



Characteristics and Teaching Styles of an Effective English Teacher: A Case Study at SMPN 1 Pangkajene

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Abstract

The objectives of the research are to find out the characteristics of the effective English teacher and the types of teaching style at junior high school 1 Pangkajene. This research employed qualitative research design applying case study. The participant of this research was an English teacher of Junior High School 1 Pangkajene. The data of this research were collected by employing classroom observation and field notes. Classroom observation was used to get data deeply about the characteristics and teaching styles of an effective English teacher. Field notes used as supporting data for observation. The result of this research showed that (1) there were nine characters of the effective English teacher namely; Great loyalty and commitment, high responsive, to the students utilities, the capabilities in teaching which is compatible to the disposed, originaive and entertaining, good at encouragement and stimulating, and self-reflection (2) Type of teachers teaching styles used by the effective English teacher in classroom were facilitator style, personal model style, delegator style, impressive style and self-check style. The researcher concluded that there were nine sub-categories the effective English teacher and there were five types of teachers teaching style used by the effective English teacher at Junior high school 1 Pangkajene.

Keywords: *Effective Teacher, Teachers Teaching Style*



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INTRODUCTION

Good and qualified teachers are required in educational systems and enhancing the quality of learning process. This concept is supported by the

research that a good teacher and actions to be taken on his part in the classroom play a vital role in provoking effective and efficient learning on the part of the students Markley (2004). Teachers also hold the important role in academic achievement of students and their quality in teaching determine the student's capability in learning process. Successful in learning process is the primary agenda for any educational institutions and colleges.

Action and corporation from all aspects are highly need in supporting the essential teaching and learning process. Students are required to be able to compare the prior knowledge with the new knowledge that they have acquired (Sujarwo et al, 2019). This is because the student's ability and readiness to learn does not only depending in the students themselves, but also lie in the suitability of a teachers teaching style Felder & Henrique (1995: 31) Based on the own observation which has been done by the researcher to the English I teacher. Teacher said that, students faced some obstacles in learning process. The obstacles were motivation, interest in learning, lack of orientation, self-confidence, and the most important thing teachers' teaching styles are included of problems faced in learning and classroom interaction. It will be running well if all the components can be fulfilled. One of the components in gaining the effective learning is teacher. The teacher plays the important role in creating successful learning. Teacher must find ways to stimulate and inspire them in learning English and learning treatment thereby reducing their opportunities to develop based on the different characteristics that they have in the class (Akhiruddin, A., & Sujarwo, 2020).

Effective learning in the classroom depends on the teacher's ability, to maintain the interest that brought students to the course in the first place Ericksen (1978: 3). Teacher must create a good classroom climate. Relaxed or open can create the students ease in the classroom. This concept is supported by another expert who states that good teachers have a combination of strong teaching skills and positive personality traits Thompson (2008). Regarding to some ways in creating the successful in learning, teacher must have an interesting style in engaging them in learning. Style in teaching as in art, music, athletics, managing people, and other areas of endeavor is not something that is put on for the occasion. Effective teacher has their own style in teaching and it helped the students in gaining their successful in learning process. Teacher is the main factor in guaranteeing the students' performance, achievement, and success in learning it was stated by Zinab Al Balushy (2011)in Zamani (2016). Moreover, investigation of effective teacher based on (Cotterall, 1999) supported Zainab's studies. He defines that good teaching is clearly important in improving the student's quality in learning process. Even though there were some investigations talking about the effective teacher, but mostly studies concerned on the characteristics of the effective teacher only.

On the other hand, this studies more concerned on the characteristics and teaching style of the effective teacher. The researcher was really

interested to the style used by the teacher in learning process. In line with the facts, the researcher was motivated to find out the characteristics and teaching styles of an Effective English Teacher.

