE ENGLISH TEACHER: SURVEY STUDY AT DEPARTMENT OF ENGLISH EDUCATION**"

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B. Research Problem

1. Identification of the Problem

Because an effective English teacher is very important and needs more attention in effective teaching to help students in carrying out tasks, one of which is completing scientific work (thesis). There are many challenges for students in writing and it affects their satisfaction. In addition, the factors that determine the success of student writing include internal and external factors, including internal factors from students such as interest, talent, motivation. While external factors such as teacher teaching methods, materials, environment and one of them is student satisfaction which greatly affects their success in writing so that it will affect the results for them in writing the thesis.

It appears that many students struggle to understand learning materials or make these kinds of connections since there is a lack of Special Research on how students perceive effective instruction in English education. Additionally, to draw attention to the dearth of regional research on pedagogy and student confidence in Indonesian English language schools. Prior study was not done in the particular context of English language instruction in Indonesia, but rather in a more general educational setting. The mismatch between students' beliefs and actual teaching practices can create an unsatisfactory learning experience. For example, if students believe that a good teacher should use interactive and modern

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teaching methods, but they are taught in a traditional way, this can lead to frustration and confusion.

2. Limitation of the Problem

After identifying the conditions above that indicate the phenomenon, researchers want to dig deeper about the students' belief of effective English teachers between the range of origin of students, experience in school, and the level of language proficiency can limit the breadth of the investigation. The focus in this study was the students' belief in effective English teachers.

3. Formulation of the Problem

What are students' beliefs about the characteristics of effective English teachers?

C. Objective of the Research

Based on the formulation of the problem, this reseach aims to:

To describe the students' beliefs about the characteristics of effective English teachers

D. Significance of the Research

In theoretically advances knowledge about the function of educators in the context of English language instruction. The study explores various communication and teaching modalities and provides insight into how students view successful English teachers. This theoretical component adds to the corpus of information already available on pedagogical approaches and language teaching methodologies.

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In practically ramifications for legislators and educational professionals. It is helpful to know what students think about good English teachers when creating curricula and teacher training programs. Educators can improve their teaching tactics to accommodate a varied range of learning styles, thanks to the study's practical insights.

E. Defenition of the Term

1. Students' Belief

   According to Pajares (1992), students' ideas about effective teachers are evaluative judgments that serve as filters through which students perceive teacher behaviors and instructional approaches, thereby influencing student engagement and achievement.

   In this research, Students' Belief is students' or preservice teachers' belief in effective English teachers.

2. Effective English Teachers

   Effective English teachers are educators who "possess a combination of content knowledge, pedagogical skills, and interpersonal qualities that enable them to successfully facilitate language acquisition and literacy development in diverse student populations" (Richards, 2011).

   In this research, Effective English Teachers is proficient educators who employ diverse teaching strategies, employ cultural awareness, and continuously update their knowledge and practices to enhance their students' learning experience.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Concept

1. Concept of Students' Belief

a. Definition of Students' Belief

Students' belief refers to the cognitive and affective beliefs, attitudes, and convictions held by students regarding various aspects of their educational experiences, including their abilities, the learning process, the educational environment, and the efficacy of teaching methods. Guskey (1988), has contributed to understanding the relationship between evaluation and students' beliefs about their academic success, especially in the context of formative evaluation. According to Dornyei (2009), students' motivation to learn a language and the tactics they employ to do so can be influenced by their views about language, language learning, and themselves as language learners.

According to Abdi & Asadi (2015), a student's belief is a preconceived notion or opinion about how something functions or is taught that is based on their personal experiences. Sudarta (2022) asserted, for example, that "beliefs are guiding principles of people's behaviors." According to his further explanation, "beliefs are generalizations about cause and effect and they influence our inner representation of the outside world." They shape our thoughts and behaviors and assist us in making sense of that reality. He asserts that

people's interpretations of new information and responses to it are influenced by their preconceived notions about the topic matter.

Beliefs are the driving force that shapes teachers'decision-making and classroom behavior because theirdecisions and pedagogical practices reflect what theythink and how they feel (Mohammed Dahbi, 2020). In language education, in general, the theoretical framework of cog-nition has recently been inspiring enormous research toexplore teachers' and students' beliefs in order to under-stand what contributes to the effectiveness of the teach-ing and learning process and outcomes(Borg, 2015). In earlier studies, researchers did not provide a precise definition for the term "beliefs about effective English teachers." Either the concept is too complex to be operationalized, or the researchers seem to have presumed that the phrase can be understood intuitively.

The definition of beliefs is given in isolation in some research. On the meaning of beliefs, however, scholars do not appear to have come to the same conclusion. Due of its intricacy, it could be challenging to define it properly or to come up with a clear set of meanings. However, the issue in this subject does not always lie in defining beliefs; rather, it appears that the more impressive question for scholars in this field is how to achieve consistency among various definitions in order to arrive at relevant research.

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According to Borg (2015) p. 370, beliefs are "propositions individuals consider to be true, which are tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change." Nezha (2014), described language learning beliefs as convictions, premises, or understandings about the world that are held psychologically and taken to be true. Furthermore, language learning beliefs are broad presumptions that students have about the nature of language acquisition, about variables impacting learning, and about themselves as learners (Victori & Lockhart, 1995).

It is also supplied in other research just as a definition of belief. All researchers, though, do not define belief in the same way. Pajares (1992) p. 10 offered a wide list of terms that can be found in literature as a basis for belief: viewpoint, five social strategies, action strategies, personal theories, ideology, perception, attitude, and perception. He continues, saying, "Knowledge is based on objective fact, belief is based on evaluation and judgment."

Cabaroglu & Roberts (2000), defined belief as a set of conceptual representations that, for the person holding them, represent a reality or a particular state of affairs that are sufficiently true, valid, or reliable to be relied upon as a guide for their own thoughts or actions. Vibulphol (2004) provided this definition. As a result, the study's language learning beliefs were the students' beliefs of the methods for learning English.

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Students' beliefs play a crucial role in shaping their learning experiences, motivation, and overall academic success. These beliefs encompass a range of factors, including their beliefs of intelligence, self-efficacy, and the value they place on education. For instance, students who hold a growth mindset believing that their abilities can be developed through effort and perseverance are more likely to embrace challenges and persist in the face of difficulties (Dweck, 2006).

In contrast, those with a fixed mindset may shy away from challenges, fearing failure and thus limiting their potential for growth. Additionally, self-efficacy, or the belief in one's own capabilities to succeed in specific tasks, significantly influences students' motivation and engagement in learning activities (Bandura, 1997). When students believe they can succeed, they are more likely to set higher goals, exert greater effort, and demonstrate resilience when faced with setbacks. Furthermore, the value students assign to their education—shaped by personal interests, societal expectations, and cultural influences—can impact their commitment to learning (Eccles & Wigfield, 2002). For example, students who see the relevance of their studies to their future aspirations are more likely to engage deeply with the material. Ultimately, understanding and addressing these beliefs is essential for educators aiming to foster a positive learning environment that encourages student motivation, engagement, and achievement.

