

## **TEACHERS' PERCEPTION ON STUDENTS' READING ACHIEVEMENT (A STUDY CONDUCTED AT SMP NEGERI 2 TONDANO)**

**LINDA PRATIWI BOBIHU, PAULA ROMBEPAJUNG, JENIE POSUMAH**

*Faculty of Languages and Arts*

*Universitas Negeri Manado*

*Correspondence author: [PaulaAudry@yahoo.com](mailto:PaulaAudry@yahoo.com)*

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**Abstract:** Reading becomes an aspect of acceptance to acquire knowledge. Learners get in-depth information by reading (text and context), so reading is very important for learners. The purpose of this research is to describe teachers' perceptions of English on students' reading achievement. This research was conducted at SMPN 2 Tondano. This research is a qualitative research with a descriptive research type. Data collection methods used in this study were interviews, observation, and documentation. The information obtained by the researcher came from several English teachers. The data analysis technique used in this study is data reduction, data presentation, and drawing conclusions. Based on the results of the research, it shows that the success of learning to read students will greatly increase with the amount of vocabulary they have and understanding of reading material. Reading success can be achieved by applying it effectively, such as contextual learning, namely learning that is in line with the goal of being more communicative between students and teachers in adding insight. Therefore, there is a perception about the success of teaching students to read. Learning to read at SMPN 2 Tondano is perceived by teachers critically and in various ways. This varies in terms of the learning process, class situation, the media used, the environment outside the classroom, student motivation and interest as well as the vocabulary mastered. In reading success SMPN 2 Tondano students get different results because it is in accordance with the level of motivation, interest, and curiosity as well as understanding in studying a text.

**Keywords:** *Perception, Teachers, Reading, Students, Achievement.*

### **INTRODUCTION**

Language is one of the fundamental factors that distinguishes humans from animals. Language, as a gift from the Creator, enables individuals to get along with others, help solve problems, and position themselves as literate human beings. language is a systematic means by communicating ideas or feelings by

the use of conventionalized sign, sounds, gesture, or marks having understood meanings (Brown, 1994:4) "Language is means to communicative with each other. As a tool communications, language is an essential part in human life. It is used to share experiences and express feelings and ideas" (Liando, N & Lumettu, R:2017).

English is an international language that plays an important role in the world such as economy, industry, politics, and education. According to (Evelyn C. Manopo, Herling Rares, Jenie Posumah 2021:71), English is declared as a foreign language rather than a second language. English teaching should be introduced to Indonesian children early on (Hampp p.L. 2019:16). There are many who use English as a second language, and there are also those who use English as a foreign language such as in our country, namely Indonesia. In Indonesia, English is also a subject taught in school. This is started from elementary school to college level. Mastery of this subject includes four basic skills : Speaking, Reading, Writing, and Listening. English is an internasional language that is widely taught in Indonesia. "for most Indonesian, the purpose of learning English as a foreign is to be able to communicate in English" (Maru, 2009).

English is recently beneficial and arbitrary. As regarded as international language it develops rapidly and globally and it is learnt and required everywhere as an official language, both a second or a foreign language. In English there are four language skills in English, they are listening, speaking, reading, and writing. Reading is one of language skill that must be mastered by students.

Reading become the reception aspect to acquire Knowledge. Learners get information and insight by reading (text and context) so reading very important to learner. Because of that, the role teacher who teacher in English is to make their students enable easily in reading comprehension. Therefore, main goal of teaching reading especially for junior high school, students are enable students to read books, article, or any other written text such as narrative, procedure, descriptive, recount, report. Reading is a way to understand to meaning or message implied a piece of writing. Therefore reading is very important for our lives so that we can know the writing. "Reading is the process of learning. Through reading people can obtain information, ideas and knowledge" (Mogea

2019:2).

