EFL Students Responses and Expectations on Teachers' Teaching Performance in Mister Nob English Course, Pare, Kediri

Tanggapan dan Harapan Siswa EFL terhadap Kinerja Mengajar Guru di Mister Nob English Course, Pare, Kediri

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Article Info	Abstract
	Penelitian ini membahas persepsi dan harapan siswa EFL tingkat pemula terhadap kinerja mengajar guru mereka di kursus bahasa Inggris Mister Nob. Sementara penelitian sebelumnya sering menekankan pengetahuan materi dan menggunakan pendekatan kuantitatif dalam konteks formal, studi ini mengadopsi metode kualitatif untuk memberikan wawasan yang lebih mendalam tentang kinerja guru dalam lingkungan belajar informal. Dengan menggunakan Teaching Competencies Scale (TCS) dari Catano dan Harvey (2010), penelitian ini mengeksplorasi sembilan kompetensi utama: ketersediaan, komunikasi, ketelitian, kreativitas, umpan balik, perhatian individual, profesionalisme, pemecahan masalah, dan kesadaran sosial. Data dikumpulkan dari sepuluh siswa melalui kuesioner dan wawancara semi-terstruktur. Temuan menunjukkan bahwa siswa merespons positif terhadap kinerja guru mereka, terutama menghargai kesadaran sosial dan ketersediaan. Namun, masih terdapat ketidakpastian terkait kompetensi umpan balik dan pemecahan masalah. Selain itu, siswa mengungkapkan harapan akan peningkatan kreativitas, ketepatan waktu, dan persiapan pelajaran. Studi ini menyoroti pentingnya keterlibatan emosional, aksesibilitas, dan kreativitas dalam mendukung pengajaran dan pembelajaran yang efektif dalam konteks EFL. Rekomendasi untuk penelitian selanjutnya mencakup perluasan keberagaman partisipan, penyertaan perspektif guru, dan perluasan indikator kinerja yang digunakan. ***Kata Kunci : Siswa EFL, kinerja guru, kompetensi mengajar.***

Abstract

This study investigates beginner-level EFL students' perceptions and expectations of their teachers' teaching performance at the Mister Nob English course. While previous research has often emphasized subject knowledge and relied on quantitative approaches in formal settings, this study adopts a qualitative method to provide deeper insight into teacher performance in an informal learning environment. Using the Teaching Competencies Scale (TCS) by Catano and Harvey (2010), the study explored nine key competencies: availability, communication, conscientiousness, creativity, feedback, individual consideration, professionalism, problem-solving, and social awareness. Data were collected from ten students through questionnaires and semi-structured interviews. Findings revealed that students responded positively to their teachers' performance, particularly valuing social awareness and availability. However, uncertainty remained regarding feedback and problem-solving competencies. Additionally, students expressed expectations for greater creativity, punctuality, and lesson preparation. The study highlights the importance of emotional engagement, accessibility, and creativity in promoting effective teaching and learning in EFL contexts. Recommendations for future research include expanding participant diversity, incorporating teachers' perspectives, and broadening the scope of performance indicators.

Keywords : EFL students, teacher performance, teaching competencies.

INTRODUCTION

Teachers hold a crucial role in fostering an effective teaching and learning environment in the classroom. To design meaningful and impactful learning experiences, teachers must be capable of managing the classroom effectively. However, possessing deep subject knowledge alone is not enough to ensure successful classroom management (Sieberer & Nagler, 2016). Teachers must also consider other essential aspects of their performance to support students in achieving academic success.

A preliminary study conducted by Rosyada and Ramadhianti (2017) on the impact of teacher performance in effective English classrooms found that teachers' personality and language use were strongly correlated with teaching effectiveness. The findings indicated that students prefer teachers who demonstrate positive personality traits and effective language use, as these qualities help boost students' confidence, increase their active participation in class, and enable them to apply their skills in real-world situations. Similar studies have also reported a positive relationship between teacher performance and student learning outcomes (Togatorop & Heryanto, 2019; Ereje & Ambag, 2020; Milanowski, 2004).

While previous research has primarily examined teacher performance through quantitative methods in formal educational settings, the present study takes a different approach. It aims to explore teacher performance from students' perspectives in a more natural, informal education setting, using a descriptive qualitative method. This approach seeks to provide deeper insight into how students perceive their teachers' performance, enabling teachers to reflect on and enhance their practices in line with learners' needs and expectations.

To evaluate teacher performance, this study adopts the Teaching Competencies Scale (TCS) developed by Catano and Harvey (2010), which outlines nine key competencies: availability, communication, conscientiousness, creativity, feedback, individual consideration, professionalism, problem-solving, and social awareness. This study will explore students' perceptions and expectations regarding these competencies in the context of the Mister Nob English course.

Research Questions

Accordingly, the research aims to address the following questions:

1. What are the students' responses to teachers' teaching performance in the Mister Nob English course?

2. What are the students' expectations of teachers' teaching performance in the Mister Nob English course?

METHODOLOGY

1. **Participants and Setting**

    This study involved ten EFL (English as a Foreign Language) learners aged between 19 and 21 years old. The participants consisted of 40% females (n=4) and 60% males (n=6). Most of them had recently graduated from senior high school and were utilizing their gap year to study English at the Mister Nob English course. Although they had learned English for over

ten years through formal education, none had previously joined any informal English education programs such as language courses.

All participants were classified as beginner-level learners. Prior to beginning the program, they took a placement test that assessed their vocabulary, speaking, and grammar skills. The test results revealed that four participants were at the A1 proficiency level, while six were at the A2 level, based on the CEFR (Common European Framework of Reference for Languages).

