

## **Chapter One**

### **Introduction**

This chapter explains about the background of the study and the statement of the study. In the background of the study, the researcher explains about the reason to choose the topic. The researcher also shows the different condition between theory from the expert and the real condition. After that, in this chapter, there are also limitations of the study, significance of the study, research questions and the purposes of the study that are purposed to explain why this study is important.

### **Background of the Study**

Education is one of the prior needs. From school students can get new knowledge and increase their ability. To reach that goal, teachers are ones who will help the students to increase their ability. Teachers do not only give knowledge to their students but also influence their students' learning achievement. Because teachers have the important roles in education, every school needs qualified teachers.

Qualified teachers are not only about teachers who have academic competences but also teachers who have good soft skill. Leadership is a kind of soft skill that teachers should have. The process when teachers have good academic competences and leadership skill was called as a teacher leadership. Based on York-barr and Dark (2004) teacher leadership is a process about how teachers influence all of people in the school to improve teaching and learning practices with the purpose to increase students learning achievement. In the process of influencing the others to improve students learning achievement, teachers need good leadership skills. It is suitable with theory from Silns and Mulford (2002) who said that student's outcomes

are more likely to improve where leadership sources are distributed throughout the school community and where teachers are empowered to lead. Based on that theory, the researcher assumes that teacher leadership requires teachers who have leadership skill to influence the others to improve students' learning achievement.

When teachers already become teachers who can teach and have leadership skill, they can get a lot of advantages from teacher leadership. Teachers who have leadership skill can grow in organizational knowledge, instructional practice, motivation, engagement, reflective thinking and increase their leadership skill (York-Barr & Duke, 2004). Then, because of learning achievement are the results of the process that created as an effort of people to acquire new behavior changes and the academic achievement, teacher leadership is a kind of effort from teachers who have academic competencies and leadership skill to improve their students' academic achievement.

Even though teacher leadership is an important part, in fact, when the researcher did the internship program in some school, the researcher found that the condition of the school that the researcher went to is lack of attention for teacher leadership. For example, in those school, teacher that the researcher see have good academic competencies, every meeting in a classroom they prepare their material perfectly but they does not have leadership skill, in a classroom they cannot lead their student, they cannot facilitate students'-centered classroom, they cannot motivate their student and also cannot manage diverse view in a classroom. Because of those conditions the researcher assumes that teachers do not really pay an attention for leadership skill. That's reason also makes the researcher worried if schools , teachers

and also students in those schools do not really realize that teacher leadership can give a lot of advantages for teachers, students, and also for school.

Those conditions were different from the condition at EED of UMY. During the researcher studied at EED of UMY, the researcher sees that EED of UMY pays an attention for teacher leadership. EED of UMY has a bridging soft skill program which contained materials about leadership and in every bridging EED's lecturer becomes the speaker who presents the material. Those conditions shown that teachers at EED of UMY have a good understanding about leadership but the problem is it cannot make sure that teachers can apply their leadership skill in teaching and learning process. Based on that condition the researcher was conduct a research entitled 'The Correlation between Teacher Leadership and Students' Learning Achievement at EED of UMY' to investigate the degree of teacher leadership at EED of UMY and the other purpose is to make teachers and students at EED of UMY understand the meaning of teacher leadership and its relations with students' learning achievement.

### **Statement of the Problem**

Based on the experience of the researcher in some schools during the internship program and the experience during the researcher studies at EED of UMY, the researcher sees that there was a phenomenon about teacher leadership. The phenomenon shows that some school does not pay attention for teachers' leadership. Those schools only pay attention for teachers' academic competences, every meeting in a classroom they prepare their material perfectly but they does not apply their leadership skill, in a classroom they cannot lead their students, they cannot facilitate

students'-centered classroom, they cannot motivate their students and also cannot manage diverse view in a classroom that is why the researcher assume that it is just a little attention for their teacher leadership skill even though leadership skill in teachers can give a big impact for their students' learning achievement. It is different from the conditions at EED of UMY. EED of UMY has bridging soft skill program which contained a material about leadership. Teachers at EED of UMY can be the speakers who can explain about leadership, it means that teachers have a good understanding about leadership.

Even though some teachers at EED of UMY have a good understanding about leadership, the problem is teachers' understanding about leadership cannot make sure that they can apply their leadership skill at classroom. Because of that we do not know the degree of teacher leadership at EED of UMY was good or not. The other problems is because of we do not understand the degree of teacher leadership and students' learning achievement at EED of UMY, so we do not know teacher leadership at EED of UMY have positive or negative relations with students' learning achievement.

### **Limitation of the Problem**

The researcher conducts a research about teacher leadership at English Education Department of UMY. In this research, the researcher checks the correlation between teacher leadership and the students learning achievement. First of all, this research starts to investigate the degree of teacher leadership at EED of UMY and then correlates it with their students learning achievement. In order to make sure the degree of teacher leadership at EED of UMY, this research only focus on the teacher

leadership skill to improve students' learning achievement at EED of UMY based on students' perception.

### **Research Questions**

The research questions of this research are:

1. How is the teachers' leadership at English Education Department UMY?
2. How is the students' learning achievement at English Education Department UMY?
3. How is the correlation between teacher leadership and students' learning achievement at English Education Department UMY?

### **Purpose of the Study**

The purposes of this research are:

1. To find out the degree of teacher leadership at EED of UMY
2. To find out the degree of students' learning achievement at EED of UMY
3. To figure out the correlation between teacher leadership and the students' learning achievement at EED of UMY

### **Significance of the Research**

**Students.** Students at EED of UMY learn to be teachers. This study is important to make students understand that teachers should have leadership skill and understand that when they become teachers they should be able to apply their leadership skill in a classroom.

**Teacher.** This study provides the teacher leadership role. It will be useful for them to learn how to be teachers who have good leadership skill. Then, when teachers have a good leadership skill, it will make them become more confident to teach and

lead. After that, teachers will be more enthusiastic to work together with their students and the other teachers to improve students' learning achievement and reach the school improvement.

**School.** If this study shows that there is a positive correlation between teacher leadership and students' learning achievement at EED of UMY, this study will make EED of UMY realize that their teachers' leadership skill takes a big role in improving students' learning achievement. This study also will make EED of UMY can pay more attention to increase the teacher leadership to get the students' achievement and school improvement. If this shows negative correlation between teacher leadership and students' learning achievement, at least this study will give an information about teacher leadership and students' learning achievements for students and teachers at EED of UMY, If teachers and students understand about the meaning, the factors and the benefits of teacher leadership and students' learning achievement, teachers and students can make teacher leadership and students' learning achievement at EED of UMY be better even though its not correlate each other.