The teacher who is responsible for the learning process of students knows well the strategies, media, which are used by students both when the class is in and the learning activities outside the classroom which are carried out independently by students. In addition, the thinking and faith of the teacher is also closely related to how to read think and inspire the teacher in teaching students. Students also don't need to be on a good track without the teacher's views on various reading problems to add vocabulary

### ***Reading***

Hafiz and Tudor (1989) as cited in Eunsoek (2013) defined reading as quantitative in the second language for a lengthy period of time for personal pleasure without the addition of productive tasks or follow-up language work. It is all started from graded reading.

Meanwhile, according to Renandya and Jacobs, (2002) as cited in Aurora (2012), Reading is being studied by most reading expert as one alternative reading approach. According to (Day and Bamford, 2004), Reading is a technique in teaching reading which is defined as a situation where students read a lot of materials in their level in a new language, they read for general, for overall meaning, and for information at one with enjoyment.

"Reading is the process of looking at a series of written symbols and getting meaning from them" (Leipzig, 2001:1). When we read, we use our eyes to receive written symbols (letters, punctuational marks, and space) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

### ***Perception***

According to Tumbal, Liando, Olli (2021) Argue that perception is a process that is preceded by sensing, which is a stimulus received by an individual through a receptor, namely the sense. Lengkoan, Rombepajung (2022) perception is what person experience immediately. Perception connect the way to the surrounding nature to know, hear, smell, feel, to smell immediately based on the sense. These statements shows that perception is human expression or judgment in term of their experiences what they feel about something.

According to Asrori (2009: 214) the notion of perception is "an individual process in interpreting, organizing and giving meaning to a stimulus that comes from the environment in which the individual is located which is the result of learning and experience." In these perceptions there are two important elements namely interpretation and organizing. Interpretation is an attempt to understand from the individual to the information obtained. While organization is the process of managing certain information in order to have meaning.

Perception is a process that is learned through interaction with the surrounding environment. One's perception arises from childhood through interaction with other humans. In line with that, Grace (1990: 64) defines the notion of perception as: "experience of objects, events or relationships that are obtained by deducing information and interpreting messages". The similarity of opinion can be seen from the meaning of concluding information and interpreting messages that have relevance to the process of giving meaning.

According to Sarwono (1986 : 89), perception is a person's ability to organize an observation, these abilities include: ability to distinguish, ability to group, and the ability to focus. Therefore one can have different perceptions, even if the object is the same. This is possible because of differences in the value system and personality traits of the individual concerned.

According to Robbins (1999: 124) the notion of perception is an impression obtained by individuals through the five senses then analyzed (organized), interpreted and then evaluated, so that the individual obtains meaning. Eysenck in Asrori (2009: 215) states that perception actually requires a process of learning and experience. The results of a person's learning and interaction process will provide experience for him to be able to compare the situation at hand.

## **RESEARCH METHOD**

This research was classified as qualitative approach. This study seeks to determine or describe the teacher's perception of the success of teachers in teaching reading to students at SMPN 2 Tondano. According to McMillan & Sumacher (2001:395), qualitative studies describe the richness, thickness, and the complexity of the phenomenon. The purpose of qualitative research is to give

a description of a social phenomenon that occurs naturally (Dornyei, 2007).

The subject of this research was the data the researchers collected by the researcher directly from the first source, namely teachers' English teacher at SMPN 2 Tondano.

Methods for Teaching Vocabulary in Middle School Social Studies The study's research questions focused on the following topics: the participants' descriptions of the reading instruction techniques they used in their social studies classes; experiences teachers thought were beneficial to teaching reading in social studies; and participants' descriptions of instructional experiences that they felt improved their students' knowledge of social studies content reading.

Data reduction, data presentation, and conclusion drawing/verification are three concurrent streams of operations that make up analysis, according to Miles & Huberman (1992: 16).

## **FINDINGS AND DISCUSSION**

The researcher obtains data about the teacher's perception of teaching students to read by conducting interviews. There are 15 questions in order to answer the questions formulated in this study. The questions mentioned above to the teacher as a resource. There were three English teachers at SMPN 2 Tondano who have various teaching backgrounds.