METHOD

This method of this research was descriptive qualitative method. Case study was chosen for this study. Case study method as an empirical inquiry that investigates a phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. This study investigated a real-life phenomenon at Junior High School 1 Pangkajene about the effective teacher characteristics and her teaching styles. Furthermore, the participant only one chosen teacher by the headmaster. The instruments in this research were video recorder and field notes. The researcher used the video camera in recording the observation process and field notes used in recording a specific phenomenon during the observation. The notes were intended to be read as evidence that gave meaning and aids in understanding of phenomenon. In analyzing data from classroom observation and interview, the researcher used qualitative data analysis which consisted of three stages: data reduction, data display and conclusion drawing/verification.

RESULTS AND DISCUSSIONS

The results consist of the data obtained through classroom observations/video recording and field notes. The results in this research described the effective English teacher and the types of teachers teaching style used in classroom interaction. The data was analyzed based on the performance of the effective teacher and her style in teaching and learning process.

1. The Characteristics of an Effective Teacher The researcher found that this teacher was effective in teaching. The following were the further analysis of data. Based on the result of observation, the researcher found nine subcategories related to the effective English teacher in Junior High School 1 Pangkajene. The description of the results according to Calabria (1960: 92) there were nine sub-categories the characteristics of the effective English teacher namely: (a) Great loyalty and commitment, (b) High responsive to the students utilities, (c) The capabilities in teaching which is compatible to the circumstances, (d) Time management, (e) Good personality (charity), (f) 28 Methodical and being disposed, (g) Originative and entertaining, (h) Good at encouragement and stimulating, and (i) Self-reflection. The participant itself was a teacher from Junior High School of 1 Pangkajene. Pseudonym was used for privacy reason. Ria a teacher was the participant in this research.

a. Great loyalty and commitment,

This teacher had a great loyalty and commitment in teaching process. As a teacher, she was really caring to her students. She wanted her students

become success in learning. During teaching and learning running, she asked the students' comprehension whether they got something or not. she was also patient in handling their students when they made a noisy in the classroom. However, the result of observation, the teacher reviewed the lesson of the day and made sure all students understood with the lesson of the day. she said, at least the students could pick the knowledge even only a little bit or maybe just a new vocabulary. It would be useful for them and her as a teacher. she was satisfied when she could transfer her knowledge to her students. Great loyalty and commitment have been identified as important qualities that teacher must have. Those finding also was supported by Calibria (1960). He stated that there are most frequently mentioned qualities of an effective teacher and one of them is dedication. Great loyalty and commitment were similarity to dedication.

The following extracts were the example of characteristics of the effective teacher.

Extract 1

T : ok class, after explaining the lesson today do you have question?

Ss : no mam.

T : do you understand about my explanation, apa kalian mengertidenganpenjelasanibunak ? (she make sure the students understanding)

Ss : yes mam

Analysis of Extract 1

Extract 1 indicated that the teacher can be categorized as an effective teacher. In this case, after the teacher asked the students understanding in studying. By saying the utterance, the teacher made sure whether the students understand or not related to the material. It can be seen from her utterances "do you understand about my explanation? and class, after explaining the lesson today do you have question?" these utterances emphasized the understanding of students related to the material given. The researcher also confirmed what the teacher did, and she said that she used doing that to know the students' comprehension about the material.

From the extracts above, it was indicated that teacher took the responsibility of the students' success in learning process. She even asked the students twice to make sure they got something from her explanation.

b. High responsive to the students' utilities

One of the requirements in teaching process become success was know of the students' needs. This teacher was including in this requirement. She could read the students' condition. Whether the students had personal problem or they found difficulties in learning process. Based on the result of observation, she used to helping her students when they had a problem in learning. She helped them to find the solution related to their problems. She felt

happy when she could help them. Moreover, she also helped the students' difficulties in translating the difficult words. The last, this results supported the research of Wichadee (2010: 51). He defined that an effective teacher is a scholar who shares knowledge, uses appropriate methodology, demonstrates and encourages enthusiasm about the subject matter, and shows a concern for students, all in such a way as to leave the student with a lasting and vivid conviction of having benefited from the instruction.

The following extracts were the example of characteristic of the effective teacher

Extract 2

T : Do you need some helping? Apakahbutuhbantuanibu?

