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The Perception of Indonesian Students on the Effectiveness of ESL Instructors

Student's Name

Institutional Affiliation

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Abstract

Recent times have seen an increase in the demand for ESL learning in Indonesia. Nonetheless,

the success of the initiatives that are undertaken in the ESL programs is dependent on the

effectiveness of the strategies that are engaged by the teacher in streamlining student effort.

Additionally, student perceptions on the effectiveness of the teacher's interventions provides the major metric that is used to measure the performance of the teacher. Student perceptions of the ESL learning initiatives is subject to several other factors. Given the immensity of student perceptions in the learning process, this paper is inclined towards the determination of the Indonesian students' divergent perspectives on the effectiveness of the strategies that are engaged by the ESL teachers. It is predicated on the idea that ESL teaching initiatives in Indonesia are effective.

The Perception of Indonesian Students on the Effectiveness of ESL Instructors.

I.   Introduction

English as a Second Language (ESL) learning comprises an important element of the modern-day educational pursuit. In the era of globalization and technology, learning the English language has the potential to improve one's marketability on the global scale. ESL is available to individuals who are raised in regions where English does not comprise the native language. Given the significance of the English language in global interactions, recent times have seen an increase in the enrolment of students from the Asian regions for English as a Second Language (ESL) programs. Some of the major Asian nations that produce the largest number of students undertaking ESL classes include China, Vietnam and Indonesia. For instance, in Korea, "English lessons were started four years earlier, in third grade in public elementary schools, than previously, in middle school. In addition, for faster acquisition of English, many students from kindergarten to university continued to take private English lessons outside of school" (Kim, 2013).

Still, despite the increase in the number of students enrolled in the ESL initiatives, the success of their efforts is dependent on their perceptions of their ESL teachers and the attitudes they extend the learning process. Alternatively, ESL programs in the Asian regions are often guided by foreign institutions and personnel. For instance, in Indonesia, ESL students commit themselves to extra tuition after school with the foreign tutors to augment their knowledge of the English language. Some of the foreign institutions that offer ESL tuitions in the Indonesian region include the British Institute, Kelt and English First. In undertaking the ESL classes, the

students aim to promote the efficiency of their future educational pursuits in English-speaking countries such as Australia, the US and the UK.

According to Goldenberg Ouyang (n.d.) it is the teacher's duty to determine the strategies that can be reinforced to augment the student's willingness to participate in the learning sessions. A negative attitude towards the teacher has the potential to impede the student's performance in the subject ESL while a positive attitude leads to a significant improvement of the subject student's outcomes. Therefore, the instructor should avoid those elements in the teaching process which may discourage the students. Since the needs of the domestic students with regards to ESL are catered for by the foreign instructors, there is always the possibility that the teaching methods instituted will fail given their inability to meet and reflect the demands of the Indonesian students. To further the potential of the ESL students, there is need to determine their thoughts, attitudes and countenances towards the appropriateness of the teaching initiatives that are promoted in the class settings by the foreign teachers. This paper examines the perceptions of Indonesian students on the effectiveness of the English as A Second Language (ESL) instructors.

Background

Language acquisition comprises the ability of a learner or interested party to learn and integrate the basics of a language that is in use within their community. Nonetheless, the success of the language learning initiatives is dependent on the effectiveness of the instructional methods that are engaged by the teacher. The roles of the instructor in language learning include the role of guiding, assessing, correcting and streamlining the efforts of the student. In turn, the student has the responsibility of being committed, disciplined and curious. Therefore, the major determinants of the outcomes of a learning initiative include the teacher and the student. Thus,

the teacher communicates the goals of the program and the student is expected to commit themselves to meet the subject goals. Students' perceptions of their teachers and the programs instituted have the potential to influence their overall academic performances. Yulia (2014) argues that the student's collective perceptions towards the teachers and the methods engaged provide an insight into the efficiency of the learning process. Thus, based on this assertion, positive performance by the students serves as a positive indicator of the efficiency of the learning process. However, poor performance comprises a mirror of the poor quality of learning that is undertaken in a given institution.

Since perception is subjective, each student projects an inclination towards a particular learning style that speaks to their character and efficiently reinforces the retention of the material acquired from the class sessions. Alternatively, teachers often assume different teaching methods in interacting with the students. To streamline the effectiveness of the teaching processes, it is the responsibility of the subject teacher to assess and consider the character of the student and the segments of the learning process that can be improved to further the student's effort. Therefore, the success of any language teaching initiative is dependent on the willingness of the teacher and the student to cooperate and agree on the most appropriate teaching method that speaks to the needs of each participant. Given that the student's perception provides the metric by which a teacher's effort is adjudged, there is need for the avoidance of teaching strategies that reinforce obsequiousness for the teaching methods that encourage interaction between the two participants. Still, there is the danger of cultural inappropriateness of the teaching methods that are engaged by the foreign ESL teachers on the students.