Interview questions below:

1. Do your students like English subjects, especially reading material?

This question is to get general information and to give the teacher an opportunity to reveal what happened. Teacher 1 said that in the classroom students like to learn English first when reading learning takes place. Teacher 2 admits that when in class not all students like to learn English because of the different abilities of students in understanding it, some are able to understand reading quickly while others are less able to understand reading. Teacher 3 said the same thing in learning that students' reading comprehension is still not enough to understand the purpose of a reading because of the lack of vocabulary that they can learn in elementary school. These facts are felt by the teacher in the classroom.

## 2. What is the language of the textbook?

This is explained to clarify that English is the main language in textbooks because it helps students develop vocabulary in reading. Teacher 1 says the Written Language in all materials such as explanations, tests, assignments, and Instructions from the book every conversation has started in English. Teacher 2 answered using the 2017 curriculum which uses English books. Teacher 3 revealed that the books used had used the main language, namely English. It can be said that English is the main language to support vocabulary to be more fluent in understanding English, especially in reading material.

## 3. What preparations did you do before the reading activity started?

This question is to find out what strategies the teacher will give when the teaching and learning process begins. Teacher 1 revealed that this is very important in the teaching and learning process of English, short and easy-to-read texts must be accessible by any means from reading texts. Teacher 2 Before starting reading activities, first prepare the most important thing is the reading text that has been prepared, then prepare the media needed in the material such as pictures for students to quickly understand so that learning objectives can be achieved. Teacher 3. explains First of all we have to prepare teaching materials to read the material before we start learning room English, also we have to prepare PPT with pictures related to the reading material so that students don't get bored by just reading the material. This shows the teacher the best strategy so that students are able to understand each material to be taught.

## 4. What language do you use in English lessons?

This question is given to find out the frequency of using English in class activities, especially in reading lessons, the more English is used, the more vocabulary they remember. Based on these results. Teacher 1 said it is necessary to combine English and Indonesian because students often find it difficult to get the meaning of the words spoken by the teacher when English is fully used. Teacher 2 emphasized that English and Indonesian are used in combination, but English is more dominant than Indonesian so students will adapt to English itself. Teacher 3 said that English is always fully used, it is done to make students aware of English words every lesson and slowly but surely it can influence their

minds to always use English because they often listen to it.

5. What difficulties do students experience when learning to read takes place?

This item is to evaluate the extent to which students respond when the teacher teaches in the classroom. Teacher 1 said that in the process of learning English, some students quickly learn and respond actively with enough vocabulary for their part so that they are able to understand the reading while other students are slow to respond when they are given text to read because they don't have enough vocabulary and the book is dominated by English text which makes most of them will stop the activity if they find the text difficult to understand and start speaking not understanding what is being studied. Teacher 2 expressed the difficulties of students in Because they are not interested in the types of readings contained in textbooks, so looking for similar readings that are more interesting so that they attract attention so that they are interested in reading them, this is the most difficult thing for me and them.. Teacher 3 expressing the experience of students in learning to read texts, many of them do not understand what the teacher is reading and saying because of understanding, concentration, and difficult words because they do not have more vocabulary that they know.

6. How do students react when they cannot understand the reading material delivered or given by the teacher?

This is explored in order to find out whether students who are taught in the classroom feel comfortable in the learning process or not. Teacher 1 explains. They will do nothing and show that they are not interested in what is being explained and try to find excuses when asked by the teacher. Mental block status becomes when they are not enthusiastic in the learning process. Teacher 2 answers the reactions that students give, they will say " Ma'am I don't know, I don't understand can you repeat. Or, please translate into Indonesian. So I have to translate to Indonesian. And most of them male students will find an excuse to get out of class because they do not understand the reading text given. This often happens when I teach. Teacher 3 explained that they often went out of class saying "maam I allowed to go to the toilet", "maam I was sleepy, let me wash my face" there were many reasons to get out of class. Because they are bored or do not understand.