S : Yes mam. Apabahasalnggrisnyaini mam? (salahsatusiswabertanya)

Another example (The teacher was curious to one of her student. She only sit and didn't doing anything. She came to the students and sit beside her. After few minutes, the students started to ask her teacher)

S : Mam dak ngetikamaudiapaaiinitugas (she spoke with small voice)

T : Which one dear, yang mana nak? (she directly explained to her student)

Analysis of Extract 2

Extract 2 indicated that the teacher can be categorized as an effective teacher. In this case the teacher showed her carness to her students. It could be seen when the teacher asked them "do you need some helping? Apakah kalian butuhbantuan ibu? This question used to show her carness to the students. She was sensitive and having high sense to the students need. According to data display above, it was indicated that this teacher was really sensitive towards students need. She responded the students' necessity directly and gave them right solution.

c. The capabilities in teaching which is compatible to the circumstances

The participant had a good skill of teaching. She could put herself in the right position. In this case she had a command of various teaching methods, knowing them and how to apply each method. In teaching process, the teacher preferred to modify the material than using the next book. She said that, it was important to modify the lesson in order the students didn't get bored. She only read her syllabus and created her material by searching from internet or doing by herself. Another example was combining between English and indonesian's Language. According to the result of observation the participant gave the authentic material to her students in identifying narrative text. She said that, using authentic material can engage the student's mind in learning language. Besides that, she also combined between Indonesian's Language and English. She spoke in English first and translated it into Indonesian's Language. If the sentences were simple and easy, she did not need to translate, because the students could understand. This finding itself was supported by some researcher and two of them were Clark & Walsh (2002).

They stated that effective teacher process. The capabilities in teaching were compatible to the circumstances. The following extract was the example of the capabilities in teaching which is compatible to the circumstances

Extract 3

T : I was show you the program of tv and you must find out what someone say?, saya akan memutar sebuah film, kalian harus menemukan apa yang pemeran katakan. You must make list what the people say.

Ss : yes mam. (the students looked enthusiastic in watching the movie, the teacher also modify the lesson and combining her explanation by using English and Bahasa.

Analysis of extract 3

Extract 3 indicated that the teacher who has good pedagogic competence can be categorized as an effective teacher. In this case the teacher showed her carness to her students. It can be seen when the teacher asked them "I was show you the program of tv and you must find out what someone say" this utterance used to show teachers ability in teaching. She had several methods in teaching and she applied them based on the students' condition. From the data display above, it can be seen that the participants had several ways in teaching and know when she had to apply it. She had to apply it. She had a good skill in teaching learning process.

d. Time management

As we know that, time management is not very difficult as a concept, but it surprisingly hard to do in practice. It requires the investment of a little time upfront to prioritize and organized ourself. The participants were able in setting her time regularly. She was discipline in transferring her knowledge. She gave the activity to the students orderly. It can be seen also when she came late, she said sorry to her students. She really appreciated the time. Besides coming late, she managed the time for each activity given. She has good time management for every single activity, so the students also were discipline in doing each activity given from their teacher. The results above indicated that the teacher was really discipline and she has good time management. An effective teacher was subject mastery, good motivation, high dedication, co-operation, creativity, control and discipline.

Extract 4

T : I'm sorry for coming late, maaf nak ibu telat 5 menit.

Ss : it's ok ma

Analysis of Extract 4

Extract 4 indicated that the teacher who has good time management can be categorized as an effective teacher. In this case the teacher showed

that she really cares to the time. It can be seen when the teacher said "I'm sorry for coming late, maaf nak ibu telat 5 menit" this utterance showed that the teacher really respected to the time. She was discipline in managing the time.

e. Good personality (charity)

The teacher was kind in handling her students. She was patient in handling her students noisy. She was never angry when she saw some of her students doing mistake in the classroom. She even smiled to her students and gave them advise to not doing the mistake anymore.

Extract 5

(Two students were fighting. There were boys.)

T :tolongjanganbertengkarnak. Sebaiknyasatudiantara kalian pindahtempat duduk untukmenghindaripertengkarankembali. (in handling this situation, she looked patient and calm.)

