

Students' Reactions to Learning English as a Foreign Language at an Indonesian College

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Abstract--- *The universities in Indonesia offer English as a foreign language classes. Learning English is useful in getting a good job and access to global knowledge. Teachers help students to achieve proper use of a language. This study aimed to identify the teaching style of EFL classroom and students reaction while learning English as a Foreign Language. Twelve students from the Language Development Centre, Universitas Muhammadiyah Purwokerto participated in this study and they were at the intermediate level of English instructions. The data was collected through a Google form questionnaire consisting of 14 statements. The Google form link was sent to students via WhatsApp. To analyse the data, the descriptive statistic was used. This study found that the teachers of the Language Development Centre could understand the different student level. They were organized and was able to motivate the students. The students enjoyed the English classroom and their teachers were friendly and patient while teaching English. However, the students did not comfortably understand the native English speakers' words. They could understand the local teachers' English better. This study suggested the use of questionnaire in the Indonesian language in any further research. The study results recommended more research on student anxiety to justify students' enjoyment in the learning process. Furthermore, it is necessary to examine classroom activities to know what makes learning fun, significant and pleasant for the students.*

Keywords--- *Students' Reactions, English as a Foreign Language, Teaching Style, Effective Teacher.*

I. INTRODUCTION

English has been spoken by around 400 million people all over the world. It is becoming massively popular in the third world nations because it has become a language of business and a medium to access the world of knowledge [1]. A study in 2006 was to investigate the situation of English instructions to non-English department students at Universitas Muhammadiyah Purwokerto, Indonesia. It was found that students believed English is useful in getting a good job. Moreover, English should be studied for study purposes both inside and outside. Students will need an English instruction programme with proper language use and relevant content with academic and job purpose [2].

A consistently successful English teacher plays a significant role in the education and learning of languages. A qualified EFL teacher has many attributes and studies quality levels among those attributes where the difference of the attributes depend on various factors [3]. Learners may lose all interest in instructors unless they become conscious of the weakness of the instructors and behaviour in teaching. The style of teaching directly affects students' motivation for

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learning in the classroom or outside the classroom. A study proved that there is a strong positive relationship between students learning motivation and style of teaching [4].

It is time to discover what the students consider when exploring an effective teacher's characteristics [5]. The teacher's effectiveness in teaching depends on students' views and the attributes among the preferences of most students [6]. Nevertheless, students are the main actors in learning a foreign language in a classroom in the modern teaching approach.

This study aims to explore the students' reactions in the English as Foreign Language on effective English Language teachers and to give stakeholders the ability to compare and contrast with the latest trends in Indonesia.

II. LITERATURE REVIEW

The literature includes several instances of attempts to assess what constitutes excellent teaching. Simpson researched in Istanbul, Turkey, where students were asked to provide a written response about their perception of a good English teacher. The researcher was interested to know both the perspectives of teachers and students, the researcher asked the teachers to respond to the prompt. Some key categories emerged after a data coding process, such as delivery methods, classroom atmosphere and teacher qualities. The teaching methodology and the instructor characteristics are our interest, as they emphasize the importance of our study. The result revealed that there is a variety of characteristics found from the teacher's responses that are not a part of successful teaching. The only skill was found as the student response. However, Students have a detailed definition which their educator needs [7].

Through a survey conducted in Japan, it has been shown that the students considered English Language instructors in multiple aspects: the confusing about the subject, the educational content, the strategy of instruction and their teachers' attitude. To form relationships with lecturers, learners should have two qualities, which are constructive and humble towards educators. Furthermore, EFL teachers have identifiable characteristics which can spread across various circumstances. Being an EFL teacher is a situated concept that focuses on particular socio-cultural and educational circumstances in which teachers execute their work [8].