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Cognitive theories are theories about the mind, specifically the mental processes involved in the formation and organization of general and/or specific cognitive structures. These skills enable us to comprehend concepts and theories in various disciplines, as well as perform broad cognitive tasks including thinking, planning, metacognition, and problem solving. Sociocultural theory, on the other hand, considers human behavior to be inextricably linked to the contexts, practices, and histories in which it occurs (Danish & Gresalfi, 2018). These theories focus not just on individuals, but also on the environments in which they interact with others. To effectively teach and serve students, educators must understand the differences between views and choose the appropriate approach(es) for each situation.

The cognitive perspective focuses on the learner's mental processes and internal structures. They states paradigm, knowledge is gained through contemplation, representation, manipulation, and retrieval of concepts within the mind. Sfard (1998) uses the metaphor of 'learning as acquisition' to describe how mental constructions are formed by accumulating, refining, and combining basic knowledge into higher-level structures. Higher-level mental structures are formed over time and employed to assimilate and/or accommodate new information. The origin of "knowing" is thus one's personal knowledge of the world, with intelligence resulting from one's ability to develop and change

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increasingly sophisticated conceptual mental structures for use in future settings (Danish & Gresalfi, 2018).

In contrast to the cognitive view, the sociocultural perspective holds that "the origins of knowledge and the processes of engaging knowledge stem from the cultural and historical practices in which the individual is immersed," and thus, "how one comes to know something is inseparable from what one ultimately comes to know" (Danish & Gresalfi, 2018). The individual and the current learning setting (each with its own distinct culture, customs, history, and so on) are not only inextricably linked, but also two sides of the same coin, influencing cognition and knowledge (Case, 1998). In this perspective, knowledge is shaped by culture and context. It involves understanding the practices, affordances, and restrictions of social activities within a community of practice, as well as learning how to participate successfully. The origin of "knowing" and intelligence is thus determined by one's social engagement with the world.

The characteristics of students' beliefs in the context of foreign language learning include various aspects that influence the way they learn and interact with the language being learned. These beliefs often relate to students' views on their own abilities, effective learning methods, and the value and purpose of foreign language learning. For example, students who believe they have a good ability to learn a foreign language tend to be more motivated and active in the learning process,

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whereas students who doubt their ability may experience anxiety and participate less. In addition, students' beliefs about learning methods, such as whether they prefer to learn through speaking practice or through reading, can also affect their learning effectiveness. Research shows that students' beliefs can serve as barriers or enablers in language learning, so it is important for educators to understand and address these beliefs to create a more supportive learning environment (Horwitz, 1998).

b. Factors Affecting Students' Belief

The formation of an individual's beliefs is influenced by various factors, including personal experience, culture, and social interactions.

1) Experience

Individual experiences play an important role in shaping beliefs. Any experience, whether positive or negative, can affect the way a person views themselves and the world around them. For example, a student who is successful in foreign language learning may develop positive beliefs in his or her abilities, while a student who experiences difficulties may develop negative beliefs. These experiences form the frame of reference that individuals use to assess future situations (Schunk, 2012).

2) Culture

Culture also contributes significantly to the formation of beliefs. The values, norms and practices present in a culture can influence the way individuals understand and interpret their

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experiences. For example, in cultures that emphasize collaboration and cooperation, individuals may be more likely to develop positive beliefs towards social interaction and group learning. In contrast, in more individualistic cultures, beliefs may focus more on personal achievement and competition (Hofstede, 2001).

3) Social Interaction

Social interactions with others, including friends, family, and teachers, also play a role in the formation of beliefs. Through these interactions, individuals may receive feedback, support, or even criticism that can influence how they view themselves and their abilities. For example, positive support from teachers can increase students' confidence in their learning abilities, whereas unconstructive criticism can undermine their confidence (Bandura, 1997).

Overall, experiences, culture and social interactions interact with each other in shaping individuals' beliefs, which in turn affect their behavior and attitudes in various contexts, including learning.

c. Dimensions of Students' Belief

1) Cognitive

Cognitive Aspects refer to the mental processes involved in acquiring knowledge and understanding. It includes the ability to think, analyze, and solve problems. In the context of education, the development of cognitive aspects is very important because it relates to students' ability to understand new concepts, apply knowledge,

and think critically. Cognitive learning theory, as described by Piaget (1973), emphasizes the importance of experience and interaction in building knowledge structures.

2) Affective

Affective aspects relate to an individual's emotions, attitudes and values. In education, this aspect covers how students respond emotionally to learning experiences, including motivation, interest and attitudes towards subjects. According to (Krathwohl et al. (1964), affective development is essential for creating a positive learning environment, where students feel valued and motivated to learn.

3) Social

Social Aspects include interactions and relationships between individuals in a social context. In education, this aspect focuses on how students collaborate, communicate and build relationships with peers and teachers. Bandura (1997) social learning theory emphasizes that much learning occurs through observation and social interaction, so it is important to create an environment that supports collaboration and communication.

4) Moral

Moral aspects relate to the development of ethical and moral values in individuals. Moral education aims to help students understand the concept of right and wrong, and develop a good

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attitude towards themselves and others. According to Kohlberg (1981), moral development occurs through stages, and education should support students in understanding and applying moral values in everyday life.

5) Aesthetic

The Aesthetic aspect relates to the experience and appreciation of beauty, art and creativity. In education, this aspect is important to develop students' ability to value and appreciate works of art, as well as express themselves creatively. According to Eisner (2002), aesthetic education can enrich students' learning experiences and help them develop critical thinking and the ability to see the world from different perspectives.

Overall, these five aspects are interrelated and contribute to the holistic development of students in an educational context, so it is important to consider all of them in designing curriculum and teaching strategies.

2. Concept of Effective English Teachers

a. Definition of Effective English Teachers

According to Murtiningsih et al. (2017), educators have a duty to mold students' morals and behaviors in addition to imparting knowledge in the classroom and enhancing student learning outcomes. Furthermore, according to Nushi et al. (2022), a teacher who develops their students into knowledgeable, persuaded individuals is a good

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teacher. Therefore, a teacher who prioritizes their behavior as a means of improving student learning outcomes is considered effective (Sweeney & Winsett, 2020). Qualities of Successful English Teachers.

English teachers should have the qualities of a successful language teacher in order to support students' requirements and improve the English learning process. Therefore, it's critical to identify the traits of effective English teachers since doing so can enable educators to better fulfill students' needs (Al-Mahrooqi et al., 2015). Additionally, by modifying the characters that kids find appealing and coming up with solutions for challenging students, teachers can further enhance their ability to educate. Additionally, Murtiningsih et al. (2017) deduced that proficient English teachers are deemed effective if they are able to motivate pupils and impart knowledge. This suggests that educators should impart morality to their children so that they would know what is right and wrong when they are older. Thus, it can be said that effective English teachers have traits that go beyond simply emphasizing the learning process to include helping pupils develop compelling personalities.

