

# **CHAPTER I**

## **INTRODUCTION**

This chapter discussed about background of study, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms

### **A. Background of Research**

Education is the most important plays which has affects in human development (Kazmi, 2005) and every student has the right to get the greatest effective education (Demiroz & Yesilyurt, 2015). The effectiveness of teaching learning process is a critical factor of a teacher (Wang et al., 2011). This condition shows the importance of effective teacher, but defining teacher effectiveness is not an easy undertaking, since the term of “effective” is can be interpreted differently by different people. Furthermore, in this globalization era as said by Giroux (2001), teachers’ duty is more complicated, because many places of education who want to enter the global market are motivated by the desire to benefit rather than by the mission of education (Altbach, 2005). From these, we got the point that an effective teacher is very needed in this globalization era.

In this globalization era, teachers must be knowledgeable decision maker in determining how and when technology is used to support learning (Thomas & Chinnappan, 2008). Teachers nowadays have to understand how teacher education should have “peace” relations between students and teachers and how is situated within globalization and to

participate in the struggle against the negative impact of global capitalism (Wang et al, 2011). To teach against global capitalism, therefore, teachers must be prepared to be public intellectuals who show the moral vision, demonstrate the courage, and be able to develop future citizens to be participants in a critical democracy (Bates, 2008; Giroux & McLaren, 1986; McLaren & Farahmandpur, 2001). Thus, it is needed for teachers to understand what students should do for a successful teaching.

Teacher effectiveness is a crucial factor affecting the student's achievement (Ketsman, 2012). This condition shows the importance of effective teacher, because the effective teacher gives the significance effect on the work to others and also damages the school reputation (Jones, Jenkin & Lord, 2006), gives a big impact on student's cognitive acquisitions (Palardy & Rumberger, 2008), and an effective teacher can motivate students what the teacher's behavior leads him to learn (Holland, 2003). Therefore, the effective teacher has a big impact on teaching and learning process.

In general, an effective teacher is the outcome of ability, personality, and knowledge (Anderson, 2009). Effective teachers are able to find out not only what they want to teach, but also how to make sure the students can understand and use the new information and skills (Hammond, Bransford & LePage, 2005). They do not only focus on lesson plan, conduct proper lesson instructions, use instructional media, and ask questions but they also prepare the learning environment. The effective teachers are able to touch the lives of student (Anderson, 2009). Demiroz

& Yesilyurt (2015) stated that teacher effectiveness is a crucial element of education and it plays a major role on student's achievement. Therefore, there is a need to explore the characteristics of effective teacher, because the goal of teacher education is to produce quality teachers (Bernhardt & Jammadou, 1987; Freeman & Johnson, 1998; Vélez-Rendón, 2002).

As said by Demiroz and Yesilyurt (2015), in defining an effective teacher, we need to make a distinction between the effective foreign language teacher of other fields of study. Some researchers believe that language teachers different from teachers of other fields (Bernhardt & Jammadou, 1987). Language teaching differs in essence in terms of the nature of process, where the means of instruction is also the subject instruction. It is influenced by social, political, psychological, and practical value which is beyond the control and language planner (Brosh, 1988). Werbinska (2009) states that in the role of language teacher are facilitating, learning, enabling the learner to prepare or learn the best conditions of learning. Thus, we conclude that how important to explore the characteristics of effective foreign language teacher.

In 21<sup>st</sup> Century, there are many interesting Languages to learn, but English plays an important role to weave the world into one thread (Ahmad, 2016). English is the common language of the world for decades and the most spoken language around the world (Mahu, 2012). Kachru (2009) investigated that the role of English is increased by the expanding circle of the English users in some countries where English is used as a

foreign language like China, Indonesia and Thailand. In Indonesia, English has an important role to develop the country's technology, science and as a bridge of multicultural setting of the country (Tedjasuksmana, 2013). Thus, knowing this importance of English in Indonesia, it is very important to make focus this research on English.

Effective language teachers have been described in the literature as having not only focus in target language competency but a set of personal qualities like sensitivity, warmth and tolerance (Vadilio, 1999). Walker (2008) identifies twelve characteristics of effective teacher needed for students to behave appropriately and acquire the information received. These features are: preparation, positive attitude, high expectation, creativity, fairness, personal touch, developing a sense of belonging, accepting mistakes, sense of humor, respect for the students, forgiving attitude, and compassion. According to these theories, we can conclude that being an effective teacher is not only talking about learning methods, but also pay attention to another aspects.