Ss : (there were calm, and one of them moved to another chair)

Analysis of Extract 5

Extract 5 indicated that the teacher who has good personality can be categorized as an effective teacher. In this case the teacher showed that she was really kind to her students. It can be seen when the teacher said "tolong jangan bertengka rnak" this utterance showed that the teacher really respected to the time. The word "nak" showed her politeness to her students.

f. Methodical and being disposed

Being disposed refers to being organized. This character was included in this participant. She prepared her lesson plan before going to school. Being disposed was not only from her preparation of material, but also, she had a good performance physically. She was fashioned in dressing. It was also supported a character of being disposed or organized. These two characters were observed directly by the researcher. There was no clear transcript showing those characteristics. The results above indicated that this teacher had a good preparation. She always prepared the material before going to school. She also prepared a lesson plan containing the steps and activities that would be performed in the classroom. This finding was supported by the explanation of Calibria (1960), Stimulating interest of the learners; being clear and understandable; being knowledgeable in subject matter; being prepared and organized for the course and being enthusiastic about the subject matter and teaching are general characteristics of effective teacher.

g. Originative and entertaining

Teacher was creative or originative in teaching. She modified the lesson. She also gave the students game for breaking the condition. She did that in making the class become fun. She tried to create the climate of the classroom

more relax. Besides giving some games, she also had sense of humor in entertaining her students in taking back their awareness in learning.

Extract 6

- This teacher always had an impressive way in engaging the students' attention. She also could read the situation of the students, whether there were happy or getting bored.
- In this session, teacher searched program which appropriate to the students. So, she showed cartoon movie to them. Almost students felt happy and interested in watching the movie.
- She always had a way in making her students happy. For example, when there were some students showed uninterested in learning, so she offered a game which can occur the students' attention back

good way in taking the students attention. This finding supported the characteristics of the effective teacher. It was creativity. An effective teacher is subject mastery, motivation, dedication, co-operation, creativity, control and discipline (Calabria, 1960).

h. Good at encouragement and stimulating

The participant had the own way in motivating her students in learning. She stimulated them by giving activities and those activities must be scored every day. She believed that the more she took the score of her students, the more she knows the students' skill and capability. It was also to motivate her students to learn. Besides that, she also gave them motivation before going home. She asked her students to improve their skill in English.

Extract 7

T : I'll take your score after finishing the task. Ibu akan ambil nilai kalian setelah menyelesaikan tugas.

Ss : selalu gak diambil nilai bu. (their sentence was assembled in buginese language) T : iye nak.

Analysis of Extract 7

Extract 7 indicated that the teacher who is good at encouragement can be categorized as an effective teacher. In this case the teacher showed that she always motivated her student to be more active in studying. It can be seen when the teacher taking score of her students every day. She did that to motivate students in learning process. After confirming the teacher, she also said that taking score is one of way in giving motivation to the students. She said that the more she took the score, the more the student would be motivated. The data display above indicated the teacher in motivating and stimulating her students in learning. This finding supported the characteristic of

the effective teacher. It was creativity. An effective teacher was mastery, motivation, dedication, cooperation, creativity, control and discipline.

i. Self-reflection

the participant had good reflection. Every meeting, she asked her students to give opinions about her style in teaching. She did that as an evaluation for her in enhancing the qualities of herself in teaching. Furthermore, based on the result of observation in the end of meeting she asked her students to prepare the paper and pen in giving comment about her style. She asked them to write what the students like and dislike about herself. They don't need to put their names on the paper, she only needs their opinion to know what the students felt about her. The last, she said thanks to her students for helping her in doing self-reflection. The following extract was the example of self-reflection.