According to the instructors' belief, a good English teacher is one who assigns homework, conducts group activities, acts fairly toward all students, and adequately prepares for class, according to (Shishavan, 2009). However, from the belief of the students, an effective English teacher is one who demonstrates positive traits like optimism, patience,

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care, and flexibility. According to Alimorad & Tajgozari (2016), kind, considerate, and observant of school policies are qualities of a successful English teacher. Furthermore, Dincer et al. (2013) identified four key characteristic categories—socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality traits that describe effective English teachers.

b. The Characteristics of Effective English Teachers

To support the English learning process to be more qualified, English teachers should possess the characteristics of an effective language teacher to help them support students' needs. Hence, identifying the characteristic of effective English teachers is important because this can help teachers meet the desires of students (Al-Mahrooqi et al., 2015). In addition, teachers can also improve their teaching skills by adjusting the characters liked by students and find ways to overcome problems with students. Furthermore, Murtiningsih & Kailani (2019) inferred that English teachers are considered effective if they can teach knowledge well and can inspire students. This implies teachers to teach what is wrong and right in their lesson which later can be useful for students. Thus, it can be concluded that the characteristics of effective English teachers do not only focus on the learning process, but also on forming engaging characters in students.

Shishavan (2009) found that based on the teachers' point of view, an effective English teacher is a teacher who prepares to learn

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well, acts fair to all students, uses group activities, and provides homework. On the other hand, based on the students' point of view, effective English teacher is teacher who engage good 10 personalities such as being patient, caring, flexible, and optimistic. As stated by Alimorad & Tajgozari (2016), the characteristics of effective English teachers are being friendly, being caring, and following school rules and regulations. In addition, Effective English teachers have some characteristics, Dincer et al. (2013) mentioned four significant characteristics categories, which are socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics.

Social-affective abilities. Socio-Affective abilities According to Dincer et al. (2013), socio-affective skill refers to an English teacher's ability to build positive relationships with their pupils through communication. Effective English teachers prioritize their activities and behavior to create a comfortable learning environment and good learning outcomes for theirpupils. According to Zeynali et al. (2015) an English teacher's socio-affective method fosters empathy between teachers and students, resulting in a more successful learning process.

Research has shown that English teachers' interactions with students impact learning effectiveness, with socio-affective skills being a key factor. According to Shishavan (2009), effective teaching involves assisting students, listening to their beliefs, being kind, fair, motivating them to study, and respecting their unique personalities. Al-Mahrooqi et

al. (2015) identified socio-affective characteristics such as fairness, progress, and caring for students. According to Dincer et al. (2013), teachers often overlook the importance of students' emotions during the learning process, including worry and dread. Students may experience these emotions due to negative beliefs of the teacher or content. The instructor is responsible for developing an effective learning environment to address this challenge. The reasoning is that good English teachers must combine emotions and mind.

Pedagogic knowledge. Mullock (2006) defines pedagogical knowledge as an English teacher's capacity to teach lesson material. This competence is demonstrated through effective teaching procedures, objectives, methods, and tactics that help pupils understand learning. Pedagogical knowledge refers to the interaction between English teachers and their teaching methods for effective classroom learning. Dincer et al. (2013) emphasized the need of understanding pedagogical knowledge to ensure proper execution of tasks. This includes strategies and procedures. Gatbonton (2008) defines pedagogical knowledge as teachers' understanding of their activities and procedures in the classroom. To be a good English teacher, one must have superior teaching abilities and understanding of various learning approaches.

According to Dincer et al. (2013), English teachers with good pedagogical knowledge excel in guiding students, explaining material, managing the classroom, creating a conducive learning environment,

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utilizing diverse learning media, integrating technology, practicing various learning methods, managing the class efficiently, and maintaining student motivation. Furthermore to Al-Mahrooqi et al. (2015), pedagogical knowledge includes using various learning methods, group activities, technology, clear explanations, testing based on English language level, providing feedback on student work, and utilizing various learning media. According to Dincer et al. (2013), effective English teachers must have strong classroom management abilities to create a conducive learning environment. Providing a pleasant learning environment can increase student focus and motivation.

Subject Matter Expertise. Effective English teaching requires a thorough understanding of the topic matter to ensure optimal learning outcomes. According to Dincer et al. (2013), English teachers must have a thorough mastery of their subject to effectively communicate content to pupils. He states that subject matter knowledge refers to an English teacher's mastery of the subject being taught. According to Richards et al. (2013), effective teaching requires a teacher's understanding of subject matter. Ghasemi & Hashemi 92011) defined subject-matter knowledge as the teacher's understanding of what they would teach. Teaching English requires teachers to be proficient in the language. According to Richards et al. (2013), subject matter knowledge for English language teachers includes theories of language acquisition,

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curriculum, cultural knowledge, English proficiency, and language structure. Park & Lee (2006) define English language proficiency as grammar, pronunciation, reading, speaking, writing, listening, vocabulary, and understanding of English culture.

Effective English teachers must possess subject matter knowledge among other factors. According to Al-Mahrooqi et al. (2015), effective English teachers communicate effectively, organize lessons, understand learning objectives, and are familiar with the target language's culture. Dincer et al. (2013) define subject matter knowledge as the ability to effectively use English, adapt to student backgrounds, and prepare for learning. He states subject matter knowledge encompasses using audiovisuals, providing various learning methodologies, adapting information to students' levels, and explaining progress. According to Kourieos & Evripidou (2013), subject matter knowledge includes solid grammar, use of the target language in class, a rich vocabulary, and grasp of language theory. Language teachers need subject matter knowledge, including vocabulary, pronunciation, speaking, and reading (Celik, 2020). Higher instructor understanding of the subject correlates with better student learning outcomes.

Personal characteristics. English teachers, like everyone else, develop personal qualities that aid in good teaching. According to Dincer et al. (2013), English teachers should possess personal qualities such as patience, kindness, caring, helpfulness, humor, enthusiasm,

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open-mindedness, flexibility, optimism, and tolerance to effectively support the learning process. Kourieos & Evripidou (2013) suggest that excellent English teachers exhibit helpful, caring, supporting, friendly, open-minded, and disciplined personalities. Teachers can foster positive interactions with kids by developing specific personality traits. According to Dincer et al. (2013), Clark and Walsh believed that combining all personality traits can help teachers gain students' belief.

