

Chapter Four

Findings and Discussion

This chapter covers an explanation about the finding of this research and the discussion. There are three main findings in this study namely pedagogical knowledge, personal knowledge, and interpersonal knowledge. In the first finding, the researcher discusses two subchapters namely definition of pedagogical knowledge and contribution of pedagogical knowledge as perceived by university teachers. The second finding covers participants' perspective on their personal knowledge and the contribution of teachers' personal knowledge towards their professional life as effective teachers. The third finding presents the definition of interpersonal knowledge as perceived by the participants, the implementation of interpersonal knowledge, and teachers' perception on the contribution of applied interpersonal knowledge that they have. In those subchapter, scholars' arguments to support the findings are provided as well.

The aims of this research were to know university teachers' perspectives on the characteristics of effective EFL teachers, namely pedagogical knowledge, personal knowledge, and interpersonal knowledge. The researcher also aimed to find aforementioned characteristics as perceived by the university teachers' contribution towards their professional life as effective teachers. In order to fulfil the aims, the data were obtained by conducting interviews to three teachers at the ELED of a Islamic private university in Yogyakarta in which the names had been characterized in term of pseudonyms, Ratih as participant 1, Rano as participant 2, and Retno as Participant 3. From the interviews, the findings showed that those characteristics had appreciable contribution towards teachers' effort to be effective teachers. The detail findings are provided in the following paragraphs.

Pedagogical Knowledge

There were two points discussed in this finding classified into the pedagogical knowledge's definition and contribution towards teachers' effort to be effective teachers as perceived by the participants. Some related scholars' arguments were provided in the discussion part to support the findings. In the pedagogical knowledge's part, there were some findings that could not be supported by any scholars or any studies, and it could be determined to be new finding under this topic.

Characteristics of pedagogical knowledge as perceived by university teachers. Based on the study conducted, the researcher found that the participants had similar perspectives on defining pedagogical knowledge. There were four different points raised by the three participants about the definition of pedagogical knowledge. The first point was that pedagogical knowledge is knowledge on how to teach. In this point, Ratih and Retno had agreed that pedagogical knowledge is the knowledge on how to teach. Ratih (P1.1) and Retno (P3.1) stated "As far as I concern, pedagogical knowledge is knowledge on how to teach" (interview excerpt). This finding was supported by PedramAra and Talebinajed (2016) who concluded that pedagogical knowledge is the knowledge on how to teach.

More complex and detail definition had been raised by two participants, such as pedagogical knowledge was the knowledge on knowing the theory of teaching (P1.3, P3.4) and teaching strategy (P3.5), developing teaching materials (P1.5), choosing teaching method (P1.7), managing class (P1.4), knowing and being able to transfer knowledge (P3.2), and finding interesting way to engage students to learning (P1.46). The detail definition above was in line with scholars' arguments who defined that effective teachers' pedagogical knowledge features, and effective teachers have to be able to implement existing teaching theory, have vary teaching

strategies and provide interesting and meaningful activities in teaching so that students feel encouraged to participate (Park & Lee, 2006; PedramAma & Talebinejad, 2016). The definition was also slightly in line with Badawi (2009) who stated that pedagogical knowledge is a knowledge on knowing basic teaching and learning matters such as teaching approaches, lesson delivery, and learning theories. Also, Mullock (2006) mentioned that pedagogical knowledge covers teachers' ability in having strategies to manage the class.

The second point of this subchapter was related to teachers' understanding on how to plan and implement the lesson plan in the classroom. Even though this point was raised by Ratih only, but this point was quite important to highlight. Ratih (P1.2 and P1.3) stated that "pedagogical knowledge includes how to plan lesson plan and how to implement it". This point becomes important since there are several scholars (such as Badawi, 2009; Brown, 2000; & Richards 2011) who argued that planning pre, during and post teaching is included the definition of pedagogical knowledge. The statement was also supported by some researchers, Barnes and Lock (2010) and PemdramAma and Talebinajed (2016) who asserted that effective teachers maintain their organization and preparation of teaching through providing comprehensive syllabus with clear course objectives and stick to it. From the arguments, the researcher concluded that pedagogical knowledge as perceived by the participants could be defined as teachers' ability to organize classes by creating lesson plan or syllabus and implement the created lesson plan or syllabus.

The third point raised by Ratih was about teachers' knowledge on how to assess students. She believed that pedagogical knowledge referred to the knowledge on assessing students about the materials given throughout the teaching and learning process. This particular finding had similar point raised by some researchers, Minor, Onwuegbuzie, and James (2013) and Barnes

and Lock (2010) who stated that effective teachers should be able to produce examinations which closely relate to work covered in the class.

