

## REFERENCES

- Ali, Dinçer., Ali, Göksu., Aysegül, Takkaç., Mine, Yazıcı., & AErzincan. (2013). Common characteristics of an effective English. *Educational Research Association The International Journal of Educational Researchers*, 4(3), 1–8.
- Alzeebaree, Y., & Hasan, I. A. (2020). What makes an effective EFL teacher: High School Students' Perceptions. *Asian ESP Journal*, 16(1–2), 169–183.
- Arbain, J., Azizah, N., & Sari, I. N. (2017). PEMIKIRAN GENDER MENURUT PARA AHLI: Telaah atas Pemikiran Amina Wadud Muhsin, Asghar Ali Engineer, dan Mansour Fakih. *Sawwa: Jurnal Studi Gender*, 11(1), 75. <https://doi.org/10.21580/sa.v11i1.1447>
- Astuti, D. A., Fauziati, E., & Marmanto, S. (2019). Celebrating students' diversities through understanding students' characteristics. *International Online Journal of Education and Teaching (IOJET)*, 6(4), 723–731.
- Babai Shishavan, H. (2010). The relationship between Iranian English language Teachers' and Learners' Gender and their Perceptions of an Effective English Language Teacher. *English Language Teaching*, 3(3), 3–10. <https://doi.org/10.5539/elt.v3n3p3>
- Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, 10(1), 3–31. <https://doi.org/10.1191/1362168806lr182oa>
- Bramwell, G., Reilly, R., Lilly, F., Kronish, N., & Chennabathni, R. (n.d.). *Creative Teachers 1 Running Head: CREATIVE TEACHERS Creative Teachers*. 1–34.
- Brophy, J. (1986). Teacher influences on student achievement. *American Psychologist*, 41(10), 10.
- Brosh, H. (1996). Perceived characteristics of the effective language teacher. *Foreign Language Annals*, 29(2), 125–136. <https://doi.org/10.1111/j.1944-9720.1996.tb02322.x>
- Brown, N. (2004). Brown\*, N. (2004). What makes a good educator? The relevance of meta programmes. *Assessment & Evaluation in Higher Education*, 29(5), 515.
- Bullock, M. (2015). What makes a good teacher? Exploring student and teacher

- beliefs on good teaching. *Rising Tide*, 7, 1–30.
- Clarke, L. W., & Watts-Taffe, S. (2013). Educating literacy teachers online: Tools, techniques, and transformations. *Teachers College Press*.
- Davis, H. A. (2001). The Quality and Impact of Relationships between Elementary School Students and Teachers. *Contemporary Educational Psychology*, 26(4), 431.
- Deporter, B. (2005). Quantum learning: Unleashing the genius in you. *Simon and Schuster*.
- Eckerson, W. (2006). Ten Characteristics of a Good KPI. *The Data Warehousing Institute*, 25(1).
- <http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Ten+Characteristics+of+a+Good+KPI#0>
- Elliott, R., & Timulak, L. (2021). Essentials of descriptive-interpretive qualitative research: A generic approach. *Essentials of Descriptive-Interpretive Qualitative Research: A Generic Approach*.
- <https://doi.org/10.1037/0000224-000>
- Emiliasari, R. N., & Jubaedah, I. S. (2019). Lesson planning in EFL classroom : A case study. *Wej*, 3(2), 367–375.
- Febriyanti, E. R. (2018). Investigating English department students' perceptions about a good English language teacher. *International Journal of Language Education*, 2(2), 83–95. <https://doi.org/10.26858/ijole.v2i2.6378>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37.
- <https://doi.org/10.9734/ajess/2020/v10i430273>
- Fossey, E., Carol, H., Fiona, M., & Larry, D. (2002). Research. *Understanding and Evaluating Qualitative Research\**, 5–27.
- <https://doi.org/10.1201/9781315103631-2>
- Gardner, R. C. (2001). Language Learning Motivation: The Student, the Teacher, and the Researcher. *Texas Papers in Foreign Language Education*, 6(1), 1–18.
- Gibbs, C. (2003). Explaining effective teaching: Self-efficacy and thought control of action. *Journal of Educational Enquiry*, 4(2), 1–14.