Based on some definition above the writer make it in a conclusion that the Effective English teachers are multifaceted individuals who excel in three key areas: social-affective skills, pedagogical knowledge, and subject-matter knowledge. They nurture positive relationships with students through empathy, understanding, and fairness (social-affective skills). They master the art of teaching through diverse methods, technology integration, and effective classroom management (pedagogical knowledge). And finally, they possess a deep understanding of the English language itself, including grammar, vocabulary, and cultural nuances (subject-matter knowledge). These three pillars, combined with positive personality traits like patience, enthusiasm, and open-mindedness, paint the portrait of an effective English teacher who fosters a conducive learning environment and inspires students to excel.

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B. Relevant of the research

There are many researches relevant to the research. The previous researchers come from foreign country and Indonesia context. First research by Gulnisa Zhunussova (2023), about learners' expectations of English teachers are crucial for their attitudes and motivation, as they can influence their withdrawal from studying English. However, many studies focus on the qualities of good English teachers imposed by policy makers. This study explores the beliefs of good English teachers in higher education from the belief of university students in Kazakhstan, a former Soviet country in Central Asia. The research uses a less conventional visual method to capture learners' beliefs, providing insights from a relatively under-researched context. The study contributes to the diversity of English learning communities.

Delaney et al. (2010) using a unique online approach to data gathering, students were asked to isolate the characteristics they believe are essential to effective teaching. An open-ended online survey was made available to over 17,000 graduate and undergraduate students at Memorial University of Newfoundland during the winter semester of 2008. Derived from this rich data is a set of student definitions that describe nine characteristics and identify instructor behaviours that demonstrate effectiveness in teaching. The survey also takes into account the opinions of students studying both on-campus and at a distance via the web, with the intention of determining if the characteristics of effective teaching in an online environment are different from those in the traditional face-to-face setting. Students identified nine behaviours that are

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characteristic of effective teaching in both on-campus and distance courses. Instructors who are effective teachers are respectful of students, knowledgeable, approachable, engaging, communicative, organized, responsive, professional, and humorous. Students indicated that the nine characteristics were consistent across modes of delivery. Respondents to the distance portion of the survey, however, did place different emphasis from the on-campus responses on the significance of each characteristic

C. Operational Concept

The conceptual framework of this study is based on the interaction between students' beliefs and their views of competent English teachers. Students' beliefs are the cognitive and affective attitudes, convictions, and preconceived assumptions they hold about many parts of their educational experiences. These ideas are affected by three major factors: personal experiences (including positive and bad experiences in language learning), cultural influences (values and norms that influence how experiences are interpreted) ,and social interactions.

Students' beliefs can be classified into five categories: cognitive (mental processes in acquiring knowledge), affective (emotions and attitudes toward learning), social (interactions with peers and teachers), moral (understanding of right and wrong), and aesthetic (appreciation of beauty and creativity in learning). These variables have a collective impact on how students approach language acquisition and judge the effectiveness of their English teachers.

The framework also recognizes that effective English teachers possess four categories of important characteristics: socio-affective skills (the ability to build positive relationships with students through empathy and communication), pedagogical knowledge (mastery of teaching methods and classroom management), subject matter knowledge (proficiency in English and understanding of language acquisition theory), and positive personality traits (patience, enthusiasm, open- These attributes shape how teachers engage with students and create a positive learning environment.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This study's research strategy is a quantitative survey approach with the goal of studying students' views about competent English teachers. This is consistent with Creswell (2014) who states that quantitative reseach as a sort of research that is explaining phenomena by involves collecting numerical data and analyzing it using mathematical approaches, such as statistics. Quantitative method has some kinds of research design that can employed in various studies such as experimental design, correlational design, and survey design (Creswell, 2014) and for this research will involves survey design.

According to Creswell (2014) survey design is a quantitative research strategy that involves the systematic collecting of data from a specific population using structured questionnaires or interviews. This aligns with the main purpose of this study, which is to investigate students' belief of effective english teacher.

B. Time and Location Research

This research was conducted at an Islamic University in Panam, Jl. HR. Soebrantas No. Km. 15, RW.15, Simpang Baru, Pekanbaru City, Riau. The research was carried out in April 2025. This location was chosen because it was easy for the researcher to conduct the study, which was supported by prior observations that revealed research problems at the Islamic University of Pekanbaru.

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C. Subject and Object

The subject of this research was fourth semester students at English Education Department of State Islamic University in Pekanbaru. The selection of fourth semester students based on the consideration because they were studying professional courses and teacher ethics. This subject done by using random sampling to ensure a fair representation of the population of fourth semester students at the university and allow for generalization of the reseach results.

The object of this study was an exploration of students' beliefs about effective English teachers. The research examines students' cognitive and affective beliefs, attitudes and views towards English language learning, including how they perceive their own abilities, the learning process and effective teaching methods. The main focus of the research was students' perceptions of the characteristics that make an effective English teacher, which include four categories: socio-affective skills (ability to build positive relationships), pedagogical knowledge (ability to teach and manage a classroom), subject matter knowledge (mastery of English), and personality characteristics (such as patience and open-mindedness).

D. Population and Sample of the Research

1. Population of the Research

The totals of population in this research all the second year students of an Islamic University in Pekanbaru. The population was 133 students. It consists 5 classes as describe in the following table.

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Table III.1
The Population of Reseach

No	Population	Class	Population	Total students in grade
1	Second Years Students	4A	29	133
		4B	26	
		4C	26	
		4D	27	
		4E	25	
Total of Population				133

2. Sample of the Research

According to Sugiono (2016) the sample was part of the number and characteristics of the population. The samples were carried out because researchers have limitations in conducting research both in terms of time, energy, funds and a very large population. In this study, the sample was taken using random sampling. According to Sugiyono (2018), Simple Random Sampling was a sampling technique in which the sample members were selected randomly from the population without considering the strata within that population. The sample was 100 students from the fourth semester because the population was very large. The sampling was taken using spin wheel.

The researcher used Slovin's (1960) formula to compute the overall sample size, with an admissible error rate (e) of (0.05). The formula is as follows: $n = \frac{N}{1+Ne^2}$

$$n = \frac{133}{1 + 133(0.05)^2} = 100$$

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Total sample size (N) = N / (1 + Ne^2), where N is the population size and e is the margin of error. This formula calculates a total sample size of 100.

E. Data Collection Technique

The research data was acquired through the use of a questionnaire.

1. Questionnaire

In this research, the researcher used questionaire as technique of data collection. A questionnaire was a research tool made up of a series of questions intended to elicit information from respondents. It can be used to obtain quantitative data through closed-ended questions or qualitative data via open-ended questions. According to Creswell (2014), questionnaires were frequently used in surveys to examine attitudes, beliefs, or actions of individuals within a certain community. The questionnaire was aimed to learn about a given group of people's experiences, beliefs, perceptions, and feelings.

