REFERENCES

Ade Kisna Mulya, & Siti Aimah. (2020). Persepsi Siswa Terhadap Penggunaan Aplikasi Google Classroom (GCr) Dalam Pembelajaran Bahasa Inggris. *Prosding Seminar Nasional Unimus*, *3*, 184–194.

Ali Dinçera, Ali Göksub, Ayşegül Takkaçc, M. Yazici., & Aerzincan. (2013). Common characteristics of an effective English. *Educational Research Association The International Journal of Educational Researchers*, *4*(3), 1–8.

AlTameemy, F. (2019). A comparative study of teachers' and students' perceptions of the effective English teacher at Prince Sattam Bin Abdulaziz University. *International Journal of Innovation, Creativity and Change*, *5*(2), 1168–1194.

Alzobiani, I. (2020). The Qualities of Effective Teachers as Perceived by Saudi EFL Students and Teachers. *English Language Teaching*, *13*(2), 32. https://doi.org/10.5539/elt.v13n2p32

Anthony, M., & Nuessel, F. (1997). *The Good Language Learner and the Good Language Teacher_ A Review of the Literature and Classroom Applications*. Mosaic: A Journal for Language Teachers, v4 n3 p1,3-16 Spr 1997.

Apriani, H., & Rizkiana, F. (2018). *The Effect of Smash Book Based Guided Inquiry to Student ' s Learning Motivation on Buffer Solution Material*. *9*(2), 84–91.

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

Ardiyanto, R. M., Kusmaryati, S. E., & R., F. N. (2019). the English Education Department Students Perceptions of Ideal English Teacher in High School Level. *Jurnal Prakarsa Paedagogia*, *2*(1). https://doi.org/10.24176/jpp.v2i1.3979

Arief, M., & Ulfa, S. (2018). Hubungan gaya belajar berdasarkan gender dengan hasil belajar mahasiswa teknologi pendidikan universitas negeri malang. *Jktp*, *1*, 53–64.

Arikan, A., Taşer, D., & Saraç-Süzer, H. S. (2008). The effective english language teacher from the perspectives of turkish preparatory school students. *Egitim ve Bilim*, *33*(150), 42–51.

Arung, F. (2015). The Role and the Use of Indonesian Language in the Teaching and Learning English as a Foreign Language. *Advances in Language and Literary Studies*, *6*(5). https://doi.org/10.7575/aiac.alls.v.6n.5p.242

Aziz, R. (2008). Mengapa Perempuan Lebih Kreatif Dibanding Laki-Laki ? *Uin Malang*, *35*(1977), 20–23.

Baysal, Z. N., Arkan, K., & Yildirim, A. (2010). Preservice elementary teachers' perceptions of their self-efficacy in teaching thinking skills. *Procedia - Social and Behavioral Sciences*, *2*(2), 4250–4254. https://doi.org/10.1016/j.sbspro.2010.03.673

Berg, B. L., & Lune, H. (2011). *Qualitative Methods for the Social Sciences*. 448.

Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, *1*, 3–31.

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, H.D. (2001). Taeching by Principles: An Interacctive Approach to Language Pedagody. Now York: Addison Wesley Longman, Inc.

Brown, N. (2004). What makes a good educator? The relevance of meta programmes. *Assessment and Evaluation in Higher Education*, *29*(5), 515–533. https://doi.org/10.1080/0260293042000197618

Buchmann, M. (1983). *The Friority of Knowledge and Understanding in Teaching.* Institute for,Research on Teaching, College-of Education, Michigan State University.

Cameron, J. (2005). Focussing on the Focus Group. *Qualitative Research Methods in Human Geography*, *2*, 116–132.

Carter, N., Bryant-Lukosius, D., Dicenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, *41*(5), 545–547. https://doi.org/10.1188/14.ONF.545-547

Cheung, H. Y. (2006). The measurement of teacher efficacy: Hong Kong primary in-service teachers. *Journal of Education for Teaching*, *32*(4), 435–451. https://doi.org/10.1080/02607470600982134

Chitravelu, N.Sithamparan, S. & Choon, T.S. (2005). ELT Methodology: Principles and Practice (2nd edition) Selangor Darul Ebsan: Exford Fajar Sdn.Bhd.

