

Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides the background of the research, identification of the problem, delimitation of the problem, research question, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Research

In Indonesia, students of junior and senior high school level are required to learn English as a foreign language in their school. As the reason, English comes as an international language which everyone should master due to the global trade. Reddy (2016) stated that in today's technology focused world, English is crucial part in order to maintain the international relations and communications. Besides, he also added that learning English can help the majority of the people to find various jobs in era globalization, and they are able to use English as a communication tool in making a conversation with others.

In addition, using English as a foreign language in Indonesia is used only for specific purposes either in education or employment context. The statement mentioned is supported by Gunantar (2016) who said that using English in Indonesia is only for several fields such as foreign companies, foreign offices, and educational institutions. As an international language, every student of Indonesia needs to learn English in their school. Regarding the statement mentioned previously, English is applied in one of state vocational schools in

Yogyakarta, and it is also used as a foreign language. Actually, English is one of compulsory subjects which the students have to learn in the classroom activity. All of students at State vocational school in Yogyakarta learn English for 3 hours for the tenth and eleventh grade, and 4 hours for the twelfth grade. In addition, there are some departments at a State vocational school in Yogyakarta. However, all of them need to learn English with the same material and different teacher. Every teacher has their own way in delivering the material. According to McBer (2000), the students want to be taught by an effective teacher because he or she can inspire the students to be more confident in learning English especially in the classroom activity. Besides, the students and teachers may have their own perception about characteristics of an Effective English Language Teacher (EELT) which are different each other.

Many teachers do various ways to make a successful learning with an effective teaching. In learning English language, there are a lot of factors which can make the successful learning, and one of the factors is the teacher. Teachers who teach in the classroom have a big role in successful learning. Stronge and Hindman (2003) asserted that the most significant factor that can influence the students' achievement in learning is the effective teacher. That way, the teacher needs to make an effective learning and interesting learning activities for the students. In regard to the statement mentioned earlier, the teachers should become the effective teachers when they teach English. It is in line with Rubio (2010) who stated that the effective teachers should have a good knowledge and communication skills to promote enthusiasm, increase the students' motivation in learning, and make interactive teacher-student relationship. Besides, O'Neill

(2009) also supported that in effective teaching, the teachers have to use the techniques which are able to make the students work their tasks well. From the tasks given by the teachers, they should engage and challenge the students to achieve their best results. To make the students reach the goal of learning, the teachers also need to teach the material effectively in the classroom activity. Therefore, Killen (2006) also defined that effective teachers should have their own goal or objective in learning.

There have been many studies on the characteristics of an EELT. Specifically in students' perception, characteristics of good EELT include having positive attitudes towards the students' optimism, smart and creativity, and needs (Shishavan & Sadeghi, 2009). Beside from the teachers' perception, Shishavan and Sadeghi (2009) stated that EELT should have high knowledge of pedagogy, techniques of teaching, methods, integrating group activities, assigning homework, and unbiased assessment.

Furthermore, Dincer, Goksu, Takkac, and Yazici (2013) mentioned four main characteristics of an EELT such as socio-affective skill, pedagogical knowledge, subject-matter knowledge, and personal characteristics. Besides, the teachers should have the balance combination between those characteristics, and it is also needed in one of State vocational school in Yogyakarta. Actually, the characteristics of an EELT may have the different views towards the students' or teachers' perception (Shishavan & Sadeghi, 2009). Therefore, the researcher is interested in conducting a research on the students' and teachers' perception on the characteristics of effective English language teachers at a state vocational school in Yogyakarta.

Identification of the Problem

To make students to be active in learning English language is not easy. The teachers have to engage the students in learning process in order to make them acquire the material well. Besides, the teachers also need to teach effectively to make a successful learning. Specifically, effective teacher is the biggest factor for the students' successful learning (Stronge & Hindman, 2003). Following this, the effective teacher will encourage the students to work hard for the successful English learning. Hence, if the students are interested in learning English, it can ease them to understand the material taught by the teachers.

However, in learning English language, not all teachers can handle the classroom effectively even though they do not adjust with the characteristic of the students. To be an effective teacher, teacher should create warm environment and relationship to engage the students' learning (Gurney, 2007). When teaching the classroom activity, the teachers also need to adjust with the students' characteristic and make them feel comfortable in learning process.