Therefore, the data collection in this study used closed-ended questionnaire which was a questionnaire in which the researcher delivers a question and then provides the participant several prepared response options from which to choose. To investigate students' attitudes about effective English teachers across five major dimensions: cognitive, affective, social, moral, and aesthetic, as adapted from Zhunussova (2023) paradigm. A close-ended questionnaire was a research technique that allows respondents to select from a set of predefined answers, making data quantification and

analysis easy. According to Creswell (2014), close-ended questions were designed to limit replies to certain possibilities, facilitating the collection of organized data that can be statistically examined.

This study used a questionnaire proposed by Roya and Saeideh (2009). Roya and Saeideh (2009) developed this instrument with the aim of identifying and measuring the characteristics of effective English teachers from the perspectives of university students who were future teachers and had studied English. The questionnaire was distributed through Google Form, which enabled the researcher to reach all fourth-semester students of the English Education Department at UIN SUSKA RIAU. This study aimed to find out students' beliefs about effective English teachers. It consisted of 29 items encompassing five major dimensions: cognitive, affective, social, moral, and aesthetic

Creswell states in his book that the Likert scale is a frequent research instrument for measuring respondents' attitudes, opinions, or perceptions. The scale usually includes many statements followed by response option indicating levels of agreement or disagreement, such as "strongly agree," "agree," "neutral," "disagree," and "strongly disagree". According to Creswell (2014) the Likert scale enables researchers to collect quantifiable data, providing greater insights into respondents' attitudes regarding a specific topic.

This study used a quantitative survey methodology to assess students' reading motivation through a questionnaire. Respondents expressed their

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views by assigning values on a Likert scale ranging from 1 to 5, with 1 representing "strongly disagree," 2 representing "disagree," 3 representing "neutral," 4 representing "agree, " and 5 respresenting "strongly agree."

The questionnaire asks respondents to express their opinions on the following options:

Table III.2
Likert Four-Point Scale Questionnaire

Option	Represent
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

It was used to determine students' belief of an effective English teacher. The questionnaire aimed to gauge prospective English teachers' belief of effective teaching methods.

Table III.3
Blueprint of the Questionnaire of Students' Belief

No	Variable	Sub-Variable	Indicators	Item	Total Items
1	Students' belief of an effective English teacher	Cognitive	Mastery of grammar, vocabulary, and four skills (R, W, S, L)	1,2,3	3
			Correct accent and pronunciation	4	1
			Ability to make class interesting and motivate students	5	1
			Explain grammar & vocabulary with real-world examples	6	1
		Affective	Friendly and approachable	1	1
			Support students' self-efficacy and motivation	2	1
			Reduce students' anxiety in class	3	1
			Avoid harsh criticism and maintain patience	4,5	2
			Create fun/entertaining class atmosphere	6	1

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No	Variable	Sub-Variable	Indicators	Item	Total Items
			Praise students' efforts and ideas	7	1
		Social	Build proper relationship with students	1	1
			Show interest in students (e.g., name calling)	2	1
			Helpfulness in and outside the classroom	3	1
			Allow students to express themselves freely	4	1
			Student-centered learning (shared control)	5,6	2
		Moral	Polite, fair, and patient	1,2,3	3
			Punctual and well-prepared	4,5	2
		Aesthetic	Neat appearance and good humor	1,2	2
			Effective communication	3	1
			Make subject interesting	4	1
Total Items				28	28

2. Validity and Reliability of Questionnaire

a. Validity

Gay, Milss, and Airasian (2012, p. 179) define validity as a test's ability to accurately assess its intended outcome, allowing for appropriate interpretation of scores. Validity testing is crucial for determining the instrument's ability to accurately measure the variable. Gay identified three types of validity: content validity, criterion-related validity, and construct validity.

To assess the validity of the questionnaire, the researcher conducted a pilot test involving 33 students who were not part of the main research sample. The validity of each item was determined by comparing the r observed value with the r table value at a 5% significance level, which was 0.349. An item was considered valid if its r observed exceeded the r table value. Conversely, if the r observed was

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lower than the r table, the item was deemed invalid and therefore required revision or elimination.

Table III.4
Validity of the Questionnaire

	Corrected Item Total	Correlation R table (N2)= 24 Significant 5%	Expanation
Item 1	0,603	0,235	Valid
Item 2	0,549	0,235	Valid
Item 3	0,537	0,235	Valid
Item 4	0,646	0,235	Valid
Item5	0,281	0,235	Tidak Valid
Item 6	0,458	0,235	Valid
Item 7	0,624	0,235	Valid
Item 8	0,592	0,235	Valid
Item 9	0,609	0,235	Valid
Item 10	0,747	0,235	Valid
Item 11	0,632	0,235	Valid
Item 12	0,649	0,235	Valid
Item 13	0,737	0,235	Valid
Item 14	0,704	0,235	Valid
Item 15	0,793	0,235	Valid
Item 16	0,651	0,235	Valid
Item 17	0,704	0,235	Valid
Item 18	0,856	0,235	Valid
Item 19	0,561	0,235	Valid
Item 20	0,709	0,235	Valid
Item 21	0,615	0,235	Valid
Item 22	0,752	0,235	Valid
Item 23	0,682	0,235	Valid
Item 24	0,706	0,235	Valid
Item 25	0,815	0,235	Valid
Item 26	0,747	0,235	Valid
Item 27	0,725	0,235	Valid
Item 28	0,788	0,235	Valid
Item 29	0,791	0,235	Valid

To assess the validity of the questionnaire items, a Pearson product-moment correlation analysis was conducted. The results revealed that the majority of the items had correlation coefficients (r observed) that exceeded the critical r table value at the 5% significance level,

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indicating that those items were valid. However, one item (Q5) did not meet the validity criterion, as its r observed value was lower than the r table. Therefore, Q5 was removed from the questionnaire. After the removal, the remaining 28 items were considered valid and suitable for further analysis.

b. Reliability

Gay, Milss, and Airasian (2012, p. 179) define validity as a test's ability to accurately assess its intended outcome, allowing for appropriate interpretation of scores. Validity testing is crucial for determining the instrument's ability to accurately measure the variable. Gay identified three types of validity: content validity, criterion-related validity, and construct validity.

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Table III.5
Reliability of the Questionnaire

Cronbach's Alpha	N of Items
.955	29

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F. Data Analysis Techniques

In this data analysis, the researcher has chosen to use a comprehensive analysis methodology by incorporating quantitative methods to provide a more complete picture of students' beliefs towards competent English teachers. The quantitative methods used in this study will include data collection through close-ended questionnaire , where the data obtained analyzed using descriptive statistics. To gather data on students' perceptions, a structured questionnaire was utilized, consisting of a range of predetermined response options provided by the researcher.