Denzin, N. K., & Lincoln, Y. S. (2008). The Discipline and Practice of Qualitative Research. *The Landscape of Research*, 1–44.

Dilshad, R. M., & Latif, M. I. (2013). Focus Group Interview as a Tool for Qualitative Research: An Analysis. *Pakistan Journal of Social Sciences*, *33*(1), 191–198.

Doç, Y., Aydin, B., Bayram, F., Canidar, B., & Çetİn, G. (2009). Views of English language teachers on the affective domain of language teaching in Turkey. *Anadolu University Journal of Social Sciences*. http://www.acarindex.com/dosyalar/makale/acarindex-1423869565.pdf

Dörnyei, Z., & Muir, C. (2019). Creating a Motivating Classroom Environment. *Springer International Handbooks of Education*, *Part F1628*(November 2019), 719–736. https://doi.org/10.1007/978-3-030-02899-2_36

Faranda, W. T., & Clarke, I. (2004). Student Observations of Outstanding Teaching: Implications for Marketing Educators. *Journal of Marketing Education*, *26*(3), 271–281. https://doi.org/10.1177/0273475304268782

Fossey, E., Harvey, C., Mcdermott, F., & Davidson, L. (2002). *research *.*

Geiger, M. A. (1992). Learning styles of introductory accounting students: An extension to course performance and satisfaction. *The Accounting Educators' Journal*, *4*(1), 22.

Gregory, R. J. (2000). Psychological testing: History, principles, and applications Boston, MA: Pearson. In *Psychological Testing*.

Guspita, A. R., Mustajib, A., & Ardian, E. (2023). the Characteristics of a Good English Teacher As Perceived By Secondary School Students in Nurul Jihad Tembilahan Hulu. *J-Shelves of Indragiri (JSI)*, *5*(1), 74–84. https://doi.org/10.61672/jsi.v5i1.2658

Hafidz, A. A. (2019). *Pengaruh Jenis Kelamin Terhadap Hasil Belajar*

Matematika Siswa. 9, 69–72.

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

Hapsari, F., Desnaranti, L., & Wahyuni, S. (2021). Peran Guru dalam Memotivasi Belajar Siswa selama Kegiatan Pembelajaran Jarak Jauh. *Research and Development Journal of Education*, *7*(1), 193. https://doi.org/10.30998/rdje.v7i1.9254

Harmer, J. (1991). The Practice of English Language Teaching. New York: Longman Group UK Limited.

Harmer, J. (2004). How to Teach Writing. England: Pearson Education Limited.

Harmer, J. (2007b). The Practice of English Language Teaching. Harlow, Essex: Pearson Education, Ltd.

Harrison, C. & Killion, J. (2007). Ten Roles for Teachers Leaders: Educational Leadership. Accesed in 31st August 2024, in (www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Role-for-Teachers-Leaders.aspx).

Hoang, T. N. (2008). The Effects of Grade Level, Gender, and Ethnicity on Attitude and Learning Environment in Mathematics in High School. *Journal of Chemical Education*, *85*(8), 1019. https://doi.org/10.1021/ed085p1019

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

Iskandar, D. (2021). Peningkatan Hasil Belajar Siswa pada Materi Report Text Melalui Pembelajaran Berdiferensiasi di Kelas IX.A SMP Negeri 1 Sape Tahun Pelajaran 2020/2021. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, *1*(2), 123–140. https://doi.org/10.53299/jppi.v1i2.48

Jayadi, I. 2004. "ELT in Indonesia in the Context of English as a Global Language". In BY Cahyono and U Widiati (eds.). The Tapestry of English Language Teaching and Learning in Indonesia. Malang, Indonesia: State University of Malang. pp. xi-xxi.

Kozak, M. (2011). The Types of Reading and Exercises for Teaching Reading. *Unpublished*, 7–10.

Krueger, R. A. (2014). *Focus Group A Practical Guide for Applied Research* (H. Salmon (ed.); 5th ed.). SAGE Publications. https://books.google.co.id/books?hl=id&lr=&id=8wASBAAAQBAJ&oi=fnd &pg=PP1&dq=Krueger,+R.+A.+(2014).+Focus+groups:+A+practical+guide +for+applied+research:+Sage+publications.&ots=XgaNEBbFqS&sig=lnGPb uYoEwjcNphsQrMWD-mdSDs&redir_esc=y#v=onepage&q=Krueger%2C R

Kulecki, G. (2018). Identifying the Perceptions of Prospective English Language Teachers on Characteristics of Effective Teachers: Who is the Ideal Teacher? *Novitas-ROYAL (Research on Youth and Language)*, *12*(1), 1–15.