In Korea, a study was conducted in 2013, where 222 students participated in a questionnaire survey. The research proved that the teaching style was the most important to students in comparison to other attributes. The knowledge of English was considered the second most important category before "Relationship with students" in the study where preparation and fairness consequently took the lowest position [9]. Building a relationship with students, a friendship between teachers and students, caring, patience, and receptiveness is preferable. However, the sense of humour is the least attributes in relating to others. Clarifying the students by using good examples is one of the best attributes of a good teacher, simultaneously students need sufficient time to answer teacher questions. Ultimately, the students want the teachers to be supportive, compassionate, polite, and sensitive and build personal relationships. Another similar study has supported earlier findings where teachers' "English knowledge of Teaching Method" is the most important in English teaching. Furthermore, students believed that the most important things in teaching are listening to students issues and patience with them [6].

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A survey study in Oman tried to examine the perception of students of a good EFL teacher. The data was collected using a questionnaire survey from high school students and EFL teachers. The results indicated that the students and the teachers agreed on both the value of English competency and the equality of students [10].

To investigate the characteristics of ideal EFL teacher in the United Arab Emirates, data was collected using a questionnaire that covered teacher’s attributes in four categories: teaching approaches, learning content, interactions and management. The results showed that these four categories of the ideal EFL teachers in the Arab culture were significant [11]. Another study in Jakarta was intended to investigate the experiences of 270 Indonesian students on successful EFL as teachers. The data was obtained through a questionnaire with seven categories mentioned earlier [10]. The study has shown that the Indonesian students have an overall positive perception about their learning process and the seven categories have significant outcomes. The study suggested implementing these seven categories in undergraduate education in Indonesia [12].

Overall, there are a variety of effective EFL teacher’s attributes. The present study has chosen the four-category of attributes, namely: Behaviour, Relationships with Students, Teaching Style, and Student Understanding Level. This study has been conducted using a questionnaire survey replicated from Barnes and Lock to justify the perception of students on effective EFL teacher at the Language Development Centre, Universitas Muhammadiyah Purwokerto.

III. METHODOLOGY

The research was undertaken at the Language Development Centre, Universitas Muhammadiyah Purwokerto, Central Java Province, Indonesia. A questionnaire was developed to explore the effective teacher’s characteristics. The questionnaire was written in English which consists of 14 items divided into four categories and all the items are mandatory which means a participant cannot skip any questions. The students were asked to write their names to identify duplicate entries. Table 1 shows the questions distribution in the four categories of Attributes. There are four questions in the Behaviour category which are Q1, Q4, Q5, and Q6. The Relationship with students contains two questions which are Q2, Q3. The questions Q7, Q8, Q9, Q10, and Q11 are under the Teaching Style category. On the contrary, Q12, Q13, Q14 is under the Student Understanding Level category.

Table 1: Distribution of Questions

Category Number	Attributes	Questions
1	Behaviour	Q1, Q4, Q5, Q6
2	Relationship with Students	Q2, Q3
3	Teaching Style	Q7, Q8, Q9, Q10, Q11
4	Student Understanding Level	Q12, Q13, Q14

The questionnaire was turned into an online Google form to get the data in electronic form and it was sent via WhatsApp to an Instructor. The Instructor was told and agreed to forward a written message with the Google form link. The detailed instructions and study purposes were included in the message. Twelve respondents participating in this study were in the intermediate level of English instructions and their age group is different. A 5 point-Likert scale (5 being the Strongly Agree; 1 being the Strongly Disagree) was used to glean their viewpoints on a successful English teaching [13]. Google form report, Microsoft Excel and SPSS tools were used to analyse the data.

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IV. RESULTS AND DISCUSSION

An online Google form was used to collect the survey data from the 12 participants attending the English class served by the Language Development Centre of Universitas Muhammadiyah Purwokerto. Table 2 displays the result of data analysis.

