

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related theories, which consist of effective teacher definition and review of the previous studies

A. Review of Related Theories

1. Characteristics of an effective language teacher

Borg (2006) examined the definition of effective language teacher over 200 practicing and prospective from a variety of contexts about the distinction between language teacher and teacher of other fields. He found that English teacher methodology was more progressive than other subjects, and consequently. English teachers were also supposed to have closer, more relaxed, and generally more positive relationships with students. Moreover, another distinction was that the former's language proficiency and command of the language was usually compared to native speaker of the target language.

Brosh (1996) found the desirable characteristics of an effective language teacher to be: having knowledge and command the target language; being fair to students by sowing their neither favoritism nor prejudice; and being available to students. Furthermore, the students counted items relating to treating students fairly and making lessons interesting more important as compared with teachers' ideas, whereas

the teachers gave more weight to items related to developing motivation and research orientation.

The characteristics of effective language teacher's research has recently conducted by Kalebic (2005). The result reported fourteen competences to be needed for a beginning language teacher were: linguistic and communicative competence; communication and presentation skills; ability to motivate learners for learning; ability to choose appropriate teaching strategies; ability to organizes learning activities; ability of pedagogical action; ability to create friendly atmosphere in the classroom; ability to respond to learners abilities and needs (flexibility); knowledge about teaching strategies; knowledge about the culture and literature in of the target language; ability to assess learner language knowledge/competence; and knowledge of methods and theoretical concepts in English teaching.

2. Pre-service Teacher Education's Definition

Improving the quality of education and improvement in the teaching and learning process would not be realized properly without the quality of qualified teachers. Teachers as bearers who directly and cannot increase the growth or development of the field of expertise or the teaching profession. in another side, in realizing a qualified teacher not an easy thought. It is needed a great action to make the goals can be realized well. One of the best programs that can be done is preparing the teacher's skills perfectly before they go to the field: Pre-service teacher education.

Pre-service education or pre-service education is the phase of preparing educational staff to obtain the knowledge, skills, and attitudes needed before serving (Ametembun, 1981). Sagala (2010) as saying that e pre-service teacher education category was:

- a. A study that is required to be a teacher, which has historically been formed from number of subjects taken at the college
- b. Upgrading of teachers to meet the needs of officials (employer) and employees in certain areas;
- c. Continuing education is a continuous learning program that is determines individually or subject chosen to meet interests or needs towards the achievement of specific goals or degrees; and
- d. The development of staff position and experience program is designed to improve the position of all staff members indivisually and in groups.

The specific objectives of the Teacher Professional Education program as listed in Permendiknas No 8 of 2009 Article 2 are to produce teacher candidates who have competence in planning, implementing, and evaluating learning; follow up on the results of the assessment, conduct mentoring and training of students and conduct research, and be able to develop professionalism in a sustainable manner. As Banks and Banks (2001) state, an important teacher education in the first decades of the new century is to help teacher gain the knowledge, values, and behaviors needed to work effectively

with the diversity of group's students. Therefore, in realizing a good environment of education is needed a good collaboration between teachers and government.

The process of teacher education can take place in the classroom, in extracurricular activities or in life outside the classroom. Lawrence Downey in Hamalik (2008) states that the educational process contains three dimensions: the substantive dimension of what material could be taught; dimensions of teacher behavior about how teachers teach that relate with the ability of teaching methods; and dimensions of the physical environment, facilities and educational infrastructure.

The educational process does not just appear, but must be fostered since the prospective teacher began his education at teacher education institutions. Efforts and exercises, examples and applications of the application of knowledge, skills and even professional attitudes are designed and implemented while the prospective teacher is in pre-service education. It is directly proportional to the unique task of a teacher who is always an example for his students and even an influence on the surrounding community.

B. Previous Studies

In conducting this research, the researcher reads some previous studies that related to this research. The researcher found some references from the previous studies that have been read by the researcher. The researcher uses the previous study as a reference to know the ways to

conduct a study in the context of effective teacher: A case study of Junior High School in English Teaching and Learning Process. The previous studies were conducted by Gi-Pyo Park and Hyo-Woong Lee in 2006, Robert J Walker in 2008, Babak Ghasemi and Masoud Hasemi (2011), and Hakan Demiroz and Savas Yesilyurt (2015).

The first previous study was written by Gi-Pyo Park and Hyo-Woong Lee (2006) investigated the characteristics of effective English teacher in Korea's high school, with a self-report questionnaire consisting of three categories: English proficiency, pedagogical knowledge, and socio-affective skills. Their findings indicated that on the teachers' perception of effective teacher characteristics are totally different with the student's perception in all categories; the highest ranking for the teacher is English proficiency and the student ranking pedagogical is the first.

The second study was conducted by Robert J. Walker in 2008. Robert J. Walker (2008) over a period of fifteen years, which consisted of interviews with more than 1000 students from faculties that prepare for a teaching career with the objective of identifying effective teacher description of resulting in the following definition: the one who "influenced most significantly his student life", "the teacher who is successful for helping his students to learn" as well as identification the 12 characteristics that describe an effective teacher, who were repeatedly and found in most descriptions realized "well prepared, positive attitude, hold high expectations, creative, honest, developing

a sense of belonging, compassionate, have a sense of humor, respect of their students, forgiving, admit mistakes” (Walker, 2008).

The third study was conducted by Babak Ghasemi and Masoud Hasemi (2011). They identified the characteristics of effective English teachers as perceived by college students of Islamic Azad University, Hamedan branch in Iran. By giving questionnaires with 50 questions to 400 subjects, they had 200 subjects randomly selected. They underlying the construct including subject matter knowledge, pedagogical knowledge, and socio-affective skill. The results show that the high achievement students reported different characteristics from the low achievement students in pedagogical knowledge and socio-affective skills, moreover between the male and female students demonstrated different characteristics in socio-affective skills.

The last previous study was conducted by Hakan Demiroz and Davas Yesilyurt (2015). They conducted a research for English Language Teaching (ELT) Department’s students and students of English Language and Literature Department (EL&L). This study aims to examine the perceptions of English teacher’s prospective with regard to their department and demographic variables. In obtaining the data, they used 212 ELT students and 192 EL&L students. The t test indicated that there was a significant difference between the two kind of subjects’ perceptions of an effective foreign language teacher to the mean score. Furthermore, the t test also indicated a significant difference between daytime students and night-time with regard to the mean scores.

Although those previous studies have the same topic, but the present study is different. The present study is more specific than the previous. They conducted the research on the western area and Korea, but the present researcher conducted the research in State Islamic Institute of Tulungagung, Indonesia. The subject is the pre-service teacher on English education department and it was conducted in the form of descriptive qualitative research and used interview in gaining the data.