Problem Statement

Recent times have seen an increase in the number of Indonesian students who are enrolled in the ESL programs. Additionally, there is an influx of foreign teachers in the region undertake the ESL duties. Nonetheless, despite the increase, there is still a shortage of research on the perceptions that students extend the effectiveness of the teaching methods that are engaged by the instructors.

Furthermore, there is limited examination on the methods that can be engaged to further the performance of each student in the ESL classes. The majority of ESL instructors in Indonesia come from foreign, English-speaking countries such as the UK, US and Australia. The differences in cultural practices between the teachers and the students has the potential to derail the success of ESL learning initiatives in the long run. For instance, in the past, ESL tuition services offered by the foreign instructors resulted in poor student performances which was a result of this research seeks to examine the efficiency of the Indonesian student's perceptions on the outcomes of their efforts in ESL programs. Primarily, the question that is addressed by this project includes, what are the perceptions of Indonesian students on the effectiveness of the ESL teachers? The applicable sub-questions within this study include:

- How does the student's perception of the teacher's effectiveness influence their performance?

- What are the teaching methods that are engaged by teachers in ESL programs?

- How does student/teacher culture influence the learning process?

- How can ESL learning initiatives be streamlined to further the performance of the Indonesian students?

- What are the characteristics of an effective ESL teacher?

Professional Significance

Currently, there is shortage of research that specifically address the significance of the student's perception towards their teachers on their overall performance in ESL classes. The term effective is subjective. The effectiveness of each teacher is often dependent on their ability to respond appropriately to the diverse cultures and characters that are projected by the students. This systematic review of relevant literature expounds on the knowledge that is available with regards to students' perceptions of their teachers and the influences that the act has on their overall performances. It serves the purpose of highlighting the link between the students' perceptions of the ESL learning process and the methods that are engaged by the foreign ESL teachers. Given the exploration of the teacher-inspired factors that may impede Indonesian student's performances, this compilation provides a standard metric that may be used to define an efficient interaction between the teachers and the students. This study is thus intended to determine the influences that the strategies engaged by ESL teachers may have on student performance.

Overview of Methodology

The establishment of the findings established on this research were solicited from several online databases. Principally, relevant articles were drawn from Google Scholar, PubMed and dissertation abstract databases. The articles were weighed based on the relevance of their titles to the current study. Once the appropriate articles had been determined, each one was committed to a thorough analysis of its findings, methods engaged in the determination of the influence of student perceptions on their teachers.

Similarly, this study committed itself to the interviewing of 4 ESL students and 4 ESL teachers in Indonesia. The initiative was aimed at determining the influences of teaching strategies on the perceptions of students regarding their teachers.

Delimitations

Currently, there is a limited study of the perceptions of the students on the effectiveness of the ESL teachers both in Indonesia and on a global scale. The scope of this study is limited to the published literature which is relevant to the involved topic. To further streamline the determination of the findings derived from the literature review, the current study engages in an interview with the teachers and the students in Indonesia.

Definition of Terms

- ESL – Abbreviation of the term "English as a Second Language".

- Instructor – Individuals who serve the purpose of guiding, assessing and influencing the student's performances.

- Strategies – Actions taken by the instructors to further the student's knowledge and performance.

- Perceptions – Attitudes and opinions extended by either the students or the teachers.

- Effectiveness – Ability to positively affect a given event or situation and augment its progress or performance.

- Learning initiatives – Learning programs within a given institutions.

Summary

Student perceptions on the effectiveness of the ESL teachers in Indonesia provides a relevant topic in the contemporary world. It is a reflection of the immensity of the teacher

strategies that are engaged by ESL teachers in non-English speaking regions in influencing the student's performances. Principally, the study will analyze the majority perceptions that are extended the Indonesian students to determine the effectiveness of the teaching processes that are engaged in the learning centers. To achieve this goal, this study will conduct a literature review on several relevant articles. Additionally, the researcher will conduct an interview with four ESL students and 4 ESL teachers respectively in the Indonesian region. This study has five major parts. They include the introduction, the literature review, methodology, findings and the conclusions and recommendation segments respectively. The next segment of the research study comprises the literature review.

II. Literature Review

Introduction

The increase in demand for ESL programs globally has inspired the increase in demand for ESL teachers in foreign countries. In Indonesia, prior to the enactment and enforcement of legal frameworks that demanded succinct qualification, a significant number of the teachers offering ESL classes did not possess the appropriate academic credentials. The trend hindered the quality of the lessons and strategies that were engaged in teaching the Indonesian students. Principally, it is touted that since the introduction of the subject educational framework, there has been an improvement in the quality of the lessons that are offered in the learning centers. This review seeks to examine the perceptions of the Indonesian students towards the effectiveness of the teaching strategies that are engaged by the ESL teachers in the classroom settings. Moussu

(2002) established that student perceptions of their teachers may be influenced by the teacher's ability to address the culture-specific needs of each student. It is therefore necessary to examine the appropriateness of the teaching interventions that are instituted by ESL teachers to further student performances and knowledge.