Extract 8

T : before istirahat, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang gaya ibu dalam mengajar. Kalian harus jujur dan tidak perlu takut mengungkapkan perasaan kalian. Ibu hanya ingin tahu komentar kalian mengenai ibu. Can you help me ?
Ss : dituliskan atau ?
T : no need. Jangan mikir

Analysis of extract 8 indicated that the teacher who always evaluated herself can be categorized as an effective teacher. In this case the teacher showed that she always asked her students opinion related to her methods and styles in teaching. It can be seen when the teacher said "before istirahat, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang gaya ibu dalam mengajar". This utterance showed that the teacher used to doing self reflection to know her quality in teaching. The following extract above indicates that this participant was categorized as an effective teacher. The overall goal of self-reflection is to learn from our experiences in order to make ourselves better teachers.

2. Types of Teaching Style of The Effective English Teacher The description of the results about teaching style of the effective English teacher were divided into some sub-categories. There were: (a) Instructional planning, (b) Teaching methods, (c) Teaching Environment, (d) Evaluation techniques, and (e) Classroom management.

a. Instructional planning Instructional planning is the teacher to visualize and forecast into the future of what, why, and how of the teaching-learning process. In this case there are some components in instructional planning. Guidelines in teaching and lesson plan are including in instructional plan. Based on the observation result, the participant always prepared her lesson plan before going to school. She had a good preparation in making it. Besides that,

she developed her material creatively to engage the student's attention in learning. It was one of the components in instructional planning. In teaching process, she also guided her students in working the task, making group or doing conversation. She also helped her students by facilitating them dictionary in working translation activity. Those activities indicated that this participant used facilitator style. In terms that facilitator model in teaching style tended to focus on activities. This teaching style emphasized student-centered learning. She typically designed group or pair activities in learning. The following extract was the example of facilitator style.

Extract 9

T :ibu sudah siapkan materi reading untuk kalian. Ibu akan memperlihatkan konteksnya dengan menggunakan LCD. (mam has prepared reading material for all of you, i was show you by using LCD)
 Ss : (the students listen to what the teacher explain)
 T : after reading, make a pair and translate the text. Setelah membaca, kalian tentukan pasangan kalian dan translate text tersebut kedalam bahasa indonesia.
 Ss : yes mam.

According to the results above indicated that one type of teaching styles used by teacher was facilitator. In this case, there were some activities given to the students and they are: giving the students tasks by watching movie. After watching movie, they have to make a list of words. In working the tasks, the students faced some difficulties. Less of vocabulary and also unavailable dictionary were their problems, so the teacher facilities them dictionary and also help them in translating difficult words. Second activity was giving the students reading text and the students must practice their pronunciation accurately. Another activity was asking and giving information. Those activities were including in one style. The teacher gave them those activities to develop students' ability to be self-reliance, initiative and being responsible. That style was categorized as facilitator style. It emphasized teacher interaction with students. They provided guidance and give direction by asking questions, giving option to explore, give recommendation of alternatives and develop criteria for selection.

b. Teaching methods

The term of teaching method refers to the general principle, pedagogy, and management strategies used for classroom interaction. In teaching, the participants plan some strategies used in explaining and also giving material to her students. In teaching method, itself, the participants had different methods according to the student's condition. Teaching theories has two approaches, those are students centered approach and teacher centered approach. Students' centered approach consisted of three styles in teaching. They are personal mode, facilitator, and delegator. In another hand teacher centered approach consisted of two styles. They are formal authority and expert. 1)

Personal model Personal model style means teacher who have demonstrator or personal model teaching style tend to run teacher-centered classes with an emphasis on demonstration and modeling. Based on the result of observation, the participant asked her students to follow her in pronouncing words. It was used to check the student's skill in pronunciation. Each difficult word must be pronounced accurately. This method including in teacher centered approach. It was indicated also that this approach was a part of personal model style.

Extract 10

T : Tolong bacateks yang ibuperlihatkandipapantulis. Please read the next.