7. What factors caused this difficulty to occur?

This factor needs to be questioned in order to find out what part of the teacher feels the difficulty of understanding students. Teacher 1 explains the existence of internal factors, internal factors such as fatigue, disinterest in the material provided, ignorance of the knowledge that will be obtained, declining norms and health can be the main factors of student difficulties. Teacher 2 revealed the lack of facilities to support reading interest so that many of them are not interested in reading the material, and there is not much enthusiasm for learning. Teacher 3 answered that the difficulty of reading could be influenced by not being taught to enjoy reading from elementary school so that it had a big effect when going to junior high school.

8. Do students pay attention and remember what the teacher says?

This item is questioned with the aim of ensuring that students will continue their efforts in learning to read. Teacher 1 says firmly The very important thing that the teacher must know is to maintain the interest of the students or to spend time during the learning process. Teacher 2 answered Sometimes, if they are interested in English, they give all the intention. Teacher 3 Yes, some students, especially intelligent students, pay attention and remember what the teacher says. in binsus class most of them pay attention because they have ability.

9. Are there any additional media for student reading and learning apart from whiteboards and books?

Because now the modern era, it is very likely that there are many learning media used by teachers, not only based on books and blackboards. Teacher 1 answered that In addition to the English-Indonesian dictionary by Echorls, the OPPO gadget and dial are the most recommended alternatives, especially since the use of an online dictionary on their cellphone makes it easier for them to find the meaning of the vocabulary in the reading. teacher 2 also added that smartphones, internet, and other resources are very influential in the learning process. Teacher 3 explains that it is allowed to use online dictionary media in class, but does not ignore printed books and dictionaries must be brought along.

10. What are the benchmarks/references used by the teacher to find out that students already know the material that has been delivered?



This is important to explore because it requires the teacher's attention to his students and influences their perception. Teacher 1 said the need for a sudden test which was stated in the lesson and had been achieved to find out the students mastered after an authentic assessment. Teacher 2 I give several assessments so that from the assessment I can see whether they understand or not. when I give them about the material they understand or not. Teacher of 3 lessons, exercises, and editorial. To be brave.

11. What learning strategies are often used, and are they effective?

This question points to many key points and the aim is to get the teacher's perspective on the strategies students apply in their vocabulary learning. The results are different from each other. Teacher 1. There are several kinds of learning strategies, but a good learning strategy must be owned by a teacher in this class. The strategy that I usually use in classroom learning uses students' creativity so that it sharpens the concentration pattern of these students. This is quite effective when in class. Teacher 2 learning strategies using 5w + 1 H, 2017 Curriculum Being very effective and interesting when learning reading in English, uses this strategy to make them have critical thinking so that they can express the ideas they get. 3. The teacher perceives the effectiveness of using the strategy, depending on the situation in which the learning occurs. Effectiveness is seen differently by the teacher and the teacher's responses tend to be valid because they are always by the side of the students during vocabulary learning.

12. Do your students like this learning strategy?

This question is to find out how big the level of students' understanding in learning. Teacher 1. Of course they like the given learning strategy it can interest them. Teacher 2 For some students they show interest and enthusiasm in the given strategy/method, who don't like/lack of interest in learning they still don't like the given method. Teacher 3 revealed that many of them liked the learning strategies given, the rest were only a few students who were less interested.

13. Do you think this student's vocabulary learning strategy is continuous or only happens in the classroom?

This is an interesting question that seeks to find out whether students consistently do reading learning or not. After asking the teacher, the researcher

got the answer. Teacher 1 said that it cannot guarantee that students continue learning by reading again in order to get vocabulary or not, or the teacher is not sure about this problem. Teacher 2 can be said the same that students do not really continue to learn, but admits that in fact they have to do continuous learning. Teacher 3 believes that students will continue learning vocabulary by using their own ways and interests in learning the meaning of the reading or adding vocabulary or terms to be able to understand the reading.