Relevance of Student Perceptions in the Learning Process

Student perceptions refers to the attitudes, opinions and temperaments that are projected by students. Students perceptions towards the effectiveness of the ESL teachers is thus the opinion and regard which students extend the initiatives that are engaged by the ESL teachers in the information dissemination process. Student perceptions towards their teachers and the teaching methods have an influence on their overall performances. Reid et al. (1998) indicated

that each student projects their own intrinsic and culturally-inspired preferences which should be met to further augment their performances in the subject classes. Similarly, the study *Student Perceptions of Effective Foreign Language Teachers: A Quantitative Investigation from a Korean University* determined that cultural practices and temperament may hinder effective communication between the teacher and the student in language learning initiatives. Principally, "students are not always willing or able to communicate their opinions freely to their teachers. This sometimes creates situations where teachers remain oblivious to the fact that some of their teaching behaviors or practices are not favored by their students" (Barnes & Lock, 2013). Therefore, feedback from the students provides a platform through which the effectiveness off the teaching strategies in place can be examined and assessed. The relevance of student perceptions in their learning initiatives was further reinforced by the study *Student perceptions of their teachers, their school and themselves as learners.* Essentially, Donahue (1994) indicated that students' perceptions provided the metric by which the efficiencies of the teaching initiatives were predicated. Thus, the opinions of the students towards the teachers serves to determine the effectiveness of the teaching interventions. Student ratings, which can be applied as the indicators of their perceptions, enabled schools to determine the efficiency of the instructors and the areas of the learning process that demanded change.

Negative student perception has the potential to impede the student's performance in the classroom setting while a positive perception of the teacher by the student has the potential to improve the student's participation in class. Cahyani & Cahyono (2013) indicates that student perceptions of the teachers provide one of the major instruments that govern a learner's success in language learning. Thus, if a student is made to feel that they are intrinsic part of the learning

process, they become more likely to participate actively in the learning process. Student's

perceptions on the effectiveness of the teaching methods provide a framework through which

teacher efforts can be redirected to further the potentials of the students and enhance their

performances in the English Language. Student perceptions may be both unspoken and spoken.

A positive perception is closely linked to improved performance by the student while a negative

perception is closely linked to negative student performance. Therefore, the solicitation of

information on the perceptions of teachers by the Indonesian students is inclined towards the

assessment of the efficiency of teaching practices in place in the Indonesian region.

Student perceptions of the effectiveness of their teachers provides an insight into their intrinsic

motivations. One is able to determine the student's motivation through the examination of their

perceptions. Rao (2002) contends that a student is more likely to have a positive perception of

their instructors if and when they feel that their needs are being met. A motivated student is one

that is fully involved in the learning process. They are more likely to participate in the class

initiatives. Understanding student motivation is the key to streamlining the policies that are

relevant to the need to promote ESL learning in Indonesia. Principally, activities that inspire the

student's motivation should be reinforced while those that negate the student's motivations

should be illegalized.

Factors that Influence the Students' Perceptions

There are several factors that influence the student's perceptions of their teachers. To

begin with, culture provides a critical element in determining the attitudes and opinions that the

students extend the teachers. According to Rao (2002), Asian students are inclined towards a

traditional teaching method. In the study *Chinese students' perceptions of communicative and noncommunicative activities in EFL classroom,* which involved 30 university students in China, the author established that non-communicative initiatives were the most efficient in addressing the needs of the conventional Chinese students. The same cannot be said for individuals from other regions. Alternatively, in studying the influences of culture and tradition on the student's perceptions, Victori & Lockhart (2003) contended that Taiwanese students were more inclined towards the communication-based interventions. Similarly, the study established that individuals who were exposed to English learning and native speakers at an earlier stage in life were less likely to appreciate the classroom practice.

Parental guidance provides the next metric that may influence the student's perceptions on the effectiveness of their teachers' interventions in the classroom settings. Victori & Lockhart (1995) indicate that the improved perceptions towards English learning in Asia may be a culmination of the improved perceptions that are being projected by the Asian parents. Alignment between parental perception and student perception serves to indicate the strength of the belief in the effectiveness of the interventions that are instituted by the ESL teachers in the Asian region. Parental guidance is a culmination of the beliefs that parents hold with regards to English language learning. Victori & Lockhart (1995) indicate that positive beliefs inspire the participation of students in the classroom setting. Alternatively, negative acquired beliefs may inspire class anxiety and poor perceptions among the students. Alternatively, teaching practices engaged by the ESL teachers have the potential to influence the perceptions of the students. Collaborative teaching practices may inspire positive perceptions among the students. Learners

are increasingly willing to engage in class sessions that reinforces their abilities, inspires their creativity and further addresses their specific needs.