Repeat after mam (she gave the example of pronunciation)

Ss : (the students listen and follow the instruction of their teacher)

2) Delegator style

Beside using personal mode, the teacher also used another style. It was using delegator style. She asked her students in forming group task. Each group must make project. Each group must present their own project. Delegator style itself is concerned to shape students ability to learn autonomously. Students were encouraged to carry out task independently when implementing a project. Students are often to work independently or in groups and must be able to maintain motivation and focus in project. The following extract was the example of this style

Extract 11

T : ok class, after explaining present tense, mam mau kalian menentukankelompok kalian sendiri dan membuatsebuah project. Project itubisaberbentukceritatentangkehidupansehari-hari, pengalamanberlibur kalian ataupun deskripsikan tempat favourite kalian. Terserah, ibumemberikankebebasan. Yang pentingmasihberhubungandenganpelajarankitahariini. Do you understand?

According to the example above, it was indicated that the teacher also used delegator style in teaching and learning process but it was not dominantly.

3) Impressive Style

Another method was applying in teaching and learning was still new. It didn't find in literature review. There was no previous finding which similarity to this results was. In this case in the middle of meeting, the students looked bored in learning. She really knew and could read the condition of her students. So, she asked them to stop writing and she postponed the teaching. She took her phone and played music. She asked the students to feel relax and enjoyed the music. As an observer, the researcher was curious at that time and wanted to ask the participant about her reason in doing that. After confirming her reason, she said that always doing that when she saw the students getting bored and

under pressure. She did that for making the students felt relax and their spirit in learning getting back. She believed that music could make her students comfort and refresh their mind condition. According to Veronika (2007) music has some significant meaning for us. It has some kind of power, which can influence psycal the same way as mental condition of our bodies. It can bring about specific required atmosphere, in which we react in a particular way. Moreover, it can further help us in recharging our minds. This style can be categorized as a new style in teaching. This teacher was unique. She had her own way in taking back the spirit of her students by using this style. Based on the result of finding the researcher named this style is entertaining style. The following extract was the example of this style:

Extract 12

The condition of students looked bored and the teacher awared that.
T : ok class, stop your activity for a moment please. Honey,
tolonghentikanaktivitas kalian sejenak dan don't do anything and follow
my instruction. Tolongikutiinstruksiibuyanank.

Ss : yes mam, (the students look curious to their teacher)

T : ok close your eyes and feel what your listen. Tutupmata kalian dan
resapiapa yang kalian dengar.

And then the teacher took her mobile phone and play instrumental
music. Accidentally the class used by the teacher had microphone so she
used the microphone to make the sound of music louder, it didn't disturb
another class, because the class was soundproof. (The condition of class
also really supported this style)

c. Teaching environment

Teaching environment refers to the teacher created the condition of the classroom which is compatible and appropriate to the students. There were three parts become important in teaching environment. They were students' groupings, room design and environment in teaching. Students' grouping refers to the condition in forming groups, pair or individual for student in doing the task or studying. Room design itself can be defined as situation in designing the room which is comfortable to be center of studying. Those are must be supported each other in creating a comfortable in teaching. In this case, it was enhanced teaching style of teacher when they couldcreate the good environment to the students. According to the results related to the teaching environment, almost in every meeting, teacher asked the student to form a small group, language pairs, or individual. She also gave the students freedom in deciding the seat of her students in the classroom. She did that to make the students comfortable in learning process. The following extracts were the example of teaching environment used.

Extract 13

- She continued the second activity by giving them group task
- To make effective in reading, she divided the students into group. Each group had the opportunity in reading.
- Each student had job in translating the next. One student got one

Based on the example above, those were indicated the participant Facilitator style. This style focused on the students' interaction, student to student collaboration. d. Evaluation technique Evaluation technique can be defined as the way of teacher in taking the score of the students. In this case, the participant took the score of her students every day. She was sure that the more she took the score of her students, the more she knew the abilities of her students. She believed also, every day taking score could motivated the students to be more active and motivated in learning. In taking the score of her students, she had two kinds of assessment. Sometimes she checked the task of her students directly but sometimes she also asked her students to check their own work. She did that to know the students' loyalty and honest. The following extract was the example of this style in assessing

Extract 14

T : ok students, tolong angkat pekerjaan kalian dan tukar dengan teman sebangkunya kalian. Dan

silahkan periksa hasil pekerjaannya. (the students did what the teacher requested)

T : ok. Time is almost over, I'll take your score after finishing the task. Ibu akan ambil nilai kalian setelah menyelesaikan tugas. Untuk kali ini ibumu mau kalian check sendiri tugas kalian yah, tapi harus jujur. Setiap nomor dapat 10 point, ada 10 nomor jadi kalau benar semua dapat seratus.