- Goldin, C. (1998). America's graduation from high school: The evolution and spread of secondary schooling in the twentieth century. *Journal of Economic History*, 58(2), 345–374. <https://doi.org/10.1017/S0022050700020544>
- Green, D. W., & Com, D. (2007). You Just Don 't Understand : Women and Men in Conversation by Deborah Tannen Who is Deborah Tannen ? *October*.
- Hamzah, U. S., & Mohamad Nasri, N. (2020). Students' Perception in English Subject Using Cooperative Learning in Primary School. *International Journal of Modern Education*, 2(7), 128–140. <https://doi.org/10.35631/ijmoe.270010>
- Hanifah, H., Susanti, S., & Adji, A. S. (2020). Perilaku Dan Karateristik Peserta Didik Berdasarkan Tujuan Pembelajaran. *Manazhim*, 2(1), 105–117. <https://doi.org/10.36088/manazhim.v2i1.638>
- Helmi, R. (2018). *utama yang memainkan kendali bagi siswa dalam kelas . Menurut UU no . 14 tahun 2005. November.*
- Hoffman, D. D., Singh, M., & Prakash, C. (2015). The Interface Theory of Perception. *Psychonomic Bulletin and Review*, 22(6), 1480–1506. <https://doi.org/10.3758/s13423-015-0890-8>
- Hung, L. N. Q. (2023). Students' Perceptions of Effective EFL Teachers in a University in Vietnam. *Journal of Language Teaching and Research*, 14(3), 560–567. <https://doi.org/10.17507/jltr.1403.03>
- Ida, Z. (2017). What makes a good teacher? *Education in Chemistry*, 55(4), 29. <https://doi.org/10.38003/sv.70.2.16>
- Ilaiyan, S., & Safadi, R. (2016). Characteristics of “Exemplary Teachers” and Possible Factors Affecting Their Realization According to the Perception of Principals from the Arab Sector in Israel. *Creative Education*, 07(01), 114–130. <https://doi.org/10.4236/ce.2016.71012>
- Jabri, U. (2017). the Profile of English Teachers' Professional Competence and Students' Achievement At Sma Negeri 1 Enrekang. *Edumaspul: Jurnal Pendidikan*, 1(1), 61–77. <https://doi.org/10.33487/edumaspul.v1i1.45>
- Jamiah, J., Mahmud, M., & Muhyayyং, M. (2016). Do Male and Female Students Learn Differently? *ELT Worldwide: Journal of English Language Teaching*, 2(2), 110. <https://doi.org/10.26858/eltww.v2i2.1691>

- John, F., John, L., Qunying, Z., & David, W. (2007). Conceptions of a good tertiary EFL teacher in China. *Tesol Quarterly*, 41(4), 781.
- Jones, S., & Myhill, D. (2004). “Troublesome boys” and “compliant girls”: Gender identity and perceptions of achievement and underachievement. *British Journal of Sociology of Education*, 25(5), 547–561.  
<https://doi.org/10.1080/0142569042000252044>
- Kong, Y. (2009). A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning. *International Education Studies*, 2(2), 145–149. <https://doi.org/10.5539/ies.v2n2p145>
- Kristiansen, S. (2006). Decentralising education in Indonesia. *International journal of educational development*, 26(5), 513-531.
- Lavy, V. (2016). What makes an effective teacher? Quasi-experimental evidence. *CESifo Economic Studies*, 62(1), 88–.
- Lee, J. J. (2010). The Uniqueness of EFL Teachers: Perceptions of Japanese Learners. *TESOL Journal*, 1(1), 23–48.  
<https://doi.org/10.5054/tj.2010.214881>
- Mangoki, D., & Susanti. (2022). *National Seminar of PBI 2022 GOOD ENGLISH TEACHER CHARACTERISTICS: PERCEPTION OF JUNIOR HIGH SCHOOL STUDENTS IN MENGKENDEK*. 20–29.
- Metruk, R. (2021). Male and Female University Students’ Perceptions of an Effective EFL Teacher. *International Journal of Instruction*, 14(2), 703–718.  
<https://doi.org/10.29333/iji.2021.14239a>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications.
- Mogea, T., & Joshua, S. R. (2022). English Learning Management In High School:(Classroom Action Study). *Specialusis Ugdymas*, 2(43), 1896–1906.
- Moreno Rubio, C. (2009). Efective teachers-profesional and personal skills. *Ensayos: Revista de La Facultad de Educación de Albacete*, 24, 35–46.  
<http://dialnet.unirioja.es/servlet/extart?codigo=3282843%5Cnhttp://dialnet.unirioja.es/descarga/articulo/3282843.pdf>
- Murphy, P. K., Delli, L. A. M., & Edwards, M. N. (2004). The good teacher and good teaching: Comparing beliefs of second-grade students, preservice