Effective Teaching

Effective teaching is a culmination of the teacher's ability to streamline the student's learning initiatives by emphasizing on their strengths and abilities. An effective teacher engages a teaching strategy that is relevant and responsive to the needs of the different students in the given institution. In language learning, effective teaching entails the consideration of the student's attitudes, cultural inclinations and individual abilities in the learning process. According to Ouyang (n.d.), the term effective teacher is subject to many definitions. They include:

- "An effective teacher is a good person who meets the community ideal for a good citizen, good parent, and good employee. He or she is expected to be honest, hardworking, generous, friendly, and considerate, and to demonstrate these qualities in their classrooms by being authoritative, organized, disciplined, insightful, and dedicated" (Ouyang, n.d.).

- "An effective teacher is one who is concerned with students' learning outcomes. He or she is expected to demonstrate five key behaviors and five helping behaviors in teaching. Five key behaviors are: 1) lesson clarity, 2) instructional variety, 3) task orientation, 4) engagement in the learning process, and 5) student success. Five helping behaviors are: 1) using student ideas and contributions, 2) structuring, 3) questioning, 4) probing, and 5) teacher affect" (Ouyang, n.d.)

- "An effective teacher is one who has an achievement-motivated personality with a strong commitment and rich teaching experiences. He or she is expected to have a motivation to teach, empathy towards children, and good records at college GPA and student teaching" (Ouyang, n.d.).

Alternatively, Clark (1993), defines an effective teacher as "someone who can increase student knowledge". Subsequently, each of the teacher's efforts should be geared towards the promotion of the student's performances. Similarly, an effective teacher can be defined as an individual who is able to design teaching initiatives which succinctly meet the needs of the different students involved in the classroom setting. Still, some studies reinforce the metric of authority and control as the succinct measure of a teacher's effectiveness. In assessing the effectiveness of a teacher, Vogt (1984) was of the idea that the assessment of a teacher's effectiveness ought to be predicated on their ability to direct the students and influence their choices irrespective of their individual needs. The authoritarian-based definition nonetheless betrays the teaching role and duty in the contemporary classroom setting.

Principally, there are several characters which are specific to effective teachers. To begin with, an effective teacher is one who is concerned with the student outcomes. He seeks to streamline student efforts to achieve their optimum potential. Thus, such an individual takes responsibility for the student's learning initiatives and outcomes (Ouyang, n.d.). Additionally, an effective teacher is one who allows the student time practice the learned concepts. The success of any student in the learning initiatives is defined by their abilities to employ the learned elements in their daily lives. Giving the student time to practice the learned concepts promotes the student's willingness to further their abilities. Ouyang (n.d) further indicates that an effective

teacher seeks to maximize the instructional time with the intent of increasing the content covered in the class sessions. Thus, it is imperative that the teacher engages those practices and actions that allows the students the optimal opportunity to benefit from the learning sessions. Other characteristics of an effective teacher include:

- The ability to institute and inspire dialogue in the classroom settings.

- The ability to infer the efficient organization and learning strategies that aid the retention of the learned concepts among the students.

- Seeks the response of the students through probing and questioning to identify the areas of the learning process that can still be improved.

Principally, an effective teacher in ESL language learning is one who realizes that their scopes may differ from the scopes that are projected by the students. Thus, teachers and students do not project similar points of views or perceptions (Barkhuizen, 1998). Thus, an idea held by the teacher on the success of their initiatives in the classroom setting may not be a true reflection of the idea that is shared by the students. According to Brassell (2007), there are several metrics that may be used in defining effective teachers. To begin with, an effective teacher seeks to clarify the directions that are extended to the students. Whenever, they instruct the students, the effective teachers often communicate the relevance of the instructions given and the outcomes that are expected from adherence to the directives (Brassell, 2007). The effective teacher further strives to promote the expectations of the student by managing student expectations to coincide with the demands of the given task. Principally, effective teachers:

"Use a preview-review format. Modify their speech. Provide more wait-and-think time.

Use idioms freely, but explain them when necessary. Use lots of synonyms, paraphrasing and summarizing. Check often for comprehension, integrate students' interest, backgrounds and home country experiences into activities. Write in front of students. Offer students nontraditional assessment options and Keep expectations high but reasonable" (Brassell, 2007).

Thus, based on Brassel's (2007) analogy, an efficient instructor is one who is able to fully commit themselves to the demands of the students, modify their behavior to reflect the needs of the student and commit themselves to the enhancement of the performance of the students.