Ss : kalau jawabannya kurang lengkap mam,

T : kurang 2 point nak, ngerti mi nak caranya?

She asked them to check their task by themselves. It was done for testing their mental, attitude and honesty. They assessed themselves. This style was categorized as self-check. Another technique in assessment was switched with their chair mate. Each student must check their partners' task. This style tends to the students assess their own performance.

e. Classroom management

Everstone and Weinstein (2006) refer to in their definition of classroom management to the actions teacher take to create a supportive environment for the academic and social emotional for students. In this case, the teacher tried to develop her supportive relationship with and among students. She did that to create a good climate for her students in the classroom. Besides that, she also encouraged the students' engagement in academic task which can be done by using group management method, language pair or individual

task. Those methods used to enhance the students' ability in academic field. In managing her classroom, she had ways to gain her students attention. The following extract was the example of classroom management.

Extract 15

T : I was show you on the program of TV and you must find out what someone say? Saya akanmemutarkansebuah film, kalian harusmenemukanapa yang pemerankatakan. You must make list what the people say.
Ss :hore..... the students looked happy and enthusiasm in waiting the activity).

According to the example above, she tried to find the fun activity to was better. Considering from definition above, classroom management is creating the supportive environment to students in learning.

Discussion

This part discussed the analysis of the data presentations from six video recordings in an English teacher. The discussion was talking about teaching style of the effective English teacher. 1. The Effective English Teacher As the results above, it can be concluded that there were nine characteristics that have by two English teachers in Junior High School 1 Pangkajene, there were: a. High Dedication b. High responsive to the students' utilities c. The capabilities in teaching which is compatible to the circumstances d. Time management e. Generosity f. Organized and being prepared g. Creativity h. High motivation i. Sense of humor j. Self-reflection Based on the observations above indicated that teacher who had those characteristics can be defined as an effective teacher. These also confirms the results of Clabria (1960), Clark &Walsh (2002) who had subject-matter mastery, motivation, dedication, co-operation, sense of humour, creativity, efficiency, control, discipline, standards, promptness with reports, methods and generosity with personal time for students, strong discipline content knowledge are qualities of the effective teacher. On the whole, the teachers perceived features like high knowledge of pedagogy and the use of particular technique and methods such as preparing the lesson well, using lesson plans, unbiased assessment of what students have learned, integrating group activities to class and assigning homework to be possessed by effective English language teachers. However, the learners assigned more weight to characteristics relating to a teachers' personality and the way he behaves his students. Moreover, whereas the teachers only concentrated on the positive characteristics of an effective teacher, such as being patient, flexible and caring about student's needs, optimist and having positive attitude toward the students, and being smart and creative. Based on the observation above, there was new character that the researcher found which is not including in exist theory. It was self-reflection. Self-reflection plays a critical role in examining other perspectives about our styles as teachers and in challenging

existing beliefs. In a classic work, Donald Schon's *The Reflective Practitioner* (1983) describes the need for practitioners to "turn thought back on action". That is, to examine the relationship between what they know and what they do. Schon indicates that this process has several components.

2. Types of Teachers Teaching Styles Based on the previous results that concerned on the types of teaching style, there were five sub-categories including in teaching style. There were:

a. Instructional planning Instructional planning means that the teacher could predict the condition of the classroom during teaching and learning run. In terms of it, she could create some planning for her students and made guidelines for doing the task. Guidelines in teaching and lesson plan are including in instructional plan. Those activities can be categorized into facilitator style. Based on classroom observation, facilitator style was used by the teacher in classroom interaction. Facilitator style is defined as emphasized teacher interaction with students. In this case the teacher guided her students in learning. Explaining, giving or asking question, small group team work, and language pairs are activities in facilitator style. Almost in every meeting this style was applied in the classroom interaction.

b. Teaching methods teaching method refers to the general principle, pedagogy, and management strategies used for classroom interaction. In handling the class, the participant applied some strategies considering the students' condition.