Among teacher and student, they have their own belief in teaching and learning process. According to Chacon (2005), perceptions and assumptions about teaching and teacher efficacy effect the way he or she understands and organize instructions. It is also important to study about the perception of learners in teaching and learning (Shishavan & Sadeghi, 2009). Their beliefs about language learning will help them to understanding their expectation of the course, their commitment to the class as well as providing them with the opportunity to be satisfied and

successful with their language learning program (Horwitz, 1988). In addition, Cotterall (1999) said that investigation of the student belief about different behaviors in the language classroom is very useful for teacher in getting information about the different types of learner need to be fulfilled. Therefore, the researcher would conduct the research by focusing on student's perception on effective teacher.

In Indonesia, student school level starts from elementary school, junior high school to high school level (Honesti & Djali, 2012) and continued by university level. University student is different from students in other levels, because pre-service especially education department will focus on their own subject to teach. They will be prepared to teach and their perceptions are substantial in shaping their teaching cognition and practices (Demiroz & Yesilyurt, 2015). Thus, knowing the important role of education department's students in teaching, the researcher decided to focus the research on university students.

Based on the researcher's search, the first previous study of the research was done by Robert J Walker in 2008. In his research, Robert J. Walker (2008) with his research entitled "Twelve Characteristics of an Effective Teacher" found 12 characteristics of effective teacher that consistently affected students in positive ways. The second previous study were done by Babak Ghasemi and Masoud Hashemi (2011) conducted their research "The Study of the Characteristics of Successful English Language Teacher fro the View Point of the English Language Students of Islamic Azad University, Hamedan Branch" with 200 subjects

randomly selected. Their research found that male and female Iranian teachers and learners of English hold different view toward some characteristics of an effective English language teacher.

In 2015, Hakan Demiroz and Savas Yesilyurt Research were conducted their study entitled “Effective Foreign Language Teaching: Perceptions of Prospective English Language Teacher”. They conducted the research with ELT and EL&L students in Turkey. The result shows the differences between EL students’ and EL&L students’ perception of effective language teacher. In addition, Gi-Pyo Park and Hyo-Woong Lee investigated the characteristics of Korean teacher which is categorize by pedagogical knowledge, socio-affective skills, and organization and communication skill. Their research entitled “The Characteristics of Effective English Teacher as Perceived by High School Students in Korea” reported that high achieving student different characteristics than low achieving students in pedagogical knowledge and socio affective skill, whereas the male students demonstrated different characteristics from female students in socio-affective skills.

In Tulungagung, there are many educational institutions that can be chosen as a subject, but the researcher decided to choose State Islamic Institute of Tulungagung (IAIN Tulungagung) which is located at Jl. Mayor Sujadi Timur No. 46 Plosokandang, Tulungagung. IAIN Tulungagung is the greatest university in Tulungagung Regency. Furthermore, English education department at IAIN Tulungagung has been accredited "A". Moreover, that department also has many

achievements; Runner-up 3, IPPBMM VII English Debate of PTKIN in Java Madura 2018 at IAIN Purwokerto, Central Java, Best 15 participants in series of national competition: Newcasting, Essay, Debate on English Fair 2018 at Brawijaya University, Delegate of Modal United Nation in Malaysia, etc. Indeed, the student of English Department also has a great achievement in their campus. One of the examples is becoming the third winner of “Debat Pendidikan Semarak Tarbiyah” Competition 2018 at IAIN Tulungagung.

Based on the discussions above, the researcher has chosen Robert J Walker’s theory as the basic theory for conducting the research. The theory of Robert J Walker is very relevant with the research’s aim and the descriptions in every point of characteristics are described specifically and detail. They are the characteristics of well-prepared, positive attitude, hold high expectations, creative, honest, developing sense of belonging, compassionate, have a sense of humor, respect of their students, forgiving and admit mistakes. Furthermore, the research conducted at IAIN Tulungagung with the subject of English Education Department’s student. The researcher will choose the high and low achieving student. For these reasons, a strong body of research worked with the title “The Characteristics of Effective Teacher from the View Point of the English Education Department of State Islamic Institute of Tulungagung”.

## B. Statement of Research Problems

Based on description above, the questions are formulated as follows:

1. What are the characteristics of effective English teacher (EET) as perceived by English Education Department's students at IAIN Tulungagung?
2. How do student's perceptions about an effective teacher influence their own expectation as teachers in the future?