Teachers' effectiveness is subject to the perceptions of the students. Thus, the efficiency of the teacher will be determined by the positive attitudes that are extended by the students in the subject class rather that the perceptions of the teachers themselves with regards to their skills. Some of the characteristics of effective teachers in language learning include: enthusiasm, consistency, politeness, preparation, punctuality, fairness, humorous, firm and engaging (Probst, 2009). Such elements serve to streamline the learning process by ensuring both the students and the teachers engage actively in the learning initiatives. Alternatively, consistency in the teaching initiatives communicates the commitment of the teacher to the wellbeing of the students and additionally projects the willingness of the teacher to further the performances of the involved students.

The diversity of the definitions of the effective teachers hinders the determination of a standard metric that can be used in assessing the efficiency of the teachers in the classroom setting. Principally, effective teaching cannot be defined based on a single and universal metric. Thus, Papanastasiou (1999) contends that there is no single attribute that can be used in defining

an effective teacher. It is the duty of the subject teacher to engage actions that promotes their

duties and responsibilities. The majority of the authors who seek to define the effective teacher

use the perceptions and performances of the students to establish the success of the teaching

initiatives that are engaged in the classroom. Thus, if the student's performances are poor, the

trend provides a reflection of ineffective teaching in the classroom setting. Alternatively, an

improved performance by the students, regardless of the teacher's efforts, is often misconstrued

to mean that the practices instituted by the teacher are effective. The confusion that exists in the

examination of the attributes that reflect effectiveness in teaching was further reflected on by

Eble (1988). He indicates that:

    "Most studies stress knowledge and organization of subject matter, skills in instruction,

and personal qualities and attitudes useful to working with students. If personal characteristics

are emphasized in a particular study, good teachers will be singled out as… enthusiastic,

energetic, approachable, open, concerned, imaginative, sense of humor. If the mastering of a

subject matter and good skills are emphasized, good teachers are masters of subject, can organize

and emphasize, clarify, point out relationships, can motivate students, pose and elicit questions

and are reasonable, imaginative and fair in managing the details of learning" (Eble, 1988).

Relationship Between the Student Perceptions and the Effectiveness of the ESL teachers   There

is a link between the effectiveness of the teaching methods that are engaged in given class and

the overall performance of the students. Most studies contend that an effective teacher will

inspire good academic performances among the students. Alternatively, ineffective teachers

inspire poor class performances. To determine the effectiveness of their interventions, teachers

ought to involve feedback mechanisms that facilitation the solicitation of student opinions.

Student perceptions and opinions indicate the segments of the learning process that are inefficient and requiring of change. Consequently, recent times have seen an increase in the number of studies that are inclined towards data-collection on the opinions that students extend their teachers and attitudes of students. For instance, the study *Teachers as Perceptual Learning Styles Researchers* by Reid (1998) contends that there is a correlation between the students' perceptions of the teachers' efforts in the classroom settings. A participatory approach in the teaching initiatives provides the best medium through which the opinions of the students can be derived. Principally, a participatory approach is predicated on shared communication. Barnes & Lock (2013), indicate that "respondents with all profiles are appreciative of participatory modes of instruction, so teachers favoring participation should not have to spend much time justifying this approach. The need for teachers to encourage participation of all students, including those with low levels of confidence, was also considered important by most respondents". The need for a participatory approach is even more relevant in the Indonesian region. A research by Lee (2004) indicates that Asian students project a passive countenance in the classroom setting. They project a limited willingness to engage the teacher in the learning initiatives which may hinder the teacher's ability to collect information on the efficiency of their efforts in the classroom settings. Therefore, a participatory approach provides a medium through which the efforts of the students can be streamlined to meet the target objectives of the language learning initiatives. In reaching on the perceptions of Korean students towards their English-speaking teachers, Kim (2013) indicated that the engagement of discussion of books and oral participation in the classroom settings had an influence on the improvement of the Korean students' perceptions

towards teachers. She indicates that "I wielded the power of the oral participation grade until they started taking the initiative for their own learning. Even though I was able to observe my Korean students' English-speaking behavior and adjust my teaching accordingly, I never formally asked them what they were thinking when they were not speaking English in my classroom" (Kim, 2013).

Summary

Principally, the literature review section is committed to the examination of the related literature on ESL learning. The researcher sought the articles from google scholar and picked them based on their relevance to the student's perceptions and the effectiveness of the ESL teachers. The next segment explains the methods that were used in determining the findings of the study. It explains the how of the research.

III. Methodology

Introduction to Methodology

Several questions were posed in the introduction of this research paper. The author sought to find an answer to the main question which was on the perceptions of the Indonesian students on the effectiveness of their teachers. To infer the relevant findings, the researcher engaged the sub-questions in the research process.

Principally, the purpose of this research is to answer the main question: what are the perceptions of the Indonesian students on the effectiveness of the ESL teachers. The subquestions that will be engaged in answering the main question include:

- How does the student's perception of the teacher's effectiveness influence their performance?
- What are the teaching methods that are engaged by teachers in ESL programs?
- How does student/teacher culture influence the learning process?
- What are the elements that influence the ESL student's perception of the teacher?
- How can ESL learning initiatives be streamlined to further the performance of the Indonesian students?
- What are the characteristics of an effective ESL teacher?