Table 2: Results of Descriptive Statistics

<i>Questions</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>
Q1	4.50	0.52	1
Q4	4.50	0.52	2
Q6	4.42	0.51	3
Q12	4.42	0.79	4
Q2	4.33	0.49	5
Q5	4.25	0.62	6
Q11	4.17	0.38	7
Q8	4.17	0.57	8
Q9	4.17	0.57	9
Q10	4.17	0.57	10
Q14	4.08	0.66	11
Q7	3.83	0.57	12
Q3	3.75	0.75	13
Q13	3.33	0.65	14

As can be seen in Table 2, Q1 (friendly teachers) and Q4 (teachers' caring) recorded the highest mean value of 4.50. Q1 and Q2 took 1st and 2nd rank consequently. Q6 (Teachers have a positive attitude in general) and Q12 (Learning English is fun) equally recorded 2nd second highest mean value of 4.42. Q13 (Native English Teachers' pronunciation is difficult) recorded the lowest mean value of 3.33 and it took the last position (Rank14) among all the questions. The statement Q2 (Teachers develop good relationships with students) recorded a mean score of 4.33 and took the fifth position. The statement Q5 (Teachers are patient) recorded a mean score of 4.25 followed by statement Q2. Q11 (Teachers are well-prepared every lesson), Q8 (Teachers use good examples), Q9 (Teachers talk slowly in the target language), and Q10 (Teachers use easy words) recorded a mean score of 4.17 and took position 7th, 8th, 9th and 10th, consequently. However, the statement Q14 (Indonesian Teachers' Pronunciation is easy to understand), Q7 (Teachers understand the different student levels), and Q3 (share personal experiences) had a mean score of 4.08, 3.83, and 3.75 respectively. Overall, friendly behaviour with students and caring for teachers to students equally recorded the highest mean score whereas the pronunciation of a native speaker (teacher) recorded the lowest mean score.

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Overall Ranking

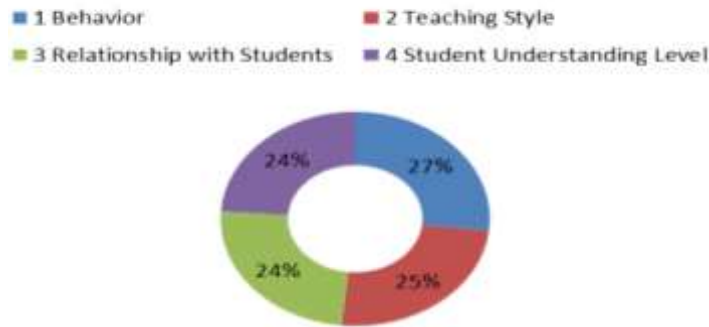


Figure 1: Overall Ranking of Categories

Figure 2 illustrates the overall ranking of the teacher's attributes in four categories: Behaviour, Teaching style, Relationship with student and Student understanding. It can be seen from the chart that Behaviour took the 1st position with 27 percent, teaching style at 2nd with 25 percent, Relationship with students at 3rd with 24 percent. However, Student understanding level took the 4th position with 24% percent.

Table 3: Overall Ranking of Teachers Attributes

Rank	Attributes	Mean
1	Behaviour	4.42
2	Teaching Style	4.10
3	Relationship with Students	4.04
4	Student Understanding Level	3.94

Table 3 displays the average mean value of teachers' attributes. The behaviour attributes recorded the highest mean score of 4.42. The Teaching Style attributes recorded a mean score of 4.10 and the Relationship with Students attributes recorded a mean score of 4.04. However, Student Understanding Level attributes has recorded the lowest mean score of 3.94.