Throughout the program, they were instructed by three English teachers, each with two years of experience teaching in English courses. All the teachers had achieved a TOEFL score above 500.

2. **Instruments and Data Collection**

To address the first research question, a questionnaire and follow-up interviews were conducted. Meanwhile, a semi-structured interview was used to collect data relevant to the second research question. The questionnaire was adapted from Catano and Harvey (2010), with slight modifications to suit the context of the study. Each item representing the nine competencies was simplified into more accessible English, considering the participants' language proficiency.

The questionnaire comprised two sections (see Appendix 1). The first section included general instructions and prompted participants to fill in personal information, such as their name, place of origin, duration of enrollment in the program, and their main motivation for joining the English course. The second section contained a table with three columns. The first column listed the nine teaching competency criteria. The second column provided specific statements related to each criterion. The third column presented a five-point Likert scale: "Strongly Disagree," "Disagree," "Uncertain," "Agree," and "Strongly Agree," to gauge students' responses.

To gather data on students' expectations of their teachers' performance, a written-format semi-structured interview was conducted (see Appendix 2). The interview consisted of five open-ended questions exploring students' classroom experiences, their preferences for teacher behavior, their expectations for teaching performance, and suggestions for improvement.

3. **Procedure and Data Analysis**

Prior to data collection, a pilot observation was carried out to ensure the clarity and appropriateness of the instruments. All data collection activities, including face-to-face surveys and interviews, were conducted in compliance with health protocols and with the consent of the English course instructors.

The survey took approximately 10 minutes, followed by a 15–20-minute interview. The semi-structured interviews lasted around 10–15 minutes. At the beginning of the interview, participants were given a brief explanation of the procedure and were asked for their consent for their responses to be used as part of a mini-research project. During the interviews,

participants were allowed to use their first language (L1) to further elaborate or clarify their answers when necessary.

Given the small sample size, questionnaire data were analyzed using descriptive statistics and presented in the form of infographics. Interview data were categorized based on the nature of the questions. Responses originally in Indonesian were translated into English before being analyzed to maintain consistency.

RESULT AND DISCUSSION

Overall, the findings indicate that most students responded positively to their teachers' performance across the evaluated criteria. According to the questionnaire results, none of the participants expressed disagreement or strong disagreement with any of the statements under the nine competencies. However, two criteria—**teachers' feedback** and **problem-solving skills**—showed a noticeable level of uncertainty among the students.

Among all competencies, **social awareness** and **availability** were the most highly rated, with the vast majority of students strongly agreeing with the statements related to these areas.

Data from the interviews further reinforced the importance of these two competencies. Students emphasized that having access to their teachers outside regular classroom hours—for counseling or consultation—was particularly valuable. This accessibility fostered greater teacher-student engagement and helped build strong emotional connections. These findings align with previous literature suggesting that effective teachers are those who can establish meaningful relationships with their students and engage them emotionally, both inside and outside the classroom (Avolio & Bass, 1988; Catano & Harvey, 2010).

In addition, teachers' **social awareness** appeared to be a motivating factor for students, boosting both their confidence and commitment to learning. As motivation is recognized as a key factor in enhancing student focus and promoting positive classroom behavior (Sieberer-Nagler, 2016), the emotional support provided by socially aware teachers plays a vital role in fostering an effective learning environment.

The results also support prior studies (e.g., Catano & Harvey, 2010) that highlight the importance of teachers' availability. Furthermore, students expressed a clear preference for **creative teachers**, emphasizing the value of engaging and memorable classroom experiences. This reinforces the argument that teacher creativity significantly contributes to meaningful learning (Sieberer-Nagler, 2016).

Finally, the findings confirmed the influence of teachers' **personality** on students' confidence and motivation. This echoes the results of earlier research (e.g., Rosyada & Ramadhianti, 2017), which emphasized the strong correlation between teacher personality and effective teaching performance.

CONCLUSION AND IMPLICATIONS

This study explored the responses and expectations of beginner-level EFL students regarding their teachers' teaching performance. The questionnaire results revealed that, overall, students responded positively to their teachers' performance. Among the nine evaluated

competencies, **social awareness** and **availability** emerged as the most highly appreciated qualities, whereas **feedback** and **problem-solving** were identified as areas needing improvement.

The findings suggest that social awareness and availability are essential in fostering strong teacher-student relationships and emotional engagement (Avolio & Bass, 1988; Mia, 2016; Catano & Harvey, 2010). These qualities not only help students feel supported but also enhance their confidence and motivation—key factors that contribute to better focus and learning outcomes (Sieberer-Nagler, 2016).

In terms of student expectations, **creativity**, **punctuality**, and **lesson preparation** were aspects where students expressed a desire for improvement. Creativity, in particular, was seen as a tool that enables teachers to create more engaging and memorable learning experiences, making it easier for students to understand and retain material effectively (Sieberer-Nagler, 2016).

Despite its contributions, this study has several limitations. Firstly, the small and homogeneous sample limits the generalizability of the findings. Secondly, the study focused solely on students' perspectives, excluding teachers' reflections or self-assessments. Lastly, the scope of teacher performance was limited to nine competency areas, omitting other critical aspects such as **personality** and **language proficiency**.

Future research is recommended to involve larger and more diverse participant groups, include teachers' perspectives, and expand the performance criteria to offer a more comprehensive view of effective teaching in EFL contexts.

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