Kushartanti, W. (2003). Optimalisasi Otak Dalam Sistem Pendidikan Berperadaban. *Pidato Dies Natalis*, 1–23. http://staffnew.uny.ac.id/upload/131405898/penelitian/Optimalisasi+Otak+D alam+Sistem+Pendidikan+Berperadaban.pdf

Lauder, A. (2008). the Status and Function of English in Indonesia: a Review of

Key Factors. *Makara Human Behavior Studies in Asia*, *12*(1), 9. https://doi.org/10.7454/mssh.v12i1.128

Lewis. (2001). *The issue of perception : some educational implications* (pp. 30(1), 272–288). Educare Journals co.za.

Maharani, A. A. P., & Widhiasih, L. K. S. (2016). Respon Siswa Terhadap Umpan Balik Guru saat Pelajaran Bahasa Inggris di SD Saraswati 5 Denpasar. *Jurnal Bakti Saraswati*, *5*(2), 88–92.

Mahmoud, A., & Thabet, A. (2021). Attitudes of EFL College Students of the University of Bisha towards eLearning. *International Journal of Linguistics, Literature and Translation (IJLLT)*, *4*(9), 105–116. https://doi.org/10.32996/ijllt

Mahmud, M., & Nur, S. (2018). Exploring students' learning strategies and gender differences in english language teaching. *International Journal of Language Education*, *2*(1), 51–64. https://doi.org/10.26858/ijole.v2i1.4346

Malikow, M. (2006). Effective Teacher Study. *National Forum of Teacher Educational Journal*, *16*(3), 1–9. http://www.nationalforum.com/Electronic Journal Volumes/Malikow, Max Effective teacher Study.pdf

Mappiasse, S. S., & Bin Sihes, A. J. (2014). Evaluation of english as a foreign language and its curriculum in indonesia: A review. *English Language Teaching*, *7*(10), 113–122. https://doi.org/10.5539/elt.v7n10p113

Marianne Celce-Murcia. (2001). Language Teaching Approaches: An Overview. *Teaching English as a Second or Foreign Language* , *1991*, 3–11.

Masruri, M. K., Riva'ie, W., & Buwono, S. (2014). Pengaruh Gender terhadap Keaktifan Belajar Siswa pada Mata Pelajaran Sosiologi di SMA. *Jurnal Pendidikan Dan Pembelajaran Untan*, *3*(8), 1–11.

Maulana, R., Helms-Lorenz, M., & Van de Grift, W. (2017). Validating a model of effective teaching behaviour of pre-service teachers. *Teachers and Teaching: Theory and Practice*, *23*(4), 471–493. https://doi.org/10.1080/13540602.2016.1211102

Meksophawannagul, M. (2015). Teacher and Learner Views on Effective English Teaching in the Thai Context: The Case of Engineering Students. *English Language Teaching*, *8*(11), 99. https://doi.org/10.5539/elt.v8n11p99

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*.

Mola, M. (2021). Pengaruh Persepsi Atas Pendekatan Komunikatif Terhadap Prestasi Belajar Bahasa Inggris Siswa (Survei pada Sekolah Menengah Pertama Swasta di Bekasi). *EduPsyCouns*, *3*(2020), 1–9.

Muthohar, A., Fatimah, N., Sulistyo Rini, H., Sosiologi dan Antropologi, J., & Artikel, I. (2022). Implementasi Pendidikan Multikultural Pada Sekolah Islam Negeri Di Kota Wali. *Solidarity*, *11*(1), 155–167. http://journal.unnes.ac.id/sju/index.php/solidarity

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

Neill, S. (1991). *Classroom Nonverbal Communication* (Issue 1). Routledge.

Ning, H., Dai, X., & Zhang, F. (2010). On Gender Difference in English Language and Its Causes. *Asian Social Science*, *6*(2), 126–130.

https://doi.org/10.5539/ass.v6n2p126

Nunan, D. (2003). NUNAN , David (ed .) Practical English Language Teaching International Edition 1 st Edition. *The International Journal of Research in Teacher Education*, *1*(1), 65–72.