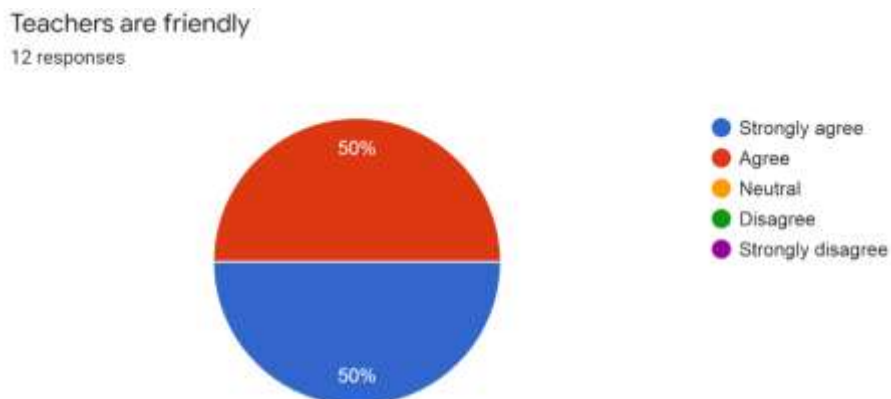


Figure 2: Teacher-Student Courtesy

A teacher plays an important role to motivate students in English as a foreign language classroom and the strategies that the teachers used to motivate students to help them achieve the goal. Teacher behaviour is more important to the class content and it helps students to find motivation in both personal and interpersonal areas [14]. Figure 2 shows the

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result of the friendly behaviour of the Language Development Centre. All the participants believe that their teachers are friendly where 50 percent of the students “Strongly agree” and the rest of the 50 percent of the students “Agree”. Overall, the relationship between teachers and students is very well in the Language Development Center which helps students to learn English better.

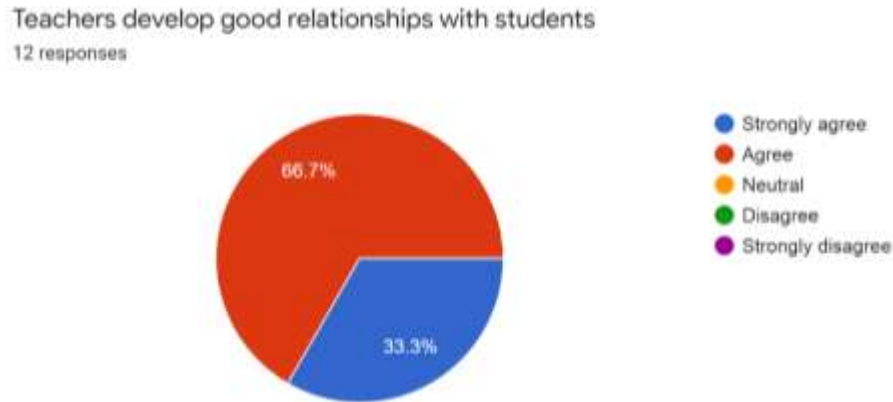


Figure 3: Building Relationships with Students

Research has shown that the positive relationship between teacher and student is related to both mental and useful outcomes. The behaviour of teachers is important in effective teaching [15]-[16]. Figure 3 clearly illustrates the teachers of the Language Development Centre develop good relationships with students where 33.3.7% “Strongly agree” and 67.3 percent of students “Agree”. The result indicates that the teachers are excellent at building a personal relationship with students which, in turn, strongly impacts students' learning outcomes.

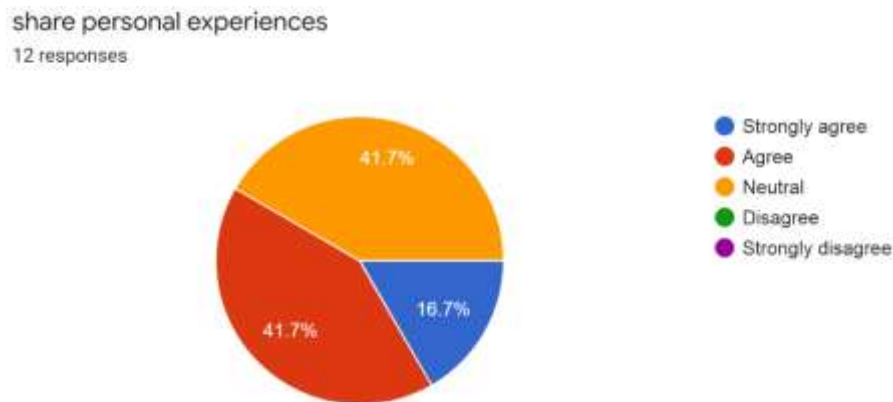


Figure 4: Personal Experience Sharing with Students

Sharing personal experience on English learning as a foreign language, the language centre students agree that the language centre’s teachers share their experience with the students. Figure 4 shows the result of personal experience sharing with students. 16.7 percent of students “Strongly agree”, 41.7 percent of students “Agree” that their teachers share such things with them. The mean value (3.75) of this question shows that the teachers have less value compared to other attributes. The teachers should share more personal experience related to learning English in their life would increase their learning curves.