To the researcher, the most interesting point from the finding in this subchapter was the similar arguments from Retno and Rano. They believed that pedagogical knowledge was knowledge on understanding students. In this point, they explained that pedagogical knowledge was teachers' ability on how to understand students' psychology (P2.1), students' progress (P2.3), students' learning style (P2.3), and students' characteristics (P3.6). This finding had not been supported by any studies or any scholars' arguments. This finding could be defined as the definition of pedagogical knowledge classified into understanding students in the teaching and learning process.

The contribution of pedagogical knowledge for being effective teachers. In this subchapter, the three participants agreed that pedagogical knowledge support them to be effective teachers. In their statement, Ratih (P1.9), Rano (P2.4) and Retno (P3.7) explained that pedagogical knowledge was important for them and contributed towards their profession as effective teachers. The contribution of pedagogical knowledge explained by Ratih (P1.10) was that "real experience on how to handle students even how to use board effectively to facilitate students' learning, so I think this is very important" (Interview excerpt). By the explanation Ratih tended to say that by having pedagogical knowledge helped her handle students effectively to guide students in learning. Park and Lee (2006) stated that teachers' ability in handling students in the teaching and learning process can be described as one of the attributes of effective teachers.

For Rano, having pedagogical knowledge helped him understand students' learning progress and made him avoid generalizing students in terms of ability. He (P2.5 and P2.6) stated

that “by knowing students’ progress, automatically I have to understand their position, and I will be using approach that does not generalize students’ ability” (interview excerpt). Rano’s opinion was supported by Barnes and Lock (2010) who said that in teaching and learning process, treating students impartially towards their ability become crucial concern since it will affect their motivation into learning.

In terms of teaching, pedagogical knowledge as perceived by the participants support them in some aspects in being effective teachers. They believed that pedagogical knowledge helped them manage the class (P1.11), apply teaching theory (P3.8), have consideration in choosing good teaching materials (P2.7), know how to teach in a good way (P3.9) and adjust learning style (P2.8). Those features mostly had been mentioned by Barnes and Lock (2010) and Park and Lee (2006) who argued that good teachers are able to develop class management, implement existing theory and understand teaching materials.

Personal Knowledge

Some scholars, Collinson (1996), Chen and Li (2009), and Demiroz and Yesilyurt (2015) argued that this particular knowledge is the knowledge on how to deal with the way they understand themselves as teachers so that they can maintain self-confidence and bring it into professional environment. Moreover, Collinson (1996) added that personal knowledge includes teacher’s work ethics such as pride of effort, dedication, doing one’s best and teacher’s dispositions like doing problem finding and solving, and responsibility. From there, the following finding discussed participants’ perspectives on the way they see themselves as effective teachers and teachers’ responsibility to see their effort to fulfill their work load.

Characteristics of teachers’ personal knowledge. The findings of the way teachers see themselves as effective teachers were quite various. This finding referred to the way they see

how good they were as teachers. Ratih stated that she is not an excellent teacher (P1.14) but she is not that bad (P1.15). She considered herself that she is an average (P1.16) teacher. By then, she also mentioned that she was not that good in becoming a supervisor (P1.25) for her students as one of the responsibilities that she had. Meanwhile, Rano stated that having responsibilities as the university teacher was not easy (P2.12). While two participants shared the same view on how good they see themselves, Retno did not feel comfortable with her quality in being effective teacher. She said “I always feel like, with this quality how can I be a university teacher”. In contrast with her previous statement, Retno optimistically stated that she needed to develop her knowledge in many aspects. Those perspectives described by the participants were classified as the way they understood themselves and they carried themselves into professional life as effective teachers. From the finding above, the researcher concluded that the participants’ opinion can be described as the way to carry their self-confidence into their professional environments (Demiroz & Yesilyurt, 2015).

The other point in this personal knowledge to see teachers’ work ethics and dispositions was about teacher responsibilities. There were three main responsibilities that the three participants need to fulfill in the place where they work as university teachers in Indonesia. They were responsibility to teach, to research and conduct community service. In executing the responsibility of teaching, Ratih stated that she at least always had plan before teaching (P1.17) even though, it was not that detail (P1.18). She also stated that she always tried to apply teaching principles that she knows (P.19). She said that she is able to set up the goal that is written in the curriculum to be achieved (P.20). Meanwhile, Retno and Rano just mentioned that they also needed to do the teaching. Retno stated in teaching she always tried to do her best (P2.12). Their efforts in doing their best in teaching such as the aforementioned findings were supported by

Chen and Lin (2009) who stated that as effective teachers tend to dedicate themselves into their teaching. In addition, Demiroz and Yesilyurt (2015) had argued that effective teachers tend to be having sense of responsibility towards their job.