The researcher is interested in investigating EELT characteristics towards the perspective of students and teachers at a state vocational school in Yogyakarta. The study focused on one of art school in Yogyakarta. In this case, students' and teachers' perception will increase students' interest in learning English and it also increase the effectiveness in teaching. According to the teachers, students interest in learning English language is still low and they just focus on vocational materials. One of participants also added that they are too busy with the activities or also known as Industrial Practice. Kaur and Khan (2010) supported that the students who study in art courses need to have good

proficiency in English. From the statement mentioned, facing this globalized work contexts, the students need to acquire English and improve their skill or knowledge. The students also need to improve their skill in English to communicate with others. However, if the teachers do not teach effectively, the students will have difficulty in learning even though they do not get the knowledge about English in the school.

Based on the researcher's observation, one of the students at a State vocational school in Yogyakarta said that there was an English teacher who taught in monotonous way every meeting. The teacher always asked the students to read and find the difficult word in every meeting. However, some students could feel bored if there was no other way in learning English. Therefore, the teacher should become an effective teacher to encourage the students in learning English and make successful learning. Regarding the problems mentioned, the researcher was interested to investigate the topic about the students' and teachers' perception on the effective English language teacher at one of state vocational schools in Yogyakarta. Then, researcher also investigated the characteristics of the teacher who teach in there, whether it have already appropriate with the students' and teachers' perception about the EELT or maybe not.

Delimitation of the Problem

This research investigates the students' and teachers' perception on the characteristics of EELT at a state vocational school in Yogyakarta. This research focuses on the main characteristics of EELT only such as socio affective skill, pedagogical knowledge, subject matter knowledge, and personal characteristics. Besides, the researcher conducts the research at one of state vocational schools in

Yogyakarta. In addition, the participants of this research are students and teachers at a State vocational school in Yogyakarta.

Research Questions

Based on the description and issues above, this research is intended to answer the following questions:

How do the State vocational school students' and teachers' perception about the effective English Language teacher (EELT) characteristics?

Objectives of the Research

Based on the research questions, it provides two objectives of research. The first research objective aims to find out the students' perception on the characteristics of EELT at a State vocational school in Yogyakarta. Besides, it concerns with the students' perceptions to the effectiveness of teachers when they teach English in the classroom activity. As the second research objective, it purposes to find out the characteristics of EELT from the teachers' perceptions at one of State vocational schools in Yogyakarta. Following this, it concerns with the characteristics of EELT when they teach English in the classroom activity.

Significances of the Research

This research is aimed to give positive advantages for some parties such as teachers, students, and other researchers.

For the teachers. This research will give some information about characteristics of an EELT. From the research result, it may help the teachers to increase their effectiveness in teaching English specifically for English Language teachers at the State vocational schools in Yogyakarta. Additionally, this research can be useful for the teachers as a reflection to their teaching.

For the students. The existence of this research is expected to be able to improve the students' interest in learning English especially for the students at a State vocational school in Yogyakarta and all students in general. Besides, this research may motivate the students to be more active in learning English. As the reason, when the students are taught by an effective teacher, it may improve the students' interest in learning English

For other researchers. Conducting this research, other researchers can know the students' and teachers' perceptions on the characteristics of EELT of a State Vocational School in Yogyakarta. From this research, the researcher hopes that it can give some benefits for the other researchers especially for those who will do research about the characteristics of EELT. Besides, this research can also be a fundamental idea for the other researchers who need the additional information towards EELT characteristics. In addition, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research.

Outline of the Research

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are seven parts namely background of the research, identification of the problem, delimitation of the problem, research questions, objective of the research, significance of the research and outline of the research. The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover variety topic discussion of EELT. In the literature review, it highlights some theories related to this research. Besides,

this chapter two covers English language learning, English language teacher, significances of English language teacher, characteristics of an effective teacher, effective English Language teachers' characteristics, students' perceptions on characteristics of an effective English language teacher, teachers' perceptions on characteristics of an effective English language teacher, and review of related studies. In the following of the chapter two, it includes conceptual framework. In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists seven parts of methodology namely research design, research setting, research participant, data collection technique, data gathering procedure, data analysis and trustworthiness. In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research. Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.