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care about students
12 responses

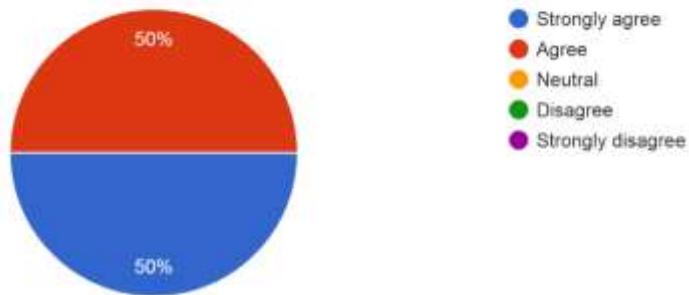


Figure 5: Caring of Students by the Teachers

Caring students is also an important part of motivating students to learn more. In the above chart, we can see that all of the students agree that their teachers take care of them where 50 percent of the students "Strongly agree" and the rest of the 50 percent students "Agree". This attribute is under Behaviour category and it recorded the position Rank2 (see Table 2) which indicates that the teachers are excellently caring for the students. As a result, students can learn English in the institute in a friendly and caring environment which affects students learning outcomes.

Teachers are patient
12 responses

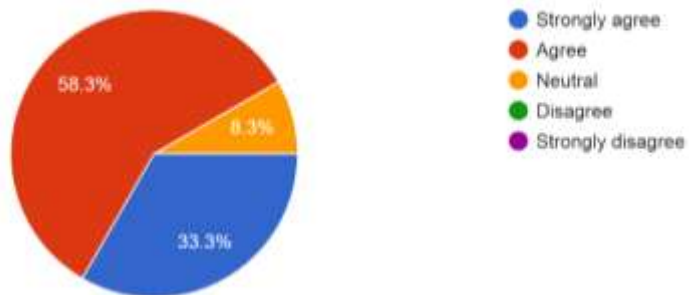


Figure 6: Patience of Teachers

Students often face difficulties in learning, especially in English learning and sometimes it demotivates students. Students often make mistakes and while learning it may be huge, dealing with different level of students is difficult. However, a patience teacher can come over with these difficulties, a patient teacher is always a good teacher; they understand the different levels of students. The result of this study shows that 33.3 percent of students “Strongly agree” that their teachers are patient with them and 58.3 percent of students “Agree”. However, another 8.3 percent student did not give their opinion that they were “Neutral”. Furthermore, the meaning of the value of this question indicates that the teachers of the Language Development Centre are patient enough.

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Teachers have a positive attitude in general
12 responses

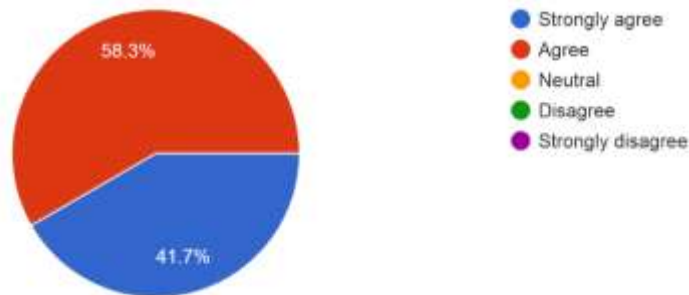


Figure 7: The Positive Attitude of Teachers in General

As Figure 7 demonstrates, the teachers of the Language Development Centre have a positive attitude in general, where all of the participants agree with this statement. 58.3 percent of the students were "Agree" and 41.7 percent of the students were "Strongly agree" in this case. The mean score of this question recorded 4.42 out 5 and a standard deviation of 0.51. The teacher's positive attitude towards the students Rank3 among other attributes which right after teachers caring of students. Overall, the Behaviours attributes which consist of Q1, Q4, Q5, and Q6 for this institute recorded at Rank1. Concluded, the teachers of the Language Development Centre are excellent for this category.