The three participants (P1.21, P2.10, and P3.13) agreed that they have to do research every year and community service. They also explained that they have been doing the research so far as well as the community service. To support the participants' arguments about conducting research, Reis-Jorge as cited in Korkmaz and Yavuz (2011) underlined that conducting research was very important for teachers to be researchers because this can be their professional development in order to gain a richer and more complete understanding of teachers' work. Overall from the responsibilities that they have to do, they were able to do and maintain their responsibilities as effective teachers. According to Collinson (1996), teachers who have intrapersonal knowledge, which in this research is interpreted into personal knowledge, will have dispositions and work ethics to do responsibilities. The finding of this study shows that the participants present such a good performance in doing their work loads. This can be shown that all the participants try to do their responsibility by doing their workloads.

The contribution of personal knowledge for being effective teachers. The participants of this study believed that having personal knowledge could support them to be effective teachers. The statement mentioned was supported by Ratih and Rano's argument. They mentioned within this personal knowledge, they considered as teachers, their responsibilities was not merely teaching but teachers were able to inspire and motivate students not only in the classroom (P1.27), and by having personal knowledge teachers did not take teaching only for granted (P2.13). Ratih and Rano's opinion was related to Barnes and Lock (2010) arguments that one of

the attributes of effective teachers is that they are able to always show enthusiasm to inspire and motivate students.

The participants also explained about the contribution of doing research as their responsibilities towards being effective teachers. Ratih, Rano, and Retno stated that every time they did research, they learn something new (P1.29) and make the result of their research as a tool for evaluating (P1.31 and P1.15) and teaching (P.17). The statements mentioned previously were in line with Korkmaz and Yavuz (2011) who stated that this is very crucial for teachers to be a reflective person because they always evaluate to extent their personal qualities as a person especially as teachers.

In addition, fulfilling the participants' responsibility to do community service was actually helping them to be effective teachers. They demonstrated the benefits of doing community service such as, they can be an example for students not only in the classroom but also outside the classroom (P1.28), see other teachers' ability to teach (P3.18), learn how to use materials and strategies in teaching (P3.19). Surprisingly, having personal knowledge for fulfilling the participants' responsibilities as effective EFL teachers can make them keep their punctuality (P2.14). To support participants' arguments about being punctual, Barnes and Lock (2010) mentioned that one of the effective teachers' features is keeping their punctuality.

To sum up this subchapter, personal knowledge had appreciable contribution to be effective EFL teachers. All participants agree that personal knowledge help them to become effective teachers.

Interpersonal Knowledge

Interpersonal was the last main finding of this study. In this finding, the researcher classified the findings into five subchapters namely the definition of interpersonal knowledge as

perceived by the participants, the implementation of their interpersonal knowledge to their students, colleagues and employers, and the contribution of their interpersonal knowledge for being effective teachers. As well as previous findings, this part of chapter was also supported by some scholars' opinion.

The characteristic of interpersonal knowledge as perceived by university teachers.

By having the definition of interpersonal knowledge that defined by Collinson (1996) and Brown (2000) in the chapter two of this study who said that it is decided that the perspectives of the participants were slightly similar to the definition they had. Ratih, Rano and Retno had the same thought about what was it called interpersonal knowledge which they believed interpersonal knowledge was the knowledge on how to interact with other people (P1.34, P2.16 and P3.20). However, Ratih only mentioned that interpersonal knowledge in this context was only interacting with students (P1.35, P1.36, P1.37, P2.17, and P3.22) while the other two participants stated that interpersonal knowledge can be applied to other university teachers (P2.18 and P3.21) and employers (P3.23). Their belief about interpersonal knowledge was supported by Brown (2000) who stated that interpersonal knowledge is teachers' ability to build good interaction between stakeholders which includes students, other teachers and employers. In addition, Collinson (1996) argued that interpersonal knowledge is defined by working well with stakeholders. In this particular characteristic, the researcher tends to show the way teachers implement their understanding about interpersonal knowledge. It is needed to explore because the way teachers implement their interpersonal knowledge can show their performance as effective teachers.

The implementation of teachers' interpersonal knowledge to students. Each participant had their own way to interact with their students. In the classroom, Ratih tended to lower affective filter (P1.38) which referred to teacher's ability to easily transfer comprehensible

input (Du, 2009) in order to make students relax in teaching and learning process. She also added some jokes in her teaching (P1.39). “I really prioritize friendly environment” (P1.41) (interview excerpt) said Ratih “so that students feel appreciated when they give their opinion (P1.42) and encouraged to participate in the classroom (P1.43)” (interview excerpt). Ratih’s statement was in line with some findings raised by some scholars, Demiroz and Yesilyurt (2015) and Barnes and Lock (2010) who stated that providing friendly teaching environment is one of the characteristics of effective teachers as perceived by the students namely giving some jokes throughout the teaching and learning process so that the students feel relax in receiving the materials.