The General Perspective

A qualitative analysis provides the research method that will be used in the current study because of the nature of the study. Qualitative analysis aims to determine the opinions of the different relevant participants. Some of the research types that are used in addressing the subquestions include causal-comparative research, evaluation research and descriptive research. Nonetheless, in the current research, evaluation research provides the most appropriate methodology to be used in the study given that it will allow the author the opportunity to review and assess previous related literary sources. Given the ease with which the researcher was able to reach the participants in the study, the paper will also employ an interviewing methodology to complement the findings derived from the evaluation research methodology.

Plan of Action

The information that is relevant to this study will mainly be sourced from the published journal articles, theses and studies that are relevant to the Indonesian and Asian region with regards to ESL. The journal articles and theses used were drawn from Google scholar, amongst

many other online library databases. Since the intent of this research is to provide the metrics that can be used by the teachers in influencing the perceptions of their Indonesian students, it commits itself to the examination of sources which date back up to 30+ years. The initiative is intended to further streamline the assessment of the changes in student perceptions overtime. Essentially, despite the prevailing need to assess current literature on the topic, the examination of old sources provides a basis through which the current opinions can be defined.

The collected literature was organized categorically depending on the sub-question for which it was intended to answer. Each of the sources were then systematically reviewed for content with particular attention being paid to the relevance of its findings on the overall research question. The literature contributed to the overall consensus that there is a co-relation between the student perceptions and the effectiveness of the teaching methods that are engaged in the subject Indonesian school settings by ESL teachers. The data which was derived from the analysis was then compared to determine the similarities and differences in them and further streamlined to determine the Indonesian students' perceptions of their teacher's teaching methods in the learning process.

The determination of the Indonesian students' perceptions on the effectiveness of their teachers demands the inputs of the Indonesian students and the involved teachers. Consequently, this study committed itself to the interviewing of N=4 ESL students of Indonesian decent in the Indonesian region and N=4 foreign ESL teachers attending to Indonesian students in the Indonesian region.

The Data for Sub-Question One

Sub-question one addressed the question, how does the student's perception of their teacher's effectiveness influence their performance?

The literature review on this question sought to examine the co-relation between the student's perception of their teacher's effectiveness and the efforts that they extend towards their learning initiatives. This research has answered this question through the analysis of the differences in the perspectives that students extend their learning initiatives. Some of the literature involved in the assessment of student's perceptions on the effectiveness of their ESL teachers include the *Student Attitudes toward Social Media Technology as an Enhancement to Language Acquisition* by Sorensen (2013). Additionally, the study *How knowledge and attitude affect ESL students collaborative writing outcomes* by Chen (2015). Principally, the two analyses provide a platform through which the different teaching interventions in the ESL classroom settings can be assessed.

The Data for Sub-Question Two

Sub-question two sought to clarify on the teaching methods that are engaged by the ESL teachers in teaching Indonesian students. Principally, the question posited was, what are the teaching methods that are engaged by teachers in ESL programs?

Research on the teaching methods engaged by the ESL teachers provides a platform through which their effectiveness can be determined based on the responses that are derived from the students. Some of the literature that provides succinct analytic sources on the different teaching methods engaged by the ESL teachers include the studies *An Evaluation of English*

Teaching Programs in Indonesian Junior High Schools in the Yogyakarta Province by Yulia (2014) and *Improving English as a Second Language (ESL) Pedagogy in One University in Ontario* by Luo (2013). The analysis of the two sources provides an insight into the different teaching strategies that are engaged in the contemporary ESL classes.

The Data for Sub-Question Three

Sub-question three asked, how does student/teacher culture influence the ESL learning process?

The data for the current question was inferred from the findings derived from the study *Teachers' Attitudes and Technology Use in Indonesia EFL Classrooms* by Cahyani & Cahyono (2013). Additionally, the study *Student's perceptions of their teachers, their schools and themselves as learners* provides an insight into the different factors that inspires students' attitudes towards their teachers.

The Data for Sub-Question Four

Sub-question four asks How can ESL learning initiatives be streamlined to further the performance of the Indonesian students?

Principally, the question seeks to determine the initiatives and strategies that can be engaged in the learning processes to further the efficiency of the teaching strategies that are engaged by ESL teachers in the Indonesian region. Some of the sources that will be used in the analysis of the current question include *Challenges in English Language Education in Indonesia* by Kariman (n.d) and *Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review* by Mappiasse & Bin Sihes (2014). The assessment of these sources

provides a medium through which the challenges affecting the performance of Indonesian

students in ESL programs can be established and addressed

The Data for Sub-Question Five

Sub-question five is inclined towards addressing the question: what are the characteristics of an

effective ESL teacher?