14. Do learning activities outside the classroom support students' reading comprehension?

These are questions that aim to ensure that our students' activities are still relevant and support learning whether or not it is reading for them. The answers vary greatly.

Teacher 1. Indeed. When done in the library, it can help them clear their minds about what they are reading and their environment outside the classroom is still possible and has the potential to support reading comprehension. Teacher 2 provides learning activities outside of the classroom to be very supportive of students' reading comprehension because it is outside to get the core to get the material. In the same way, students can achieve learning independence, especially in terms of understanding reading in different conditions. This means that the teacher is quite sure that students can continue understanding in learning during the learning period at school ends. Teacher 3 Yes is very supportive because it can add insight by looking at the natural surroundings so as not to get bored learning to read in a certain room.

15. When you give exams, are your students' English subjects good?

This item is very important to be questioned in order to find out whether all efforts in learning are successful or not through the attainment stage. Teacher 1 revealed the teacher will give tests, exams and They become very good and happy if they know the answer. Teacher 2 There are students who like English they will study hard and get above average grades, but those who don't like their grades will be low. Because interest in English is still very low. For children who are low in intellectuality, it will be difficult to understand the questions that are considered difficult. Teacher 3 answered that for those who like English and study

correctly, of course their scores are very good, but there are more of them whose scores are below average. English is still a difficult subject to understand.

The results of the interviews showed that learning in reading students was not very effective by the teacher because of the lack of vocabulary. Reading comprehension skills require adequate vocabulary mastery that can determine the quality of one's comprehension. Learning to read must be carried out effectively, such as contextual learning, namely learning that is in line with the aim of being more communicative between students and teachers, adding insight, training thinking skills and improving skills that are meaningful in everyday life and carried out actively, creatively, effectively, and fun.

Through learning to read, you can get an increase in language skills, reasoning skills, creativity, and moral values that can be obtained. Without understanding reading and insufficient vocabulary in reading, students who are less able to optimize potential with limited knowledge will have difficulty communicating and socializing because of lack of insight in reading. Reading is important in life, has a very good impact on humans, many benefits will be obtained from reading, will improve brain performance, increase knowledge, and hone memory. Without reading, a person's memory will decline and reduce focus in everyday life so that they do not develop in comprehensive communication.

Reading gets a good position after developing experimental approaches, both experimental understanding and intellectual abilities. For supporters of this approach, the initial stage of language learning a person only needs to read which will be facilitated by vocabulary rather than grammar.

Teachers at SMPN 2 Tondano realize the importance of vocabulary and students' focus in learning to read is very effective. Reading is very influential on other language skills. The number of readings that are understood can reflect the level of intelligence of the person. In order to be able to learn reading well, strategies that include various language activities that support reading learning which include listening, speaking, and writing can also be carried out directly and simultaneously as learning materials such as definition methods, contextual methods, training strategies as the basis for reading learning.

This is the most important thing to diagnose the most common words for

learning needs. In reading a foreign language, students must first master high-frequency words, or other words that are often used, or appear frequently. These words need to be mastered first because with this one will better understand the general text of the given language.

Guessing the meaning of context is a complex strategy and difficult to apply when reading. Students need to understand the meaning of vocabulary from the text. Guessing meaning from the context of the original reading is time consuming and is more likely for more advanced or intelligent students to understand better. The procedure for guessing the meaning of the context begins with deciding whether the word is important enough or not.

However, the use of dictionaries, both digital dictionaries or dictionaries that have been printed in full, need to be trained on students so they don't make mistakes. The validation that is often done by students is to see the meaning of the word from one alternative only. Students must also be given the understanding that words with the exact same spelling can appear more than once. In addition, students also need to be told that dictionaries provide model sentences that are invaluable in ideas about how words are arranged in certain words and the specific meanings used in sentences. From the dictionary, students can also get a picture of the words that are meant in the reading.

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