- teachers, and inservice teachers. *Journal of Experimental Education*, 72(2), 69–92. <https://doi.org/10.3200/JEXE.72.2.69-92>
- Naibaho, L. (2019). Teachers' Roles on English Language Teaching: a Students Centered Learning Approach. *International Journal of Research - GRANTHAALAYAH*, 7(4), 206–212. <https://doi.org/10.29121/granthaalayah.v7.i4.2019.892>
- Neil, S. (1991). *Classroom nonverbal communication*. Routledge.
- Park, G., & Lee, H. (2006). *The Characteristics of Effective English Teachers As Perceived by High School Teachers and Students in Korea*. 7(2), 236–248.
- Permatasari, R. R. (2012). *STUDENTS' PERCEPTIONS TOWARD TEACHERS' USE OF BAHASA INDONESIA IN ENGLISH LEARNING CLASSROOM*. *Rike Rizkia Permatasari*. 2012, 5–27.
- Pettis, J. (1997). Developing our Professional Competence: Some Reflections. *TESL Canada Journal*, 14(2), 67.
- Pierson, M., & McNeil, S. (2000). Preservice technology integration through collaborative action communities. *Contemporary Issues in Technology and Teacher Education*, 1(1), 189–199.
- Poggio, B. (2006). Editorial: Outline of a theory of gender practices. *Gender, Work and Organization*, 13(3), 225–233. <https://doi.org/10.1111/j.1468-0432.2006.00305.x>
- Quieti, A., & Nanni, A. (2022). Characteristics of Effective English Language Teachers: Student and Teacher Perspectives at a Thai University. *SAGE Open*, 12(2). <https://doi.org/10.1177/21582440221103523>
- Ramberg, J., Låftman, S. B., Almquist, Y. B., & Modin, B. (2019). School effectiveness and students' perceptions of teacher caring: A multilevel study. *Improving Schools*, 22(1), 55–71. <https://doi.org/10.1177/1365480218764693>
- Rijali, A. (2018). *Analisis Data Kualitatif Ahmad Rijali UIN Antasari Banjarmasin*. 17(33), 81–95.
- Robbins, J. (2005a). *The Art of Perception*.
- Robbins, J. (2005b). *The Arts of Perception: The Epistemological Mentality of the Spanish Baroque*. *Routledge*, 1580–1720.