The determination of the effective characteristics among ESL teachers provides a

platform through which future educational initiatives can be streamlined to improve the

perceptions of the students towards the teachers and thus augmenting their overall ESL

performances. The major articles that are going to be used in the determination of the findings on

the current sub-question include the articles *Effective Teaching* and *Indicators of an Effective*

Teacher by Ouyang (n.d.). Alternatively, the article *Enhancing ESL Students' Literacy Skills* by

Brassel (2007) provides metrics that can be used to streamline the efficiencies of the students in

the ESL programs.

The Interview Process

This research was inclined towards the determination of the perceptions of the Indonesian

students towards the effectiveness of their teachers. The research cannot be complete without the

solicitation of the opinions of the subject stakeholders. Since this researcher is currently in

Indonesia, he was able to identify N=4 Indonesian students undertaking ESL classes and N=4

foreign ESL teachers. All of involved student respondents were above the age of 18 and were

thus considered adults. The N=4 students projected an age range of 19-23. The N=4 ESL

teachers were in the age range of 26-33. The interview sessions were conducted in 2 days and

lasted 30 minutes for each student and teacher. Principally, the main question which determined

the nature of the interaction between the researcher and the two groups of participants was, what are the perceptions of Indonesian students on the effectiveness of their ESL instructors?   To streamline the responses of the students and the ESL students, each of the participants was extended the 5 sub-questions which sought to respond to the main question of the research. The sub-questions were administered sequentially to each of the N=8 participants. The first day of the interview sessions was committed to the N=4 students while the second day was committed to the N=4 teachers.

Summary

This segment was committed to examination of the strategies and resources that were used by the researcher to explain the Indonesian student's perceptions on the effectiveness of the ESL teachers. The main methods used in the study comprises literature review and the interview process. The interview involved 4 Indonesian students and 4 ESL teachers plying their trade in the Indonesian region. The next segment comprises the results sections. The results section captures the findings that were inferred from the literature review and the interview process.

IV. Results

Introduction

The data in this chapter is arranged sequentially based on the arrangement of the subquestions which were listed in the methodology section. The paper seeks to determine the perceptions of the Indonesian students on the effectiveness of the ESSL teachers. The main question is answered via the five sub-questions, through the determination of the correlation

between the teacher strategies and the performances of the Indonesian students in the ESL

classes. The sub-questions as outlined in chapter one includes:

- How does the student's perception of the teacher's effectiveness influence their performance?

- What are the teaching methods that are engaged by teachers in ESL programs?

- How does student/teacher culture influence the learning process?

- How can ESL learning initiatives be streamlined to further the performance of the Indonesian students?

- What are the characteristics of an effective ESL teacher?

Results to Sub-Question One

How does the student's perception of the teacher's effectiveness influence their

performance?

An examination of the *Student Attitudes toward Social Media Technology as an*

Enhancement to Language Acquisition determines that the attitudes that the students extend their

study initiatives has the potential to influence their performances in the ESL classes. In an

attempt to examine the changes that technology application would have on the student attitudes

and the overall performance, Sorensen (2013) contends that students participate more in ESL

classroom settings that promote the use of technology. Additionally, the study *How knowledge*

and attitude affect ESL students collaborative writing outcomes by Chen (2015) determines that

poor attitudes towards ESL learning initiative among Chinese students in the past was a

culmination of the ineffectiveness of the instructional rather than participatory approaches that

were engaged by the ESL instructors.

In the interview sessions, the N=4 students determined that a positive perception of the effectiveness of their teacher's efforts encourages them to participate more in the classroom settings and thus augmenting their retention of the lesson components. The teacher respondents N=4 further contended that there was a correlation between the efforts that were projected by the Indonesian students and their perceptions on the teaching methods that were engaged in the classroom setting.

Results to Sub-Question 2

What are the teaching methods that are engaged by teachers in ESL programs?

The analysis of the study *An Evaluation of English Teaching Programs in Indonesian Junior High Schools in the Yogyakarta Province* indicates that there are several ESL teaching methods that can be employed by the teacher to further the efficiencies of the students. The methods can be learner-centered, cooperative, competitive, content-based and task-based (Yulia, 2014). Each of the methods results in different responses from the ESL students. *Improving English as a Second Language (ESL) Pedagogy in One University in Ontario* indicates that there are mainly three methods that can be engaged by teachers in teaching ESL programs. The three pedagogical approaches "including communicative, task-based and content-based language teaching approaches, proved to be effective for ESL Chinese students in terms of their language acquisition" (Luo, 2013).

All of the respondents (N=8) in the interviewing sessions indicated that they were conversant with mainly three approaches in ESL programs. The students (N=4) indicated that most of their ESL teachers engaged content-based methods in teaching. Other methods alluded to by the Indonesian students (N=4) include task-based and communicative.