Table III. 6
Rating of Students' Perception Interpretation

Value Range Likerts Scale	Percentage	Category
5	1.00 – 1.80	Very Negative
4	1.81 – 2.60	Negative
3	2.61 – 3.40	Uncertain
2	3.41 – 4.20	Positive
1	4.21 – 5.00	Very Positive

(Adopted from Riduwan, 2012)

Descriptive statistics used to summarize the demographic characteristics of the sample as well as general patterns in students' attitudes. This process involves calculating means, frequencies, and percentages to quantify various characteristics of students' beliefs. In this way, the researcher can identify trends and patterns that may exist in students' beliefs towards English teachers' competencies, as well as provide a deeper insight into the factors that influence their views.

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This approach is in line with the guidelines proposed by Creswell (2014), who emphasizes the importance of using descriptive statistics in research to provide a clear and structured picture of the data collected. As such, this analysis is expected to make a significant contribution to the understanding of how students perceive English teachers' competence and the factors that influence such beliefs.

G. Research Prosedure

The research prosedure for this study thorough and planned to ensure the validity and reliability of the findings. To begin, the researcher will get the required authorization from the relevant authorities at the Islamic University of Pekanbaru to perform the study. Following that, a thorough examination of the literature conducted to fine-tune the research questions and ensure that the study is anchored in prior knowledge. The researcher will then create a close-ended questionnaire based on the theoretical framework and aspects of effective English teachers as specified in the research.

Once the instruments have been produced, the researcher select a sample of 100 fourth-semester students from the English Education Department using random sampling procedures, specifically the spin wheel method, to ensure fairness in selection. After receiving informed consent from the participants, the researcher will conduct close-ended questionnaire , allowing for an interactive discourse in which participants can share their thoughts and impressions of effective English teachers.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, this study explored the beliefs of second-semester students at an English Education Department regarding the characteristics of effective English teachers, particularly in light of their roles as future educators. The findings revealed a predominantly positive outlook, with 71% of participants expressing strong or very strong beliefs about the qualities of an effective English teacher. These beliefs encompassed both personal and professional dimensions, highlighting the importance students place on attributes such as neat appearance, attentiveness, praise, fairness, patience, and punctuality.

Linguistic competence elements such as vocabulary mastery and the four language skills were also valued, though uncertainty remained regarding the role of grammar, suggesting influence from communicative language teaching trends. The most varied responses appeared in the area of pedagogical competence, where students showed hesitancy in judging instructional strategies ikely a result of limited teaching experience at this stage of their education.

Students also expressed mixed beliefs about error correction and reducing anxiety, pointing to a need for deeper understanding of classroom management and emotional support strategies. These findings align with existing research highlighting that pre-service teachers' beliefs are still forming and are heavily influenced by both theory and exposure to actual teaching practice.

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Furthermore, the analysis of the five main dimensions, cognitive, affective, social, moral, and aesthetic showed that the affective and moral dimensions were the most dominant, followed by the social dimension. This finding suggests that students view emotional qualities such as empathy, patience, and motivation, as well as ethical conduct and fairness, as the core attributes of an effective English teacher. In contrast, cognitive and aesthetic aspects were considered less central, implying that while knowledge and appearance remain important, students prioritize affective connection and moral integrity in defining effective teaching.

Overall, this study contributes to a deeper understanding of how early-stage teacher candidates perceive teaching effectiveness and offers valuable insights for teacher educators. Moving forward, it is essential for educational programs to provide sustained guidance and reflective practice opportunities that support belief development. Tailored instructional strategies, culturally responsive pedagogy, and longitudinal research are recommended to further shape and strengthen students' professional identity as future English teachers.

B. Suggestion

Based on the findings of this study, several suggestions can be proposed to support the development of pre-service teachers' professional beliefs regarding effective English teaching. First, teacher educators are encouraged to provide more opportunities for reflective practice and teaching simulations early in the academic program. These activities can help students connect theoretical knowledge with practical application, especially in areas where beliefs are still unclear, such as pedagogical competence and classroom

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management. Second, curriculum designers should consider incorporating explicit discussions on controversial or complex aspects of teaching such as grammar instruction, classroom authority, and error correction into the coursework. By exposing students to a range of teaching philosophies and methods, the curriculum can support the development of well-informed, adaptable educators.

Moreover, pre-service teachers themselves are encouraged to engage in continuous self-reflection and peer dialogue to deepen their understanding of effective teaching. Active participation in classroom observations, microteaching, and mentoring programs can offer valuable insights into the realities of teaching and support belief formation. Educational institutions are also advised to create spaces for inter-cohort collaboration, where junior students can learn from the experiences of more senior peers or experienced instructors.

For future researchers, longitudinal studies are recommended to explore how students' beliefs evolve throughout the teacher education program. Such studies could also examine the impact of cultural background, personal learning experiences, and exposure to various teaching models. Lastly, policymakers should recognize the importance of teacher belief development and support educational programs that prioritize reflective and experiential learning approaches. These combined efforts can help ensure the preparation of competent, reflective, and student-centered English language teachers.

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APPENDIX I

Research Instrument

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STUDENTS' BELIEF OF EFFECTIVE ENGLISH TEACHER

QUESTIONNAIRE SHEET

A. Responden Identity

Name :

Class :

Date :

B. Goal

The purpose of this questionnaire is to identify the students' belief of effective english teacher.

C. Instructions

1. Read each statement carefully.
2. Put a mark (√) in the column that corresponds to your opinion.
3. The statement are as follows: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

D. Research Table

E. Cognitive Dimension

No	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1	Have good knowledge of English grammar Memiliki pengetahuan tata bahasa Inggris yang baik					
2	Know English vocabulary well Mengetahui kosakata bahasa Inggris dengan baik					

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3	Read, write, speak, and understand spoken English well Membaca, menulis, berbicara, dan memahami bahasa Inggris lisan dengan baik					
4	Have correct accent and pronunciation Memiliki aksen dan pelafalan yang benar					
5	Ability to make courses interesting and motivate students Kemampuan membuat kursus menarik dan memotivasi siswa					
6	Ability to explain vocabulary and grammar and use relevant real world examples in lessons Kemampuan menjelaskan kosakata dan tata bahasa serta menggunakan contoh dunia nyata yang relevan dalam pelajaran					

F. Affective Dimension

No	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1	Be approachable and friendly					

	Bersikap mudah didekati dan ramah					
2	Motivate students by supporting their self-efficacy Memotivasi siswa dengan mendukung efikasi diri mereka					
3	Alleviate students' anxiety in class Mengurangi kecemasan siswa di kelas					
4	Avoid direct criticism of students when they make errors Menghindari kritik langsung terhadap siswa ketika mereka membuat kesalahan					
5	Not lose temper and get angry Tidak mudah marah dan kehilangan kesabaran					
6	Ability to create an entertaining atmosphere to carry out the class activities Kemampuan menciptakan suasana yang menghibur untuk melaksanakan kegiatan kelas					
7	Praise students for good ideas or for their effort					

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	Memuji siswa atas ide-ide bagus atau usaha mereka					