1.) Personal model Personal model style means teacher who have demonstrator or personal model teaching style tend to run teacher-centered classes with an emphasis on demonstration and modeling. The participant also used this style in teaching. She used this style when she gave the example and asking them to follow her in making another example or asked their students in practicing their pronunciation and asking them to repeat what she said.

2.) Delegator style, beside using personal model, the teacher also used another style. It was using delegator style. She asked her students in forming group task. Each group must make project. Each group must present their own project. Delegator style itself is concerned to shape students' ability to learn autonomously.

3.) Impressive style another method was applying in teaching and learning was still new. It didn't in literature review. There was no previous finding similarity with it. In this case in the middle of meeting, the students looked bored in learning. She really knew and could read the condition of her students. So, she asked them to stop writing and she postponed the teaching. She took her phone and played music. She asked the students to feel relax and enjoyed the music.

c. Teaching Environment refers to the teacher created the condition of the classroom which is compatible and appropriate to the students. There are three parts become important in teaching environment. They were students' groupings, room design and environment in teaching. Students' grouping refers to the condition in forming groups, pair or individual for student in doing the task or studying. Room design itself can be defined as situation in designing the room which is comfortable to be center of studying. Those are must be supported each other

in creating a comfortable in teaching. In this case, it was enhancing teaching style of teacher when they could create the good environment to the students. Almost in each meeting the participant asked her students in forming small group or only a pair in doing the activity. Those activities can be categorized as a facilitator style.

d. Evaluation techniques Evaluation technique can be defined as they way of teacher in taking the score of the students. In this case, the participant took the score of her students every day. She was sure that the more she took the score of her students, the more she knew abilities of her students. She believed also, every day taking score could motivated the students to be more active and motivated in learning. In taking the score of her students, she had two kinds of assessment. Sometimes she checked the task of her students directly but sometimes she also asked her students to check their own work. According to the assessment technique done by the participants, those techniques can be categorized as self-check style. This style was developed by Moston and Ashworth (1986). He defined that students assessed their own performance against criteria is a part of self-check. This style itself has some activities, and one of them was applied by the teacher. It was giving the opportunity to the students in assessing their own task.

e. Classroom management the way of teacher in developing the supportive environment to academic and social emotional the students. In this case the participants always use some strategies in creating the fun climate to her students. She also built a good relationship with students. This activity could be categorized as facilitator style. According to the explanation above about sub categories of teaching style, it can be concluded that, the effective teacher used variation of teaching style in classroom interaction. She used different teaching style according to the condition and steps in teaching. Facilitator style was used dominantly in teaching and learning process. It can be seen based on the sub-categories above. Facilitator style used when the teacher instructed her planning created the teaching environment and managed the classroom. In other hand personal model style, delegator and impressive style were used in teaching method. Furthermore, for the evaluation techniques used self-check style. Facilitator style, personal model style and delegator style are developed by Grasha (1996) and self-check itself was developed by Moston and Ashworth (1986). Impressive style can be categorized as new style in teaching. It was found during the researcher conducting the observation in Junior High School 1 Pangkajene.

CONCLUSION

Conclusion was drawn based on the objective of the research in Junior High School 1 Pangkajene which consisted of two issues. Based on the result of data analysis, the conclusion of this research was listed in the following.

1. The characteristics of the effective English teachers in Junior High School 1 Pangkajene could be defined as teachers who have a sort detailed skills Great

loyalty and commitment, High responsive to the students' utilities, The capabilities in teaching which is compatible to the circumstances, Time management, Good personality (charity), Methodical and being disposed, Originative and entertaining, Good at encouragement and stimulating, and Self-reflection 2. There were five types of teachers teaching styles which was integrated in the classroom interaction of Junior High School 1 Pangkajene. Those were facilitator style, delegator style, personal model, self – check style and impressive style.

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