

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality of learning. This implies that a good teacher and actions to be taken on his part in the classroom play a vital role in provoking effective and efficient and efficient learning on the part of the students. Teachers also have a fundamental role in their learners' academic achievement and their quality can highly influence student outcomes.

Teachers are those who convey the truth, pass on the knowledge, and clarify the doubts. Teachers who take on this belief, but just conveying knowledge does not make teacher a good one. Dewey (in Chen-Lin, 2009: 5), described a good teacher as not only a person who conveys knowledge to the students but also an artist whose practices defy notions of what is good or bad as well as what is right or wrong.

In general teachers try to do their work better every day. They have good interest in their students and this drives them to a constant search for more motivating activities, more efficient teaching methods, and better designed materials for their classes. They spend a lot of time, inside and outside their classes, thinking about how to help their students. This constant commitment can be seen in different place: teachers are involved in

conferences, seminars, workshops to share ideas with colleagues; they write articles in magazine, journals, web sites, etc. Such teachers are typical of good teachers (in Fauziati, 2010: 178).

Schaeffer, Epting, Zinn, and Buskit (2003: 15) investigated students' perceptions of the most important qualities for effective teaching and reported that being approach, creative and interesting, encouraging and caring, enthusiastic, flexible and open-minded, knowledgeable, fair, respectful and holding realistic expectations are the eight of the top ten traits. Similar results were found in Okpala and Ellis (2005: 10), where students indicated the key teacher quality components were caring for students and their learning, having professional knowledge, teaching skills and verbal skills, and dedication to teaching.

Some characteristics of effective teachers are universal, but others are domain-specific. Not all teacher characteristics are agreed upon regarding effective teaching across disciplines. To a large extent, however, teachers are characterized by the subject they teach and the common practices they share in teaching that subject. Though some teacher characteristics may be discipline independent, various disciplines within the teaching profession must have suppositions of what it means to be teachers of those particular subjects and that distinguish them from colleagues in different disciplines.

Foreign language teachers are suggested to be different to teachers of other subjects (Borg, 2006: 8). Borg reported that foreign language teachers are distinctive in the nature of the subject, in the teaching content and

methodology, the interaction between the teacher and students, and the issue about being native or non-native speaker. Brosh (1996: 12) reported that those who are considered as effective language teacher usually (a) teach comprehensibly, (b) master or command the language, (c) make lessons interesting, (d) help students with their independent study, and (e) do not discriminate among students.

Although effective teacher in general may share some characteristics, there certain qualities that differ among them depending on the subject matter they teach. Some researchers believe that it is the nature of the subject matter that makes language teachers different from teacher of other fields. Some others even go beyond this and claim that diverse subject matters are not the only distinction between teachers of various subjects (Borg, 2006: 16). Rather a teacher's beliefs, perception and assumption about teaching and teacher efficacy affect the way he understands and organizes instruction (Chacon, 2005: 6). It is also important to study the perceptions of learners about learning and teaching. Their beliefs about language learning seem to have obvious relevance to understanding their expectations of the course, their commitment to the class as well as providing them with the opportunity to be successful and satisfied with their language learning program. Moreover, investigation of the student beliefs about different behaviors in the language classroom is useful in informing teachers about different types of learners that need to study. (in Karim Sadeghi, 2009: 10)

English Department is one of the departments of School of Teacher Training and Education Faculty in Muhammadiyah University of Surakarta. This department has important role to create English teacher. The lecturers teach the students how to be a good English teacher. Actually the students get more theories about how to be an English teacher and English teaching learning process. They also get information from observing their lecturers and teachers teach. The writer believes that very important to know more the students' perception about characteristics of effective English teacher based on their knowledge and experiences.

Based on the explanation above, the writer is interested in conducting a research entitled *The Students' Perceptions on Characteristics of Effective English Teacher: A Study at Sixth Semester Students of English Department of UMS*. This study intended to investigate the characteristics of effective English teacher from Sixth Semester Students' perspectives of English Department.

## **B. Research Question**

Based on the background of the study above, the writer would like to present the main problem of study "What are the students' perceptions on characteristics of effective English teacher?" and the sub research questions are as follows;

1. What are the male students' perceptions on the characteristics of effective English teachers?

2. What are the female students' perceptions on the characteristics of effective English teachers?
3. What are the different male and female students' perception on the characteristics of effective English teachers?

#### **C. Limitation of the Study**

In this research, the writer limits his research in exploring characteristics of effective English teachers from students' perceptions at Sixth Semester Students of English Department 2013/2014 academic year.

#### **D. Objectives of the Study**

The objectives of the study are to;

1. Describe the students' perceptions of the characteristics of effective English teacher.
2. Describe the male students' perceptions on the characteristics of effective English teachers.
3. Describe the female students' perceptions on the characteristics of effective English teachers.
4. Differentiate the male and female students' perceptions on the characteristics of effective English teachers.

## **E. Benefit of the Study**

In this research, the writer hopes it can give benefits. They are practical and theoretical benefits.

### **1. Practical benefit**

There are some practical benefits.

#### **a. For the writer himself**

He can get large knowledge the students' perceptions of characteristics of effective English teacher.

#### **b. For the readers**

They will get large knowledge and information about the students' perceptions of characteristics of effective English teacher.

#### **c. For the teacher and the learner**

The result of this research will help the teachers and the learners to solve the problem in teaching-learning process.

### **2. Theoretical benefit**

a. The result of the research can be useful for the English teacher in giving additional input in teaching English based on the students' perception about characteristics of effective English teacher.

b. The writer hopes that this research will be one of references for other researcher who will conduct the same object with different perspectives.

## **F. Paper Organization**

In this research, the writer constructs the research paper into five chapters.

Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents underlying theory. It consists of previous study, the notion and process of perception, characteristics of effective teachers, and characteristics of effective English teachers.

Chapter III discusses a research method. It relates to type of research, place and time of research, subject and object of the study, source of data, method collecting data and technique for analyzing data.

Chapter IV discusses the results of the research. It presents to research finding and discussion.

Chapter V is the last chapter. It deals with of conclusion and suggestion.