

STUDENTS' EXPECTATION ON TEACHERS' QUALITIES IN CLASSROOM TEACHING

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ABSTRAC

The term quality is frequently mentioned in the context of teaching. Every so often, we hear students' complaint of unclear teachers and we hear instructors state that they have explained a difficult concept clearly. Students expect that the teacher should explain step by step how to do things, explain in different ways, and give the chance to have particular misunderstandings clarified. Indeed the quality in teacher is crucial. In contrast, the real classroom teaching is very different from theoretical concept and commonly the students are not satisfied. It is also recognized that a blind acceptance of student feedback is inappropriate. Based on these facts, the writer would like to investigate the students' expectations on teachers' quality in classroom teaching.

The purpose of this study is to find out the students' expectation on teachers' qualities in classroom teaching. In addition, the result of this study will give feed back to the teacher in teaching-learning process. It is expected to minimize mismatch and to bridge the gap between the students' expectations on teachers' qualities in classroom setting. The study is limited only on teachers' qualities which are related to classroom teaching and uses the fourth semester students of the English Department of Muhammadiyah University of Malang.

The present study employs descriptive qualitative methodology. The writer uses simple random sampling to give equal opportunities to every member of the population to be selected as sample, and there are 52 respondents (it is 25 % of 206 total number of population). The writer uses questionnaire consisting of 10 items for the respondents to rearrange as the research instrument. Thus, the procedure of collecting the data are constructing, consulting, distributing and collecting the questionnaires. Meanwhile, classifying the questionnaire, calculating the number of similar responses and drawing conclusion are the steps of data analysis. Based on the research findings, the writer concludes that the most expected teachers' quality in classroom teaching was that the teacher should explain the subject clearly, as suggested by 44.23% of the respondents. On the other hand, the least expected quality was that the teacher should give an assessment properly (0% of the respondents) In conclusion, good teachers should possess these qualities and try to apply them based on the condition of classroom teaching and students' expectations.