- Rokhmansyah, A. (2016). Pengantar gender dan feminism: Pemahaman awal kritik sastra feminism. *Garudhawaca*.
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). Characteristics of a Good Efl Teacher: Indonesian Efl Students Perspectives. *Jurnal Nalar Pendidikan*, 9(1), 52. <https://doi.org/10.26858/jnp.v9i1.20323>
- Sidhu, G. K. (2003). Literature in the language classroomss: Seeing through the eyes of learners. *Ganakumaran & Edwin Malachi (Eds) Teaching of Literature in ESL/ EFL Context. Pp. 88-110. Petaling Jaya: Sasbadi- Melta ELT Series.*
- Silalahi, M. (2019). Improving Students' Interest in Learning English by Using Games. *International Journal of Theory and Application in Elementary and Secondary School Education*, 1(1), 55–62. <https://doi.org/10.31098/ijtaese.v1i1.24>
- Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good?: A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339–355. <https://doi.org/10.1177/0022487111404241>
- Taniredja, T., & Abduh, M. (2016). Pedagogical, Personality, Social and Professional Competence in Correlation with Teachers' Performance (Correlational Study of Junior High School Teacher at SMPN 3 Purwokerto). *The 2nd International Conference on Science, Technology, and Humanity*, 264–272.
- Tarajová, R., & Metruk, R. (2020). Characteristics of an Effective Efl Teacher: Perspectives of Slovak Efl Students and Teachers. *European Journal of Education Studies*, 7(12), 319–330. <https://doi.org/10.46827/ejes.v7i12.3419>
- Tatipang, D. P., Manuas, M. J., Wuntu, C. N., Rorintulus, O. A., & Lengkoan, F. (2022). EFL Students' Perceptions of the Effective English Teacher Characteristics. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 10(1), 23–30. <https://doi.org/10.23887/jpbi.v10i1.45709>
- Thompson, S., Greer, J. G., & Greer, B. B. (2004). Highly qualified for successful teaching: Characteristics every teacher should possess. *Journal Winona State University*, 11(1), 5–7.

- <https://openriver.winona.edu/cgi/viewcontent.cgi?article=1198&context=eie>
- Thurmond, V. A. (2001). The point of triangulation. *Journal of Nursing Scholarship*, 33(3), 253–258. <https://doi.org/10.1111/j.1547-5069.2001.00253.x>
- Tonni, K. R. (2018). Remembering the Name of the Students': A Motivational Factor for ELT Learners at Dhaka University. *International Journal of Advanced Multidisciplinary Scientific Research*, 1(3), 56–69. <https://doi.org/10.31426/ijamsr.2018.1.3.135>
- Utomo, A., et al. (2018). The role of gender in educational attainment in Indonesia. *Journal of Indonesian Social Sciences*, 44(3), 345–362.
- van Gog, T., Paas, F., Savenye, W., Robinson, R., Niemczyk, M., Atkinson, R., Johnson, T. E., O'Connor, D. L., Rikers, R. M. J. P., Ayres, P., Duley, A. R., Ward, P., & Hancock, P. A. (2008). Data Collection and Analysis. *Handbook of Research on Educational Communications and Technology, Third Edition*, 763–806. <https://doi.org/10.4324/9780203880869-61>
- Velasquez, A., West, R., Graham, C., & Osguthorpe, R. (2013). Developing caring relationships in schools: a review of the research on caring and nurturing pedagogies. *Review of Education*, 1(2), 162–190. <https://doi.org/10.1002/rev3.3014>
- Waelateh, B., Ambele, E. A., Boonsuk, Y., & Wasoh, F.-E. (2019). ASJ P S U 201 What Constitutes an Effective English Teacher: Perceptions of Thai Tertiary Learners in Thailand. *Academic Services Journal Prince of Songkla University*, 30(3), 201–209.
- Wichadee, S., & Orawiwatnakul, W. (2012). *Cooperative Language Learning : Increasing*. 9(2), 93–100.
- Wirantaka, A., & Putri, A. W. (2021). *Journal of Foreign Language Teaching and Learning*. 6(2), 185–206.
- Witcher, A. E., Minor, L. C., Onwuegbuzie, A. J., & James, T. L. (2002). Preservice teachers' educational beliefs and their perceptions of characteristics of effective teachers. *Journal of Educational Research*, 96(2), 116–127. <https://doi.org/10.1080/00220670209598798>
- Yulfi, Y., & Aalayina, A. (2021). Students' Motivation in Learning English.

*Linguistic, English Education and Art (LEEA) Journal*, 4(2), 401–413.

<https://doi.org/10.31539/leea.v4i2.2256>

Zamani, R., & Ahangari, S. (2016). (2009). Characteristics of an effective English language teacher (EELT) as perceived by learners of English. *English Language Teaching*, 2(4). <https://doi.org/10.5539/elt.v2n4p130>

