

## **CHAPTER I**

### **INTRODUCTION**

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

English is an important language for the purpose of searching for, exchanging information, developing education, technology, science, art, and also enjoying the esthetic of foreign language and culture. In Indonesia, English has got the special attention. It is learned by elementary and secondary school students as a compulsory subject. In order to master English, there are many factors which influence the learner's success in teaching it. One of them is motivation.

Motivation becomes the most important element which influences the learners' success in learning English. Harmer (2007:98) states that motivation is the essential success in learning. He also defines motivation as a kind of internal motion which pushes someone to do things achieving something. It means that motivation pushes the students to learn English. Motivation is a part of the personal quality which should be owned by the teacher. Without motivation the learners will not be able to achieve their success. According to Harmer (2007: 98-99) motivation can be affected and influenced by the attitude of people. Those are: the goal, the society students live in, people around them, and curiosity. The teacher is a part of the students' curiosity. When entering the first class, the students are curious about who their teacher is and what lesson is taught. It can be concluded that teacher gives the students motivation in their learning process. The teacher also can give motivation to the students through statement or expression by giving direct advice. When the students give up studying English, the teacher can motivate the students using good statement in order that they are enthusiastic to learn English.

Teacher is someone who teaches, especially in school, (Oxford Dictionary, 2004). In this case, the meaning of teacher is someone who conducts the teaching in the teaching-learning process in the classroom. Teacher can be said as the master in teaching-learning. The way the teacher teaches influences the learners. Brown (2004:50) states that teacher is the single most crucial determiner of language success in classroom. It means the teacher is the master of the teaching-learning process. The teacher is a determiner to the students' learning. Everything that the teacher does and what the teacher performs can influence the learners in the classroom.

Being a teacher is not easy, let alone being a good teacher. In Indonesia, many students in high school state that English is a difficult subject. Some of them also say that they do not like English and their English teacher. Every student has different reason for, example, the teacher does not explain the material clearly, the way the teacher teaches is monotonous, the material is difficult to be understood, the teacher is not friendly, the teacher gets angry easily, etc. As English teachers, they try hard to make their learners learn English. They spend their time, energy, and effort to make the learners capable of English. They only focus on the material or knowledge of English but they do not understand that every learner has different background also the ability in English. They need some ways to learn English well by teacher's help. As in the learners' eyes a good teacher should have some qualities, such as dedication, passion, and understanding in teaching. A good teacher is a teacher who can help the learners learning more through the measured way so that the purpose of teaching learning process can be achieved.

As students of English education department, it is important for the students to understand the characteristics of good English teacher, because they have been studying in the university for about 3 years, have conducted the teaching process in high school, and also want to be an English teacher after graduation from the university. Students' understanding on good English teacher characteristics can help the students to prepare the characteristics needed before

being a real English teacher. So the purpose of the teaching-learning process can be achieved between the teacher and the students.

Based on the explanation above, the writer intends to describe the students' perception of good English teacher characteristics by conducting the research entitled "GOOD ENGLISH TEACHER CHARACTERISTICS AS PERCEIVED BY SEVENTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT, *UNIVERSITAS MUHAMMADIYAH SURAKARTA*".

## **B. Scope of the Study**

The study is limited to the students' perception of good English teacher characteristics related to technical knowledge, pedagogy skills, interpersonal skills, and personal qualities. The subject here are the seventh semester students of English education department, Universitas Muhammadiyah Surakarta in the years 2016/2017, because they have experienced teaching English in high school for a month.

## **C. Problem Statement**

Based on the background of the study, the problem statement of this study is "How is good English teacher characteristics perceived by the seventh semester students of English education department, Universitas Muhammadiyah Surakarta? The general question is specified into the following questions.

1. What is the students' perception of good English teacher characteristics related to technical knowledge?
2. What is the students' perception of good English teacher characteristics related to pedagogy skills?
3. What is the students' perception of good English teacher characteristics related to interpersonal skills?

4. What is the students' perception of good English teacher characteristics related to personal qualities?

#### **D. Objective of the Study**

Based on the problem statement, the general objective of the study is to describe good English teacher characteristics as perceived by students. Specifically, it is to describe the students perception of good English teacher characteristics related to;

1. technical knowledge.
2. pedagogy skills.
3. interpersonal skills.
4. personal qualities.

#### **E. Significance of the Study**

The researcher expects that the result of this study can be useful for many people, especially for those who are involved English teaching. The significance of the study is stated as follows:

1. For the teachers

This study can enlarge the teachers' knowledge of the characteristics which should be owned by the good English teacher. The teacher can modify their performance and behavior in teaching-learning process through the knowledge of the characteristics of good English teacher.

2. For the university students

This study can be used as knowledge to prepare the university students how to be a good English teacher. In order when conducting the teaching-learning process they have had needed characteristics of being good English teacher.

3. For the other researchers

The researcher also contributes the result of this research to other researchers. The researcher hopes it is useful, and can be used as reference in conducting research.

**F. Research Paper Organization**

This research consists of five chapters:

Chapter I is introduction which consist of six parts. They are background of the study, scope of the study, problem statement, objective of the study, significance of the study,

Chapter II is review of related literature. It consists of underlying theory and previous study. Underlying theory which discuss the notion of teaching, notion of teacher, the roles of teacher, the teacher functions, the teacher characteristics, a good teacher, and good English teacher, and the meaning of perception.

Chapter III tells about research method. It consists of type of the study, subject of the study, object of the study, technique of collecting data, data and data source, technique of analyzing data, data credibility.

Chapter IV describes research finding and discussion.

Chapter V describes the conclusion. The researcher also gives suggestion for the English teacher, for University students and for other researchers.