Ogden, D. H., Chapman, A. D., & Doak, L. (1994). Characteristics of good/effective teachers: Gender differences in student descriptors. *Annual Meeting of the Mid-South Educational Research Association*, 1–20. http://login.ezproxy1.lib.asu.edu/login?url=https://search.proquest.com/docview/62747191?accountid=4485

Onwuegbuzie, A. J., Witcher, A. E., Collins, K. M. T., Filer, J. D., Wiedmaier, C. D., & Moore, C. W. (2007). Students' perceptions of characteristics of effective college teachers: A validity study of a teaching evaluation form using a mixed-methods analysis. *American Educational Research Journal*, *44*(1), 113–160. https://doi.org/10.3102/0002831206298169

Pendidikan, K., Kebudayaan, D. A. N., Penelitian, B., Pengembangan, D. A. N., Penelitian, P., Pendidikan, K., & Kebudayaan, D. A. N. (2018). *Penguatan Mengimplementasikan Kurikulum melalui KKG-MGMP Jenjang Dikdas*.

Pierson, M., & McNeil, S. (2000). Preservice technology integration through collaborative action communities. *Contemporary Issues in Technology and Teacher Education*, *1*(1), 189–199.

Press, A. (2023). *Pusat Studi Gender , Anak dan Difabel LP2M UIN Antasari Banjarmasin*.

Prihatini, S. R. (2021). Ice Breaking Sebagai Stimulus Dan Reinforcement Dalam Belajar Bahasa Inggris Di Program Sks (Sistem Kredit Semester) Di Sma Negeri 5 Surabaya. *JIRA: Jurnal Inovasi Dan Riset Akademik*, *2*(3), 335–341. https://doi.org/10.47387/jira.v2i3.101

Rahman, S. (2021). Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar. *Merdeka Belajar*, *November*, 289–302.

Ramazani, M. (2014). Mismatches in Beliefs between Teachers and Students, and Characteristics of Effective English Teacher: An Iranian Context. *Procedia - Social and Behavioral Sciences*, *98*, 1518–1527. https://doi.org/10.1016/j.sbspro.2014.03.573

Ratminingsih, Ni Made. 2017. Metode dan Strategi Pembelajaran Bahasa Inggris. Depok: Rajawali Pers.

Richards, J. C., & Renandya, W. A. (2008). Methodology in Language Teaching An Anthology of Current Practice Chapter 1 ~ English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment, and Assessment. *Research Gate*, *May*. https://doi.org/10.13140/RG.2.2.36344.72962

Rohmah, N. (2016). Inovasi Strategi Pembelajaran PAI Dalam Meningkatkan Mutu Pendidikan PAI. *Madrasah: Jurnal Pendidikan Dan Pembelajaran Dasar*, *6*(2), 24. https://doi.org/10.18860/jt.v6i2.3313

Roinah. (2019). Problematika Dalam Pembelajaran Bahasa Inggris Di Stain Bengkalis. *Quality*, *7*(1), 153–166. https://doi.org/10.21043/quality.v7i1.4966

Rosyidah, I. (2017). Peran Guru Kelas Dalam Menciptakan Suasana. *Education*.

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

Setiadi, M. I., & Febriyanti, E. R. (2023). Efl Students' Preferences of a Good English Teachers. *Jurnal Basis*, *10*(2), 119–133. https://doi.org/10.33884/basisupb.v10i2.8054

Shaw, S. (2010). Rescuing students from the slow learner trap. *Principal Leadership*, 12–16. http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ894654

Shishavan, H. B., & Sadeghi, K. (2009). Characteristics of an Effective Teacher as Percived by Iranian Teachers and Learners of Englidh. *Journal of Education and Learning*, *2*(4), 130–143.

Silalahi, U. (2018). Metodologi Analisis Data Dan Intepretasi Hasil Untuk Penelitian Sosial Kuantitatif. *Journal Manajemen*, 341. https://repository.unpar.ac.id/bitstream/handle/123456789/7728/Ulber_1438 04-p.pdf?sequence=1&isAllowed=y

Soedjiwo, N. A. F. (2017). Peran Pendidik Dalam Meningkatkan Motivsi Belajar Bahasa Inggris Siswa Sekolah Menengah Pertama. *Jurnal Ilmu Pendidikan Dan Ekonomi*, *2*(1).

Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2007). Journal of personnel evaluation in education, 20, 165-184. (n.d.). *What is the relationship between teacher quality and student achievement? An exploratory study.*

Stronge, J. (2018). Qualities of Effective Teachers. *International Journal of Advanced Multidisciplinary Scientific Research*, *1*(10), 82–87. https://doi.org/10.31426/ijamsr.2018.1.10.1019

Suardi, M. (2022). Belajar Dan Pembelajaran Tujuan Belajar Dan Pembelajaran. *Uwais Inspirasi Indonesia*, *March*, 175. https://www.coursehero.com/file/52663366/Belajar-dan-Pembelajaran1-convertedpdf/

Sugiyono. (2017). Quantitative Research Methods, Qualitative, and R&D. Bandung : Alfabeta,CV

Sumali, A., Surasni, S., & Khair, O. I. (2021). Pengaruh Kompetensi Guru dan Persepsi Fasilitas Belajar Siswa Terhadap Keterampilan Membaca Bahasa Inggris. *Jurnal Dieksis Id*, *1*(1), 7–12. https://doi.org/10.54065/dieksis.1.1.2021.44

Susan Thompson, John G.Greer, and B. B. G. (2004). Highly Qualified for Successful T Highly Qualified for Successful Teaching: Char eaching: Characteristics E acteristics Every Teacher Should P eacher Should Possess. *Journal Winona State University*, *11*(1), 5–7. https://openriver.winona.edu/cgi/viewcontent.cgi?article=1198&context=eie

Sutraningsih, N. P., Artini, L. P., Gede, L., & Wahyuni, E. (2024). *Good and Effective EFL Teachers from the Perspectives of Secondary School Students in Bali : Gender-Based Study*. *06*(02), 13710–13722.

Syahputra, I. (2014). Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Siswa. *Jurnal Penelitian Sosial Keagamaan*, *17*, 127–145.

Tahang, H., Febriadi, I., & Ngelo, S. M. (2021). Pendampingan Pembelajaran Bahasa Inggris Bagi Siswa SMPN 1 Saonek Raja Ampat. *Abdimas: Papua Journal of Community Service*, *3*(2), 54–60.

https://doi.org/10.33506/pjcs.v1i2.1410

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

Timina, S. (2021). Professional qualities of an effective English language teacher: as seen by Taiwanese university students. *Journal of Thu Dau Mot University*, *3*(2), 115–127. https://doi.org/10.37550/tdmu.ejs/2021.02.193

Virgiyanti, D. F., Widiati, U., Bahasa, P., & Negeri, I. P. (2016). *Characteristics of Effective Junior High*. 338–346.

Widayanti, F. D. (2013). The Importance of Knowing Student Learning Styles in Classroom Learning Activities. *Erudio Journal of Educational Innovation*, *2*(1).

Wirantaka, A., & Wahyudianawati, P. A. (2021). *Journal of Foreign Language Teaching and Learning*. *6*(2), 185–206.

Yang, Y. (2008). The Importance of the Teacher for Developing Interest in Learning English by Chinese Students. *International Education Studies*, *1*(1), 95–100. https://doi.org/10.5539/ies.v1n1p95

Zaimatuz Zakiyah, Afdhal Fikri Mirma, M. Nur Pahlevi, & Nasiruddin. (2022). Desain Pengembangan Kurikulum Pembelajaran Bahasa Arab di Madrasah Berbasis Diferensiasi Otak Laki-Laki dan Perempuan (Studi Perspektif Neurosains). *Mukaddimah: Jurnal Studi Islam*, *6*(1), 60–83. https://doi.org/10.14421/mjsi.61.2868

Zamani, R., & Ahangari, S. (2016). Characteristics of an Effective English Language Teacher as Perceived by Iranian Teachers and Learners of English. *Characteristics of an Effective English Language Teacher (EELT) as Perceived by Learners of English*, *4*(14).

Zhang, Q., & Watkins, D. (2007). Conceptions of a Good Tertiary EFL Teacher in China. *TESOL Quarterly*, *41*(No. 4), 781–790.