## C. Objectives of the Research

This part presents the objective that is supposed to be achieved by the researcher:

1. To find out the characteristics of effective English teacher as perceived by English Education Department's students at IAIN Tulungagung.
2. To investigate the student's perceptions about an effective teacher influence their own expectation as teachers in the future.

## D. Significance of the Research

The researcher hope that this current research would be beneficial for teacher, student, the next researcher and readers. For EFL teachers, the result of this study can be used as a reference to develop their performance in teaching and help them to better live up to their expectations (Shisavan and Sagedhi, 2009). Furthermore, they can give good impact for themselves and the students in order to face this

globalization era. In addition, the researcher hope that it makes the student understand what they expect for their teacher, understand their diversity of belief, and motivate the students to be an effective teacher in the future. For the future researchers, the research of the study can be used as a reference to conduct a future study dealing with effective teacher. Moreover, the researcher hope that this study would contribute as a good reference to develop the reader in order to be human beings who has a sense of caring in education.

#### E. Scope and Limitation of the Research

Based on the expert statements, there are many criteria of effective teacher that can be observed, but in this study limited the by the criteria of Robert J Walker's theory which stated in 2008: Twelve characteristics of an effective teacher. The characteristics are prepared, positive, hold high expectations, creative, fair, display a personal touch, cultivate a sense of belonging, compassionate, have a sense of humor, respect students, forgiving, and admit mistakes. Moreover, the research also only focused on students' perception.

In this research, the researcher also limited the research's subject. The researcher chosen the high achievement students in every class of English education department of IAIN Tulungagung who are taking in the 8<sup>th</sup> semester. The high achieving student criteria are chosen by the highest achiever of GPA in their classes. It is very important in choosing the high achieving students as a consideration of the subject. Hopefully, by

choosing the high achieving student can give themselves a deep understanding about an effective teacher's criteria and they can explore their understanding about an effective teacher to become an effective teacher in the future.

## F. Definition of Key Terms

### 1. Effective Teacher

An effective teacher is a particular teacher who had been the most successful in helping respondents to learn. Many studies are investigated about an effective teacher. Pettis (1997) investigated that an effective teacher must be principled and knowledgeable in addition to being skillful, change over time and develop during his/her teaching, and an effective teacher must be personally committed to his/her personal development. In another investigation, Calabria (1960) mentioned the qualities of effective teacher: subject-matter mastery, motivation, dedication, co-operation, sense of humor, creativity, efficiency, control, discipline, standards, promptness with reports, methods and generosity with personal time for students.

In this case, the definition of an effective teacher are prepared: ready to teach, positive: optimistic attitudes about teaching and students, hold high expectations: set no limits on students and believe everyone can be successful, creative: resourceful and inventive in how they teach their class, fair: handle students and grading fairly, display a personal touch: approachable, cultivate a sense of belonging: have a way of making

students feel welcome and comfortable in their classrooms, compassionate: concerned about student's personal problems and can relate to them and their problems, have a sense of humor: not take everything seriously and make learning fun, respect students: do not deliberately embarrass students, forgiving: do not grudges, admit mistakes: quick to admit being wrong (Walker, 2008).

## 2. Pre-service Teacher

Pre-service education program is an education program carried out in school education before students get a certain task in a position. The institution of pre-service education program organizers is higher education. Pre-service education program is an education program that is carried out on school education before students get a certain assignment in a position. The institution of pre-service education program organizers is higher education (Rizky, 2010). Therefore, pre-service education program is a program for students who study in education department of a university.

Woofolk-Hoy & Spero (2005) have found that pre-service preparation experiences are the key to the development of teacher efficacy: teachers' confidence in producing positive student learning (Ashton, 1985). For example, during studying college at Faculty of Tarbiyah and Teacher Training or IKIP (Institute of Teacher Training and Education). After starting duty as a teacher, he or she must be dynamic by following developments in science and technology generally, specially

relating to the teaching or educational profession. In this case of study, the aim of pre-service teachers are the students of IAIN Tulungagung who study in English education department in the grade of 8<sup>th</sup> semester.

### 3. High Achiever Student

According to Arifin (2000) Students are people who is in the process of development or growth according to nature of each that requires guidance and direction consistent towards to optimal point, namely ability of their nature. Sarwono (20007) also stated that student is everyone who officially registered to take lessons in the educations' world. Moreover, achievement is the result that someone achieved in doing activities. So, high achiever students are students who has succed in achieving a good achievement in academic and non-academic fields that are pursued in school to be proud of. In this case, the high achiever students were the three top scorers of GPA of English Educacion Depatment of IAIN Tulungagung.