

## **Chapter One**

### **Introduction**

This chapter explains background of the study. Several important points are explained in this chapter. This chapter presents the background of the study, identification of the problem, delimitation of the problem, research questions, and objectives of the study. The significances of the study and organization of the chapter are also included in this chapter.

### **Background of the Research**

In learning, teacher plays an important role in improving efficient learning, increasing the learning quality, and helping the students to reach achievement. Hardre and Sullivan (2008) assumed that a successful teacher is the teacher who can strengthen the learner's motivation. In addition, Wright in Kwangsawad (2017) argue that a successful effective teacher is a teacher who can give a positive effect or achievement to their students even though they are at different ability levels. In short, a successful teacher plays a very important role in the education world, particularly in improving students' achievement and making people better. In teaching and learning, a supportive teacher is an individual who has good impact such as fulfilling the achievement of the student and keeping the students' motivation in learning. Kuyper (2010) said that a supportive teacher behavior is the important key for relationships between students and the teacher so it can be a good impact for the social atmosphere

of the classroom and also give the impact for student's motivational values, commitment, and academic achievement.

In the teaching and learning, an effective teacher is necessary because an effective teacher is a person who can conceive the students' condition, give full motivation, provide comfortable, systematic, and understandable learning which helps the students to have good achievement in learning. According to Salomon (2010), an effective teacher plays an important role in achieving learning goals as the students are more likely to be involved and less likely to be nervous about classroom events when students view their teacher as positive. In the teaching learning process especially in English learning, the teacher is the main source of the students' knowledge. Archana and Rani (2017) said that the primary tool for obtaining the knowledge of the student and providing feedback to the students is teachers.

In learning English, a teacher also has responsibility to be a role model. For instance, the way teacher's speaking or pronouncing words in English can affect the students' English speaking with correct pronunciation which eventually influence their English learning. Harjono (2019) said that the teachers as a role model means that teacher can make the students to be motivated in learning. In the teaching and learning process, a teacher also has a responsibility to transfer or share the knowledge, the information, and the understandable learning material with clear and proper way of teaching. According to Al-Jobair and Al-Sarheed (2016), the teacher as a knowledge provider is the individual who have a positive effect on the students'

learning. The teachers provide the students with new knowledge and enable the students to exchange information with other students.

There were several studies about effective teacher. Shishavan and Sadeghi (2019) did the research about effective teacher, this study focused on the characteristic qualities of effective teacher based on teacher and learner opinion. The results showed that there were different perception between teacher and learner about characteristic of effective teacher. Another study conducted by Dincer (2013) revealed that the quantitative research focuses on the characteristic of effective teacher in general way and becomes the recommendations for the teacher to improve their effectiveness in the classroom. In the quantitative research held by Barnes and Lock (2013) about effective teacher, the research focused on students' perception about the effective teacher in English Foreign Language classroom who was teaching in Korea as a native speaker. The participants of this research were 2.170 students who enrolled EFL classes with different major and not only toward the English department. Questionnaire was used in this research for collecting the data. Based on this study, the first-year students agree that teachers are supposed to have a high degree of grammatical competence, and to use an explicit grammar guidance.

Meanwhile, the qualitative study conducted by Sundari (2016) with the participant 63 senior year student university in Jakarta found out the qualities of effective EFL teachers' characteristics. The study concluded that the students perceived the effective teacher as the teacher who can understand the subject matter

well, understand how to do it well, and become a good figure for learners. There are some points concluded from the previous study. First, the previous research highlights the characteristic of effective teacher perceived by the teacher and the students in general way. One of the studies involve students from various major as the participant who learning in English as Foreign Language. There is one research that compares two perspectives about the effective teacher's characteristics and compares the perspective from both the teacher and the students. Those previous research above only focused on the teacher and student's perception about effective EFL teacher and compare the perception between students and the teacher. Based on the previous research that mentioned above, there is no research that compares students' perceptions with one another about the characteristics of effective teachers.

Based on preliminary interview that the researcher did, there is also different perception about the characteristic of effective EFL teacher perceived by junior year students and senior year students. The junior year students are the students in first and second year of study. Senior year students are the students in the third year of study. In the preliminary interview, the researcher found out the information about the effective teacher perceived by some students of English Education Department yet in the different grade or different year of study. Senior year students perceived that effective teacher is the teacher who is operated technology very well in learning, so the teaching and learning process is not boring because the teacher not use monotonous teaching method. Meanwhile the junior year students perceived that

effective teacher is the teacher who is give equal treatment to their students and mastery in their subject area.