G. Social Dimension

No	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1	Ability to develop proper relationships with students Kemampuan mengembangkan hubungan yang tepat dengan siswa					
2	Have an interest in students, for example, address individual students by name Memiliki minat pada siswa, misalnya, menyapa siswa secara individual dengan nama					
3	Be helpful to students in and outside the classroom Membantu siswa di dalam dan di luar kelas					
4	Listen to students' points of view and opinions and let them express themselves Mendengarkan sudut pandang dan pendapat siswa serta					

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	membiarkan mereka mengekspresikan diri					
5	Let students have some control over the learning process Membiarkan siswa memiliki kontrol atas proses pembelajaran					
6	Give the learners some control and decision-making over what they do Memberikan pelajar kontrol dan pengambilan keputusan atas apa yang mereka lakukan					

H. Moral Dimension

No	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1	Be polite and respect the personality of the students Bersikap sopan dan menghormati kepribadian siswa					
2	Treat students fairly and equally Memperlakukan siswa dengan adil dan setara					
3	Be patient					

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	Bersabar					
4	Be punctual Tepat waktu					
5	Prepare the lesson well and using class time wisely Mempersiapkan pelajaran dengan baik dan menggunakan waktu kelas dengan bijak					

I. Aesthetic Dimension

No	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1	Be neat and tidy in appearance Berpenampilan rapi dan bersih					
2	Have a good sense of humor Memiliki selera humor yang baik					
3	Good communication skills Keterampilan komunikasi yang baik					
4	Ability to make the subject of the lesson interesting to learners Kemampuan membuat materi pelajaran menarik bagi pelajar					

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APPENDIX II

Instruments' Result

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`Statements	Respndens					Total
	SA	A	N	D	SD	
Have good knowledge of English grammar	11	34	48	6	1	100
Know English vocabulary well	12	44	38	5	1	100
Read, write, speak, and understand spoken English well	13	35	47	4	1	100
Have correct accent and pronunciation	11	32	49	6	2	100
Ability to make courses interesting and motivate students	3	35	43	16	3	100
Ability to explain vocabulary and grammar and use relevant real world examples in lessons	10	35	41	13	1	100
Be approachable and friendly	11	43	33	10	3	100
Motivate students by supporting their self-efficacy	11	41	33	12	3	100
Alleviate students' anxiety in class	13	31	41	12	3	100
Avoid direct criticism of students when they make errors	10	32	39	15	4	100
Not lose temper and get angry	19	29	40	9	3	100
Ability to create an entertaining atmosphere to carry out the class activities	23	29	37	8	3	100
Praise students for good ideas or for their effort	29	44	18	7	2	100
Ability to develop proper relationships with students	18	43	32	5	2	100
Have an interest in students, for example, address individual students by name	11	39	40	9	1	100
Be helpful to students in and outside the classroom	10	40	38	10	2	100
Listen to students' points of view and opinions and let them express themselves	21	53	16	9	1	100
Let students have some control over the learning process	7	46	34	11	2	100
Give the learners some control and decision-making over what they do	15	41	34	9	1	100

Be polite and respect the personality of the students	26	45	20	7	2	100
Treat students fairly and equally	42	30	20	5	3	100
Be patient	32	36	26	3	3	100
Be punctual	34	32	27	4	3	100
Prepare the lesson well and using class time wisely	32	42	18	6	2	100
Be neat and tidy in appearance	47	34	11	5	3	100
Have a good sense of humor	22	44	28	3	3	100
Good communication skills	34	33	27	4	2	100
Ability to make the subject of the lesson interesting to learners	32	32	28	6	2	100

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APPENDIX III

Thesis Guidence Letter

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Pekanbaru, 27 February 2024

Hal : Permohonan SK pembimbing

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Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama	: **IRDA YANTI SIREGAR**
NIM / HP	: 12110422954/0822-7897-2466
Tempat / tanggal lahir	: SIMARPINGGAN, 28-10-2002
Semester / Tahun	: VI / 2024
Jurusan	: Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul

"STUDENTS' BELIEF OF EFFECTIVE ENGLISH TEACHERS THROUGH MULTIMODAL INVESTIGATION AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU"

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Faurina Anastasia, S.S., M.Hum. Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa (KTM)
2. Foto copy kartu rencana study (KRS)
3. Foto copy kartu hasil study (KHS)
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

Wassalmua'alaikum Wr. Wb

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Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112006012017

Hormat Saya,

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NIM. 12110422954

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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id. E-mail. eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/5277/2024 Pekanbaru,29 Februari 2024
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi***

Kepada
Yth. Dr. Faurina Anastasia, M.Hum.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	:IRDA YANTI SIREGAR
NIM	:12110422954
Jurusan	:Pendidikan Bahasa Inggris
Judul	:STUDENTS' BELIEF OF EFFECTIVE ENGLISH TEACHERS THROUGH MULTIMODAL INVESTIGATION AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

f Kasim Riau

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Pekanbaru, 3 Desember 2024

Hal : Permohonan perpanjangan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Irda Yanti Siregar

NIM / HP : 12110422954 / 082278972466

Tempat / tanggal lahir : Simarpinggan/28 Oktober 2002

Semester / Tahun : VII / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"STUDENTS' BELIEF OF EFFECTIVE ENGLISH TEACHERS THROUGH MULTIMODAL INVESTIGATION AT ENGLISH EDUCATION DEPARTEMENT OF UIN SUSKA RIAU"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Faurina Anastasia, S.S., M.Hum.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu hasil study
3. Foto copy sinopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

Wassalmua'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Irda Yanti Siregar
NIM. 12110422954

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Nomor : Un.04/F.II.4/PP.00.9/24968/2024 Pekanbaru,18 Desember 2024
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi (Perpanjangan)***

Kepada
Yth.
1. Dr. Faurina Anastasia, M.Hum.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Irda Yanti Siregar
Nim : 12110422954
Jurusan : Pendidikan Bahasa Inggris
Judul : Students' Belief Of Effective English Teachers Through Multimodal Investigation At English Education Departement Of Uin Suska Riau
Waktu : 3 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Proposal
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Fawina Anastasia, SS, M.Hum
   a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Tsda Yanti Siregar
4. Nomor Induk Mahasiswa : 12409229S9
5. Kegiatan : Bimbingan

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	16/12/2024	[redacted] chapter I		
2.	23/12/2024	Revisi chapter I & chapter II		
3.	29/12/2024	Revisi chapter II & chapter III		
4.	27/12/2024	Revisi chapter I, II & chapter III		

Pekanbaru, 31 DES 2024
Pembimbing,

NIP. 198106112008012007

UIN SUSKA RIAU

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Irda Yanti Siregar
Nomor Induk Mahasiswa : 12110422954
Hari/ Tanggal : Senin / 13 Januari 2025
Judul Proposal Penelitian : Students' Belief of Effective English Teachers through Multimodal Investigation at Department of Education UIN Suska Riau

NO	URAIAN PERBAIKAN
1.	Revise the title !
2.	Revise the citation !
3.	Revise the conceptual framework !
4.	Mention the contribution of this research for English education !
5.	State the definition of the term !
6.	Revise the background of problem !
7.	Revise the technique of data collection !

