

Chapter One

Introduction

In this study, the perspectives of senior high school and university students and the qualities of effective teachers are discussed. The researcher explains the background of the study, identification of the problem, delimitation of the problem, research question, the objective of the research, significance of the research and organization of the research, in this chapter.

Background of The Study

Student success in learning relies not only on teachers but also on the cohesive educational system, encompassing the family, school, and daily social environments. Achieving educational success in schools involves various factors, including the effectiveness of classroom education. The teacher's involvement in teaching and learning determines how well students learn. So that learning is not done in vain, teachers must improve performance in the learning process by unleashing all their abilities (competencies) and streamlining all actions. (Nandasari, 2017).

Teacher behavior is the important key to the relationship between the students and the teachers, so it can impact the student's academic achievement (Kuyper, 2010). The degree to which teacher criteria, such as preparation or planning of learning, implementation of learning, and evaluation of good learning that teachers must carry out, are met can be used to determine the effectiveness of learning. The teacher's work is significantly more difficult today because an

effective learning process now flows from instructor to student in one direction. Teachers must continue to modify their methods and teaching approaches, considering the complexity and diversity of these positions, in order to free themselves from the confines of static and conventional learning. Students' motivation to learn can reveal their interest in lifelong learning. Learning is effective when students have the broadest range of learning activities and opportunities for independent learning. The learning process was active if students found the learning simple and enjoyable. If the learning process is enjoyable for the students, they are more motivated to participate (Kuntowijoyo, 2013).

English is one of the subjects that was studied in Indonesia. At the junior and senior high school levels, students completed at least six years of instruction, and even at the university level, English language instruction is provided to prepare students for the global job market. One of the languages used in the global community for spoken and written communication is English. The use of English bridges the language differences of each country and nation. Communicating in English is one of the most essential language learning objectives. The range of skills students need to master to use English at the senior high school or university level can be seen in the English courses typically offered in subjects. There are several differences between learning English in senior high school and university. In senior high schools, English is taught to prepare students to acquire verbal and written knowledge and skills. In contrast, at universities, English is taught to prepare students to face communication challenges in the workplace. The ability of teachers to select the appropriate learning objectives or tools to achieve the

goals that have been set, namely preparing students to use English effectively in everyday situations, determines the effectiveness of teaching when it comes to learning English-related subjects (Nurdianti, 2014).

The condition of teachers in English studies in senior high schools and Universities is still less effective in classroom learning. Teachers must also master a variety of perspectives and strategies and be able to apply them flexibly. This requires professional knowledge, expertise, and teacher commitment and motivation (Santrock, 2010). This is in line with (Maskun, 2014), which states that various levels of teaching effectiveness in teaching English affect students' final results.

There are several studies on the characteristics of effective teachers. The first study related to that conducted by This study, conducted by Larasati and Mahatma (2022) aims to identify the qualities of teachers who are regarded favorably by students. This study, which had 110 respondents, found that students preferred instructors with professional competence, followed by those with personality, social, and pedagogic competence. According to the student's perspective on pedagogic competence, teachers still need this skill. They need to pay more attention or more inventive and creative when presenting the learning materials to make the class more enjoyable. In the second study by Hussain (2014) The critical finding of the research, which was carried out at one of the universities in Punjab, revealed that students broadly shared the opinion that teachers must kind and willing to bridge the gap between them and their charges by fostering a welcoming environment. Teachers must receive training to use

cutting-edge instructional technologies and teaching strategies in the classroom. Based on the study's initial interviews with participants, it was discovered that senior high school and university students had different perceptions of what makes an effective teacher. In the initial interview, the researcher learned how senior high school and university students in the English Education Department perceived effective teachers. Students in class XI of high school believe that an effective teacher can raise students' motivation for learning and who can effectively and easily communicate material. The second expectation of university students is that an effective teacher has learning innovation, enabling them to make students understand the material they are being taught. Additionally, an effective teacher can understand their students by teaching, not only by explaining the subject matter but also by having them apply it in practice.

Further research on effective teachers is compelling since prior studies involving high school and university students as participants yielded divergent findings regarding effective teaching from their respective perspectives. The researcher wants to participate in this discussion so that the researcher can gain more insight into effective teachers from a variety of perceptions. The researcher is interested in researching this case as there is no research comparing the different perceptions of effective teachers based on students' perceptions from various levels of education in the past. In this study, the researcher looked purely from the perspective of a teacher as a facilitator so that it can be concluded from how the teacher performs when teaching in class. Comparing the perceptions of senior high school and university students is very important because it provides a

new perspective on how teachers can improve and develop into effective teachers. Therefore, this research aims to discover the participants' perception of the characteristics of effective teachers from two perspectives: senior high school students and university students. In contrast to other studies in this field, this study compares students' perceptions in high school and universities. The title of this study is "Characteristics of Effective Teachers: Perspectives from Senior High School Students and University Students."