Teachers understand the different student levels
12 responses

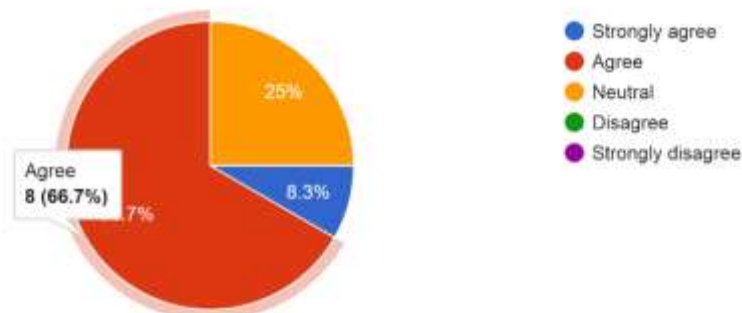


Figure 8: Teachers Understanding of Student Levels

Some studies suggest that teachers should understand that students are not just assigned to write and speak. They should also understand that other significant things are expected to be given at different student level [17]. Looking at Figure 8, it demonstrates the teachers' understanding of the students' level. According to the aforementioned question and chart, it is clear that 8.3 percent of students "Strongly agree" whereas 66.7 percent of the student "Agree" which indicates their teachers understand different student's level. Also, 25 percent of the students did not share their opinion against this question.

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Teachers use good examples
12 responses

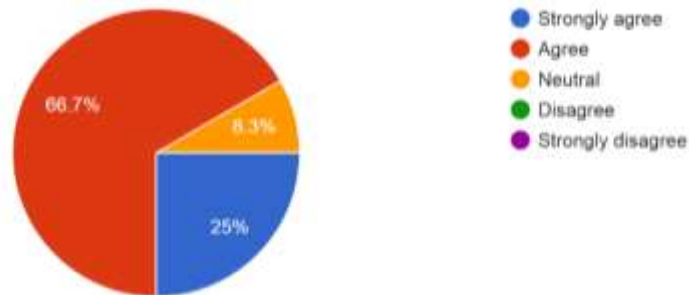


Figure 9: Use of Good Examples

Sometimes students do not understand 100 percent of teacher instruction or explanations. Using a good example teacher can clarify students about their stand or sayings. When asked about the use of good examples by their teachers while teaching English, 66.7 percent "Agree", 25 percent "Strongly agree" that their teachers use good examples. However, 8.3 percent of the students remain "Neutral" for this question. The mean score (3.83) of this question is the least value which is not satisfactory. Also, it suggests that teachers should use more good examples in teaching practice.

Teachers talk slowly in the target language
12 responses

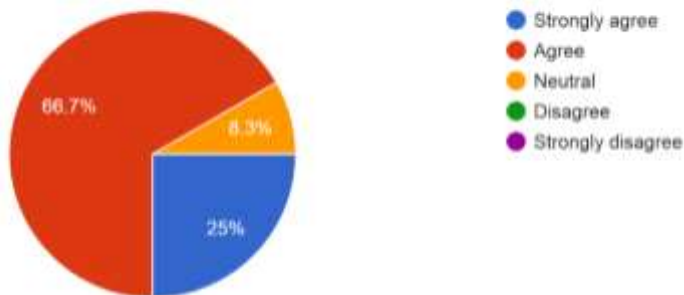


Figure 10: Speaking Tempo of the Teachers

Speaking slowly helps students understand the teachers' explanation. The previous study showed that when a teacher speaks too fast his students do not understand his words. Moreover, this can lead to student anxiety which may result in frustration and even anger. The study also proved that speaking slowly helps students understand the teachers' words [18]. The results of the present study show that 66.7 percent of the students "Agree", 25 percent of the students "Strongly agree" which indicates the teachers of the Language Development Centre speak slowly. Moreover, it helps students understand the teacher's words.