Results to sub-question 3

How does student/teacher culture influence the learning process?0-

Results from the assessment of the studies *Teachers' Attitudes and Technology Use in Indonesia EFL Classrooms* and *Student's perceptions of their teachers, their schools and themselves as learners* indicate student and teacher beliefs and principles have the potential to influence the effectiveness the strategies that are engaged in ESL learning. According to Cahyani & Cahyono (2013) technology-inclined teachers tend to inspire the improved performance of the ESL students. Thus, they advise that "language teachers should take the challenge to customize their language teaching activities by taking into account new development in learning theories, current teaching trends, and available types of technology in contemporary" (Cahyani & Cahyono, 2013).

Alternatively, with regards to the student culture, Donahue (1994) contends that student's cultural alignment has the potential to improve their willingness to participate in the classroom settings. In the interview process, all of the respondents (N=8) agreed that the students' attitudes have the potential to influence the outcomes of the learning process for both the teachers and the students.

Results to Sub-Question 4

How can ESL learning initiatives be streamlined to further the performance of the Indonesian students?

Streamlining the ESL learning initiatives has the potential to significantly improve the perceptions of both the ESL teachers and students. The analysis of the studies *Challenges in*

English Language Education in Indonesia and *Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review* determine that there is need for the incorporation of students in the establishment of interventions that can be used to further the efficiencies of the student's learning processes.

The interview conducted on the N=8 participants further established that the streamlining of the ESL learning initiatives should be predicated on the student interests rather than the interests of the teacher.

Results to Sub-Question 5

What are the characteristics of an effective ESL teacher?

The analysis of the related literature determines that there are specific characteristics which reflect effectiveness among the ESL teachers. Some of the characteristics of an effective teacher include an ability to communicate efficiently, with the students, an ability to modify speech and an ability to reinforce student expectations (Brassel, 2007). Alternatively, an effective teacher is able to take personal responsibility for student learning, maximize instructional time and influence student choices (Ouyang, n.d).

In the interview sessions, the Indonesian students (N=4) collectively indicated that a teacher's effectiveness was mainly determined by their ability to respond to their needs.

Summary

The results from the literature review serve to reinforce the correlation between student perceptions and the effectiveness of the strategies that are engaged by the ESL teachers. The interview processes identified the collaborative and student-centered approaches as the teacher

initiatives that inspire positive perceptions among the Indonesian students. The discussion

chapter will explore the implications of the results on the main research question.

V. Discussion

Introduction

This research was inclined towards the determination of the Indonesian students' perceptions on the effectiveness of their ESL teachers. Despite the immensity of the student perceptions on their performances in ESL learning initiatives, there is little research which links their performances to the strategies engaged by the teacher in ESL learning. This study has been focused on the link between Indonesian student attitudes and opinions on the different interventions that are instituted by the instructors to facilitate their grasp of the English Language

Summary of the Results

Principally, the results of the interview processes indicate that there is a positive perception among Indonesian students on the effectiveness of the participatory approaches that are engaged by the ESL teachers in the learning initiatives. Indonesian students feel that the use of technology in the learning initiatives provides the most efficient teaching intervention. Indonesian students further feel that a student-centered learning intervention encourages the students to participate actively in the language learning initiatives.

The student's perceptions on the effectiveness of their teacher influences their willingness to engage in the class setting. Consequently, in Indonesia, it is important for the subject teacher to determine interventions that reflect the needs of the student. Foreign ESL teachers should commit themselves to assessing the culture of the Indonesian students before instituting any teaching methods. A participatory approach in ESL learning allows the teachers the opportunity to identify the areas of the learning process that need to be customized to meet the demands of the students.

Principally, the engagement of a student-centered approach in learning promotes the performance of the student by ensuring that their preferences are incorporated in the learning process. For instance, in the era of technology, students require learning initiatives that allow them the opportunity to use elements of technology. Thus, it would be more efficient for the teacher to apply technology in such a setting.

Conclusion

The study determined that there the use of participatory approaches in teaching inspired the development of positive perceptions by the ESL Indonesian students towards the effectiveness of their teachers. Some of the factors that were identified as being influential include student and teacher culture, approaches engaged by the teacher in ESL teaching, the evaluation methods and parental influence. A student-centered approach, as determined from the interview sessions with the Indonesian students, inspires the student's willingness to participate in the ESL classrooms. Student.

Each of the teaching interventions should reflect the needs of the student rather than the needs of the teacher. The ESL teachers ought to engage strategies which can be used to identify segments of the learning process that can be reinforced to meet the demands of each student.

Recommendations

To further streamline the efforts of the Indonesian students, and ESL students collectively, it is necessary to:

- Institute evaluation mechanisms that will determine the opinions of the students on the effectiveness of the methods that are engaged in the ESL learning initiatives.

- Understand the culture of the students in the learning process.

- Involve parents in the learning process to facilitate improved attitudes among non-native

  English speaking students.

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