

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, aims of the study, scope of the study and the significance of the study. It also includes the clarification of key terms and the organization of paper.

1.1 Background

An effective teacher becomes an important matter in teaching any subjects. An effective teacher is believed to directly give a positive impact to his students' achievement and learning progress (Wichadee, 2010). The Teaching and Learning Center at Winthrop University (as cited in Wichadee, 2010, p. 28) defines an effective teacher as a person who shares his knowledge through appropriate methodology, encourages enthusiasm of the subject matter and shows a concern for his students in order to let them of having benefited from the instruction given about the subject. Hunt (as cited in Celik, Arikan, and Caner, 2009) added that effective teacher can be described as a collection of characteristics, competencies, and behaviors of teachers on all of educational levels that enable students to gain their desired learning outcomes.

According to US National Board for Professional Teaching Standards (1994), teacher's characteristics and teaching behavior are crucial factors that affect student motivation and learning; it might influence student achievement (Taqil, Al-Nouhn, and Akbar, 2014). It is in line with Shishavan and Sadeghi (2009) who assert that teachers act as the main source of language input to students which therefore affect their learning directly. Therefore, English teachers, particularly, have to know and understand the characteristics of effective teachers to become one. In this case, students' and teachers' perception about the characteristics of effective English language teacher need to be explored in order to adjust what teachers know with the students' expectation of their language teacher; the quality of teachers' teaching can

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THE CHARACTERISTICS OF EFFECTIVE ENGLISH TEACHERS: JUNIOR HIGH SCHOOL STUDENTS' PERCEPTIONS

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also be improved through the study of both teachers' and learners' perceptions (Shishavan and Sadeghi, 2009; Wichadee, 2010). In fact, the study of student's perception and belief about the characteristics of effective English teachers play an important role in influencing their motivation, attitude, language achievement and developing lesson and classroom management (Banya and Cheng, 1997; Pudyanti, Nitiasih, and Suarnajaya, 2013; Park and Lee, 2006; Shisavan and Sadeghi, 2009; Dincer, Goksu, Takkac, and Yazici, 2013).

There have been lots of studies concerning the characteristics of effective English teacher (EET) in various cultural backgrounds. Most of them were conducted in university level with college students' and lecturers as the subject of the matter (Wichadee, 2010; Shishavaan and Sadeghi, 2009; Park and Lee, 2006; Rasyid, 2014). The study conducted by Shisavan and Sadeghi (2009) and Wichadee (2008, 2010) indicated significant differences between teachers' and learners' view of characteristics of EET. Both study resulted in the teachers' preference of English proficiency as the most crucial characteristics in EET, while the students chose socio-affective aspects which cover teacher's personality and the way he behaves towards his students.

There are only few studies of EET conducted in Indonesian context. One of the few studies conducted in Indonesian higher education level was undertaken by Rasyid (2014). Based on the study, it was found that almost all students considered English proficiency and personal attributes as the crucial elements of being an EET. It can be seen that different education level of the subject may affect their perceptions of the characteristics.

Based on the fact that the perception of characteristics might be different in each country and academic level, this paper aims to discover the characteristics of EET as perceived by students in Indonesian context based on the theory of characteristics of effective language teacher proposed by Brown (2000), which are categorized into four major domain; technical knowledge, pedagogical skills, interpersonal skills, and personal qualities. The study was conducted in junior high school level in order to see

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the characteristics of EET as perceived by the students'. Since the study of characteristics of EET in Indonesia, especially in junior high school context is still limited, it is expected that this study will contribute to the betterment of teacher evaluation in Indonesia.

1.2 Research Questions

The study is conducted to answer the problem formulated in the following question:

- 1.2.1 What are the characteristics of effective English language teachers based on junior high school students' perceptions?
- 1.2.2 Of the four categories of the characteristics of effective English teacher, which category is the most important based on junior high school students' perceptions?

1.3 Purpose of the Study

This study aims to explore students' perceptions on the characteristics of effective English teachers. Also, the study attempts to reveal what students perceived about the important elements that are considered as the characteristics of effective English teachers. It is also expected to state the level of importance of each category in characteristics of effective English teachers based on students' perceptions which will be compared with the results of previous studies.

1.4 Scope of the Study

The study focuses on exploring students' perceptions on the characteristics of effective English teacher. The interview and questionnaire that were used in the study focus on the extent of students' perception about the level of importance of each characteristic of effective English teacher. The students contributed in the study are limited to several students of ninth grade of a junior high school in Bandung.

1.5 Significance of the Study

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The present study has several significances for theoretical, practical, and professional benefits.

1.5.1 Theoretical benefit

The research findings can be used as the contribution towards the research about effective foreign language teacher and effective language teaching.

1.5.2 Practical benefit

The research findings will be useful for teachers and the readers to improve English teacher's skills and quality by understanding what are students' expectation of effective language teacher. It is also beneficial in developing lesson and classroom management, which will lead to students' higher achievement and learning outcomes.

1.5.3 Professional benefit

The research findings can help teachers to improve the quality of English language teacher, to create an effective teaching-learning process, and to evaluate teacher effectiveness in teaching English.

1.6 Clarification of Key Terms

There are some terms in this study that need to be clarified. The definitions of them are as follows:

1.6.1 *Perception* refers to the personal beliefs, assumptions, awareness, or understanding of some issues related to the cultural setting (Hybels and Weaver, 2004; Chaplin, 2004).

1.6.2 *Students' perception* refers to students' view or opinion towards the topic that is being discussed (Gardner and Miller, 2005).

1.6.3 *Effective* refers to the ability of being successful in producing a desired or intended result (Dincer et al., 2013).

1.6.4 *Effective teachers* refer to teachers who lead their students to get higher achievement and long-lasting learning (Chen and Lin, 2009).

1.7 Organization of the Paper

This study was organized in five chapters. Each chapter has some sub-topics which help the readers to clarify the information and give detail on the information of which the researcher input into this research. The organization of the paper is as follow:

Chapter I. Introduction

This chapter provides the information on background of the study, statement of problems, purposes of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

Chapter II. Literature Review

This chapter consists of theories proposed by the experts which are the definition of perception, the importance of uncovering teachers' perceptions, effective teachers, characteristics of effective teachers, effective language teachers, and the characteristics of effective language teachers.

Chapter III. Methodology

This chapter discussed the methodology in conducting this research. It includes the research design, research site and participants, data collection, and data analysis.

Chapter IV. Finding and Discussion

This chapter discussed the findings and results of the study conducted about English teachers' perception of the characteristics of effective English language teacher (EELT).

Chapter V. Conclusions and Suggestions

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This chapter provides the research conclusion and the suggestions to other researchers who wish to conduct further research.

1.8 Concluding Remarks

This chapter has generally introduced the study. The upbringing topic and the problems of the study have also been presented. The purposes and significance of the study have been proposed along with the research questions, the scope of study, and some clarification of terms related to the study. The forthcoming chapter will elaborate the theoretical frameworks used in the study.