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Teachers use easy words
12 responses

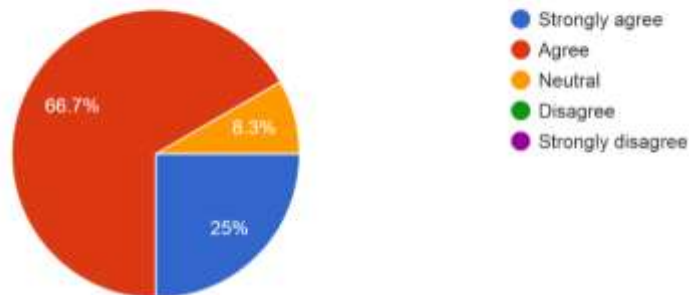


Figure 11: Use of Simple Words

Figure 11 illustrates the result of the question Q10 (Teachers use easy words). The result shows that 66.7 percent of students “Agree” and 25 percent of students “Strongly agree” that their teachers use easy words while teaching English. However, 8.3 percent of the students were “Neutral”. According to the mean score of this question, it took the 10th position in the result of descriptive statistics. Previous research has shown that the majority of vocabulary students learn in the classroom in the EFL background. There are various vocabulary levels of students and a teacher's challenging task is to teach vocabulary. Teachers should find a simple word during class, depending on the student level, to make sense of them [19]. The teachers of the Language Development Centre use easy words during classroom actions.

Teachers are well prepared every lesson
12 responses

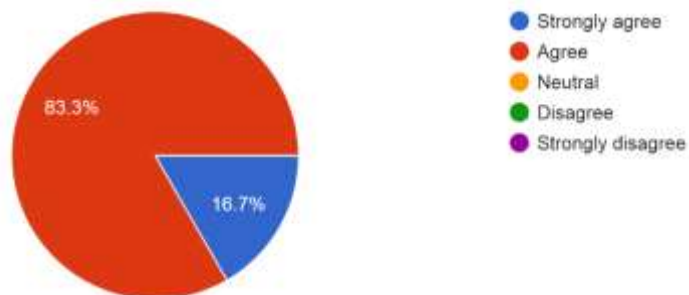


Figure 12: Preparation of Teachers

A teacher cannot deliver their best without preparation. The result of this study shows 83.3 percent of the students “Agree”, 16.7 percent of the students “Strongly agree” about teachers’ preparation in the classroom. The results indicate that the teachers of the Language Development Centre are well-prepared in every lesson.

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Learning English is fun
12 responses

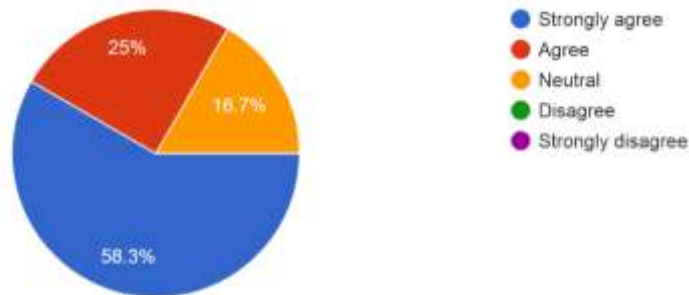


Figure 13: Enjoyment of Learning English

Learning English is not always fun, but it is the teacher responsibility to make learning English fun. According to the State Department of America, English learning may not be fun due to many reasons. Learning a language for a student who has an emotional factor can be intimidating. Students are motivated to join when there are activities in the classroom [20]. As Figure 13 indicates, 58.3 percent of students "Strongly agree", 25 percent "Agree" that learning English is fun. However, 16.7 percent of the students were "Neutral". The enjoyment of learning English attributes took the 4th position among all other attributes which indicates that the teachers of the Language Development Centre use fun activities in the classroom to make learning enjoyable.