In addition, Rano chose another way to interact with his students, he stated that “he builds chemistry with students by seeing them as my partner of learning rather than object in the teaching and learning process” (P2.19) (interview excerpt). This was also said by Rano that in the higher education he tended to see that his students were not kids anymore, so he treated his students as adult learners. Rano’s statement was supported by no scholars, however Stronge (2007) stated that considering students as friends without avoiding teachers’ position as professional educator can be one of crucial aspect to build teacher-students’ interaction.

At last, Retno only stated that she tried to get closer to the students (P3.26). In her statement, Retno demonstrated very limited explanation on how she could get closer to the students. This limited information makes the finding cannot be related to the existing finding provided by other scholars. It is because by getting closer to the students can be defined as a large definition such as providing one by one consultation to the students, addressing each student by name, and investing time with single students or small group of students outside the classroom to work with them effectively (Stronge, 2007).

The implementation of teachers' interpersonal knowledge to their colleagues/other university teachers. There was limited finding obtained in this part of this chapter since only Rano and Retno who defined that interpersonal knowledge is a knowledge on how to interact with other university teachers or colleagues. In his explanation, Rano stated that he builds a good professional relationship with his colleagues by doing some cooperation (P2.24) such as doing peer teaching (P2.25), doing some research with other university teachers (P2.26) and doing community service (P2.27). Rano's explanation are slightly similar to interpersonal skills' attributes raised by Stronge (2007) that good teachers build good professional relationship through some professional development. In that, Rano does some cooperation such as conducting research and community service with other teachers. On the other side, the way Retno build interaction with other university teachers are only by sharing (P3.24) and asking (P3.25). She stated that "I build interaction as much as it is needed, like when it is needed to share and ask". Stronge (2007) stated that one of the attributes of interpersonal skills is working collaboratively with other stakeholders which can be meant Retno keep working effectively with their colleagues through minimum interaction.

The implementation of teachers' interpersonal knowledge to their employers. Rano elaborated his way of having a good interaction with his employers by saying "I think I needed to build relationship with them in terms of networking (P2.31) because it facilitates us in working" (P2.33) (interview excerpt). Rano tried to work with his employers to expand his networking. This is supported by Collinson (1996) who stated that teachers who develop their interpersonal knowledge learn to think an ever expanding scope of professional community. In contrast, Retno only applied her interpersonal knowledge with her employers when it is needed to be asked about her responsibilities (P3.27). She also added that she will interact with her

employers if she had confusion especially about some systems that she does not understand yet (P3.28). By doing what Retno explained, Retno had actually done maintaining accurate records, and performing assigned duties which those points have been raised by Stronge (2007).

The contribution of interpersonal knowledge for being effective teachers. One of the purposes of this study was to see teachers' view point about the contribution of their interpersonal knowledge towards their professional life as effective EFL teachers. In this subchapter, participants' perspectives on the contribution of their applied interpersonal knowledge are very various.

Ratih stated that interpersonal knowledge that she has and applies to her students has good contribution (P1.44). She believes when teachers did not have good interaction with the students, teachers will not feel comfortable in the classroom (P1.46). Moreover by having interpersonal knowledge that is applied to her students, Ratih believed that her students became braver to show their thought through delivering their opinion in the classroom and they were not afraid in communicating their arguments (P1.48). Those statements had been raised by Demiroz and Yesilyurt (2015) who said that effective teachers are those who motivate students to increase their self-confidence in the teaching and learning process.

Ratih had done a good job in making her students feel brave and unafraid to communicate in the classroom which increase students' self-confidence. She added that the supporting aspects in being effective teachers are having pedagogical knowledge, subject matter knowledge, and interpersonal competence (P1.49).

Creating comfortable environment by having good interaction with students was also considered by Rano and Retno in supporting their effort to be effective teachers. Rano stated without having good relationship with students and colleagues, he would not find comfortable

workplace (P2.27). He also explained that by having good interaction with students he felt accepted in the teaching and learning process (P2.28) which helped him enjoy his teaching that was enthusiastic (P2.29). Meanwhile, Retno pointed out that having good relationship with students helped her make deals on some aspects in the teaching and learning process which made her responsibility as a teacher be more effective (P3.29).

In addition, to having good interaction with students another form of applying interpersonal knowledge is having good interaction with other colleagues, which in that they can have a positive effect on the atmosphere of their workplace (P2.31). With the same argument as her statement about making relationship with students, Retno defined that applied interpersonal knowledge that she carries into her professional relationship with her colleagues help her to make deals in some aspects which leads her to be more effective in performing her responsibilities as a teacher (P3.29). Collinson (1996) stated that creating comfortable professional environment through working with adults shape teachers' ability to give and receive criticism, find resolving problems and expand and challenge their own perspectives.

Those above are the findings on the contribution of interpersonal knowledge. The participants of this study believe that interpersonal knowledge lead them to be effective teachers. By understanding interpersonal knowledge and applying to some stakeholders, the three participants are able to show their characteristics as effective EFL teachers.