Pekanbaru, 13 Januari 2025

Penguji I

Nuardiana, M.Pd

Penguji II

Kurnia Budiyanti, M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

UIN SUSKA RIAU

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UIN SUSKA RIAU
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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Irda Yanti Siregar
Nomor Induk Mahasiswa : 12110422954
Hari/Tanggal Ujian : Senin, 13 Januari 2025
Judul Proposal Ujian : Students' Belief Of Effective English Teacher Through Multimodal Investigation At Department Of English Education Uin Suska Riau
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nurdiana, M. Pd	PENGUJI I		
2.	Kurnia Budiyanti, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 24 April 2025
Peserta Ujian Proposal

Irda Yanti Siregar
NIM. 12110422954

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Pekanbaru, 26 september 2025

Hal : Pergantian Judul

Lampiran : -

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Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama	: Irda Yanti Siregar
NIM / HP	: 12110422954 / 082278972466
Tempat / tanggal lahir	: Simarpinggan, 28 Oktober 2002
Semester / Tahun	: IX / 2025
Jurusan	: Pendidikan Bahasa Inggris
Dosen Pembimbing	: Dr. Faurina Anastasia, S. S, M. Hum

Berdasarkan rekomendasi dosen pembimbing, dengan ini saya mengajukan kepada Bapak/Ibu permohonan pergantian judul dari **"Students' Belief of Effective English Teachers Through Multimodal Investigation at English Education Department of Uin Suska Riau"** menjadi **"Students' Belief of Effective English Teacher: Survey Study at Department of English Education"**

Dengan demikian surat permohonan ini saya sampaikan sekiranya Bapak/Ibu dapat mempertimbangkan. Atas perhatian Bapak/Ibu, saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan

Roswati, S.Pd.I., M.Pd.
NIP. 197601222007102001

Hormat Saya,

Irda Yanti Siregar
NIM.12110422954

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INSTRUMENT APPROVAL

This is to certify that the questionnaire instrument regarding challenges in implementing the merdeka curriculum used in the research entitled *"Students' Belief Of Effective English Teacher Through Multimodal Investigation At Department Of English Education Uin Suska Riau"* has been consulted and approved by the supervisor.

Pekanbaru, 27th Mei, 2025

Student,

Irda Yanti Siregar
NIM.12110422954

Supevisor,

Dr. Faurina Anastasia, S.S., M.Hum
NIP.198106112008012017

Sultan Syarif Kasim Riau

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
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1. Jenis yang dibimbing : Skripsi
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Faurina Anastasia, S.S., M. Hum.
   a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Irda Yanti Siregar
4. Nomor Induk Mahasiswa : 12110422954
5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	26 / Mei / 2025	Bimbingan Instrumen		
2.	18 / Juli / 2025	Bimbingan Bab 4 & 5		
3	7 / Agustus / 2025	Revisi Bab 4 & 5		
4				
5				

Pekanbaru, 7-8- 2025
Pembimbing,

Dr. Faurina Anastasia, S.S., M. Hum.
NIP. 198106112008012017

f Kasim Riau

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APPENDIX IV

Research Letter

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : B-8460/Un.04/F.II.3/PP.00.9/2025 Pekanbaru, 28 April 2025
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Yth : Ketua
Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan
UIN Suska Riau
di
Tempat

Assalamu'alaikum Warhmatullahi Wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Irda Yanti Siregar
NIM	: 12110422954
Semester/Tahun	: VIII (Delapan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan III

Prof. Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

UIN SUSKA RIAU

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Jl. H.R. Soebrantas No. 155 Km. 15 Tuah madani - Pekanbaru - Riau 28293 PO.BOX. 1004 Telp. 0761-561647
Fax. 0761-561646, Web.www.uin-suska.info/tarbiyah E-mail : tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 29 April 2025

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: Irda Yanti Siregar
NIM	: 12110422954
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: Students' Belief Of Effective English Teacher Through Multimodal Investigation At Department Of Wnglish Education

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Fauriza Anastasia, M.Hum
NIP. 198106112008012017

UIN SUSKA RIAU

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Nomor : B-8845/Un.04/F.II/PP.00.9/05/2025 Pekanbaru, 02 Mei 2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Yth : Ketua
Program Studi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Di Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Irda Yanti Siregar
NIM	: 12110422954
Semester/Tahun	: VIII (Delapan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : STUDENT'S BELIEF OF EFFECTIVE ENGLISH TEACHER TROUGH MULTIMODAL INVESTIGATION AT DEPARTMENT OF ENGLISH EDUCATION UIN SUSKA RIAU
Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Waktu Penelitian : 3 Bulan (02 Mei 2025 s.d 02 Agustus 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. H. Kadar, M.Ag.
NIP. 19650521 199402 1 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau

UIN SUSKA RIAU

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SURAT KETERANGAN

Nomor : B-23667/Un.04/F.II.1/PP.00.9/10/2025

Yang bertanda tangan di bawah ini :

Nama	:	**Prof. Dr. Amirah Diniaty, M.Pd.Kons.**
NIP	:	19751115 200312 2 001
Pangkat/Gol. Ruang	:	Pembina Utama Muda (IV/c) Guru Besar
Jabatan	:	Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau

dengan ini menerangkan :

Nama	:	**Irda Yanti Siregar**
NIM	:	12110422954
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)

Benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau untuk penyusunan skripsi/tugas akhir dengan judul: "*Students' Belief of Effective English Teacher: Survey Study at Department of English Education.*"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 23 Oktober 2025
a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Lembaga,

Dr. Sukma Erni, M.Pd.
NIP. 19680515 199403 2 004

D : Fahmi/Working/2025/Riset Mahasiswa/Surat Keterangan Riset (ttf)

Kasim Riau

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CURRICULUM VITAE

Irda Yanti Siregar is the first child of Mr. Ali Amri Siregar and Mrs. Duma Sari Hasibuan. She was born in Simarpinggan on October 28, 2002. In 2014, she graduated from SDN 100213 Kampung Lalang. She also completed her education at MTS Al-Abraar Siondop Julu in 2017 and MAS Al-Abraar Siondop Julu in 2021.

In 2021, she was accepted as a student in the Department of English Education, Faculty of Tarbiyah and Keguruan, UIN Suska Riau. In July to August 2024, she participated in KKN (Kuliah Kerja Nyata) in Narathiwat, Southern Thailand. She did Pre-Service Teacher Practice at Attarkiah Islamiah Institute, Southern Thailand. To fulfill the requirements for undergraduate degree in English Education, she conducted research for her thesis entitled “Students’ Belief of Effective English Teacher: Survey Study at Department of English Education”.