It is interesting to explore more about effective teacher because in the previous research which involved senior year students as the participant and the other one used junior year as the participant showed the different results about effective EFL teacher. Thus, in this chance, the researcher wants to take part to explore more about effective teacher in different way. The researcher is interested in researching this case as there is no research comparing the different perception about effective teacher based on student's perception from various grade in the past. Comparing two different perceptions between first year students and senior year students is important since it will give a pedagogical solution for pre-service teacher to develop and improve themselves to be an effective teacher in the future. Therefore, this study is done to reveal how the first-year students and the senior students perceive the effective language teachers and also focus on find out the different perceptions among students about effective EFL teachers.

### **Identification of the Problem.**

In the frame of effective teacher, there are many interesting matters to discuss such as teachers' personality, class management, teachers' way to teach the students in classroom. The researcher conducted preliminary research which interviewed the senior year and junior students at university, there were different points of effective

language teacher. Junior year students argued that the effective teacher is the teacher who give equal treatment to their students and also mastery in their subject area because students believed expected more knowledge from their teacher. Meanwhile senior students argued that the effective teacher were the teacher who used tecnology in teaching process, the students believed by used variative tecahing method especially technology in learning, the teaching learning process was effective. As the researcher's limitation to cover all fields in this research, this research only focused on revealing the different perspectives of junior and senior students on effective EFL teachers.

### **Delimitation of the Problem**

This study is delimited by the effective EFL teacher characteristic. Firstly, this research delimits three focuses. This study only focus on first year students and senior year student's perception about effective EFL teachers, and also only focus to find out is there any different perception about effective EFL teachers perceive by both students from one of private university in Yogyakarta. *Secondly, the research place is also delimited, taking place only at English Language Education Department on Islamic private university in Yogyakarta. Thirdly, the researcher also delimits the participants in that only 194 participants were recruited in this research.*

### **Research Questions**

The questions of the research are:

1. How is junior student's perception about the effective EFL teachers?
2. How is senior student's perception about the effective EFL teachers?
3. Is there any difference on perception between junior students and senior students about effective EFL teachers?

### **Research Objective**

In accordance with the outline problems, the purposes of the research are:

1. To find out the junior student's perception about effective EFL teachers
2. To find out the senior student's perception about effective EFL teachers
3. To compare the perception about effective EFL teachers perceive by both students.

### **Significance of The Study**

The finding of this research is expected to bring some benefits for teachers, institutions, and other researchers.

For the teacher, this research useful for improving their teaching strategies and also self-development for teaching. The teachers can utilize the advantages of becoming an effective English teacher and the researcher hopes this research can be useful for the teachers as a reflection to their teaching.

For the institution, regarding of this research information, this research will give an overview about teacher role that student's needs. As the future teacher this research will give more explanation to be a good teacher because they know how to be an effective English language teacher. That way, the institution will have good teaching quality in the future. The institution can provide the program or make a policy for the teacher's self-development.

For other researcher, researcher hope that this research can be used by future researchers as their reference for further research. This study is also expected to provide insights for others who also wish to carry out similar studies in the research about effective EFL teacher.

### **Organization of the Chapters**

This research consists of five chapters. The first chapter is the introduction. This chapter is talking about the background of this research. In this chapter, the researcher explains about the background of the study, identification of the problem, delimitation of the problem, research questions, objective of the study and the significance of the study. The second chapter of this research is providing the theories



related to this research. The researcher provides the theories related to characteristics of effective EFL teacher, attributes of effective EFL teachers. The researcher also provides information about some study that has been done previously and related with this research. The last, the researcher also provides conceptual framework and the hypothesis that the researcher used in this research.

The third chapter talks about the research methodology. In this chapter, the researcher provides some information related to the design of this research, where the researcher does this research and when the researcher does this research. The participants of this research and the variables of this research also explained in this chapter. Moreover, the data collection method and the data analysis will be explained by the researcher in this chapter. The fourth chapter discusses the result of this research. The researcher provides the perception of senior year and junior year students about effective EFL teacher. The researcher also add the discussion of each result. The last chapter is a conclusion and suggestion. This chapter provides the summary of the research, including the background of the research, the research methodology and the finding of the research. Other than that, the researcher also provides some suggestions for the related person, such as the teacher, the student, and the other researcher.