Identification of The Problem

There is no one way to teach effectively because students have different personalities. Teachers must be skilled in various viewpoints and strategies and be able to use them flexibly. In addition to teacher commitment and motivation, this calls for professional knowledge and expertise. In the researcher's experience, an effective teacher creates a supportive classroom environment while the researcher's material. However, some students believe that an effective teacher is knowledgeable about education; therefore, everyone has a different idea of an effective teacher. Based on the researcher's experience, an effective teacher is a teacher who is good at managing the classroom, including the teaching and learning process, bringing an excellent atmosphere to the classroom, giving a clear explanation, and has a good personality. However, some students think differently. Some students think that an effective teacher is a teacher who has good grammar, pronunciation, etc. So, each student has their own opinion on the characteristics of an effective teacher.

According to the researcher's observations, several universities and high schools in Yogyakarta require students to take English as a foreign language. However, based on the study's initial field observations, it became clear that teachers could not improve their students' learning processes. As a result, many students continue to have subpar learning outcomes and need more desire to learn English. There are still teachers who need to pay more attention to the learning goals pursued or met by students, and there are still teachers who perform their tasks as teachers less than satisfactorily. These are symptoms of the problem. Some teachers continue using teacher-centered teaching even though the Indonesian government has implemented the 2013 curriculum, which calls for teachers to serve as student facilitators in teaching and learning. Instead of emphasizing practical mastery, teachers place more emphasis on theoretical mastery. For instance, teachers only emphasize vocabulary and grammar mastery and provide few opportunities for students to engage in speaking skill-building activities. This theoretical learning style created a passive learning environment as students appeared to be passive recipients of knowledge without the chance to practice their English skills actively. Hence, teacher efficacy was imperative in achieving favorable student learning outcomes.

Delimitation of the Problem

In this study, the researcher delimits this research only to discuss the student's perception of the characteristics of an effective teacher based on senior high school and university students' perception, and also only focused on finding out if there are any significant differences in perception of effective teachers

perceive by both students and the researcher looked purely from the perspective of a teacher as a facilitator. The limitation was set by focusing on the characteristics of effective teachers based on Rubio (2010) theory, which are content knowledge, socio-affective skills, pedagogical skills, and personal skills.

Research Question

Based on the problem that is stated in the previous section, the research questions for this study are:

1. What is senior high school students' perception on characteristic of effective teachers?
2. What is university students' perception on characteristic of effective teachers?
3. Are there any significant differences in perception between senior high school students and university students about characteristic of effective teachers?

Objective of The Research

This research has some purpose as follows:

1. To find out senior high school student's perception about the characteristic of Effective teachers
2. To find out the university student's perception about the characteristic of Effective teachers
3. To know if there are significant differences about the perception of effective teachers

Significance of The Research

This study is expected to give some information about the characteristics of effective teachers: senior high school and university students' perspectives. Besides, the researcher expects the results of this study can be used to contribute to students, teachers or lecturers, and future researchers. The explanations are presented as follows:

Students

This research is expected to assist students in increasing a deeper understanding of English subjects by understanding the characteristics of the effectiveness of teaching teachers.

Teachers and Lecturers

This research is expected to help educators improve their effectiveness in teaching English.

Future Researchers

This research is expected to provide scientific contributions for further research as an additional new reference that specifically discusses the comparison of characteristics in the effectiveness of teachers or lecturers in teaching English between university students and high school students.

Organization of The Chapter

This research contains five chapters. Chapter one consists of the background of the research, identification of the research, delimitation of the problem, research question, the objective of the research, and the significance of the research.

Then, chapter two presents the literature review related to this study. It defines Effective teachers, the characteristics of effective teachers, and the attributes of effective teachers. This chapter also provides some information related to this research from previous studies.

After that, chapter three is about the methodology. This chapter explains how the researcher conducted the research. This chapter discusses the methods that used, instruments, the participants, settings, and data-gathering techniques. Also, this chapter consists of how to analyze the data.

The fourth chapter discusses the results of this research. The researcher provides the perception of senior high school and university students about the characteristics of effective teachers. The researcher also adds a discussion of each result. The last chapter is a conclusion and suggestion. This chapter provides a summary of the research, including the background of the research, the research methodology, and the findings of the research. Besides that, the researcher also provides some suggestions for the related person, such as the teacher, the student, and the other researcher.