Native English Teachers' pronunciation is difficult
12 responses

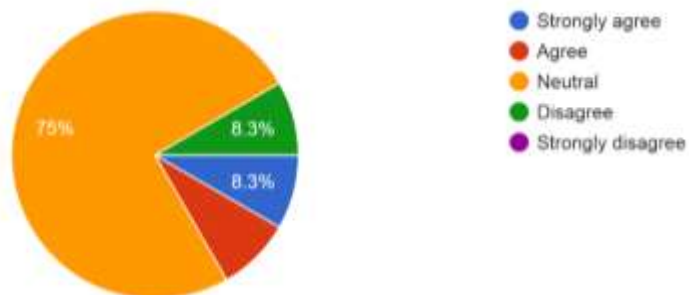


Figure 14: Native Teachers' Pronunciation Intelligibility

There is no doubt the best way to learn English from a native speaker. Native speakers of English are invested with both authenticity and authority [21]. As Figure 14 indicates, 75 percent of the students were Neutral when they were asked about the pronunciation of Native English teachers. It can be said that either student did not understand the question or they were confused. The author intended to know if the pronunciation of native-speaker English is difficult to understand. However, a minority of the students who were not "Neural" they believe native teacher's pronunciation is easy to understand. Moreover, the majority of the students believe that the native teacher's pronunciation is difficult to understand.

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Indonesian Teachers's Pronunciation is easy to understand

12 responses

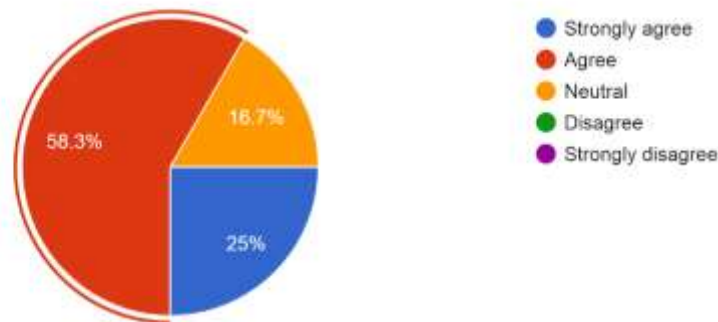


Figure 15: Indonesian Teachers Pronunciation Intelligibility

Figure 15 shows the pie chart of the students' response to the pronunciation understanding of the Indonesian English teachers. The majority of the students agree that the Indonesian English teachers' pronunciation is easy to understand with 58.3 percent Agree and 25 percent "Strongly agree". Furthermore, few students (16.7%) remain in the "Neutral" of these questions. Overall, the understanding of the pronunciation of Indonesian is easier than Native teachers by the Language Development Centre due to their first language is Indonesian.

Table 4: Results of Reliability

<i>Cronbach's Alpha</i>	<i>Cronbach's Alpha Based on Standardized Items</i>	<i>No. of Items</i>
0.879	0.886	14

According to the Table 4, the Alpha Cronbach value of this study is 0.879 which indicates the reliability of the attributes. The results show that all the four attributes of the Language Development Centre are significant which indicates that the teachers are good and they are excellent for their students.

V. CONCLUSION

In conclusion of this study, the teachers of Language Developments Centre in Universitas Muhammadiyah Purwokerto are well prepared about their class and the teachers use easy words so that student can understand easily. Teachers at the Language Learning Centre are developing a successful relationship with students and sharing their experiences. The teachers are also well-organised in each lesson and motivate their students. Thus, the students of the English Language Centre enjoy the class because their teachers are friendly and patient.

Additionally, it can be seen from the analysis of data, in almost every question few students were "Neutral". It means that the minority of the students did not understand the questions because some of them are in the beginning stage. The author recommends that the questionnaire is in the native language of the research respondents so that they can understand the questions easily. Furthermore, it is also recommended that for the confessing questions the author adds an extra note or an example.

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