

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the study that consists of some parts. First, the researcher presents the background of the study. Second, the researcher explains the statement of the problem. Third, the researcher limits problem of study. Fourth, the researcher explains purposes of the study and research question to help readers figure out the arrangement of this research. Last, the researcher explains significances of the study.

### **Background of the Study**

Teachers play an important role in providing and engaging teaching and learning environment. Kang' ahi (2012) declared that teachers' competence is one of the main factors that affect students' educational achievement. Teachers' competence which includes communication skills, subject matter expertise, teachers' attendance, teaching skills and teachers' behavior. Albanese (2004) stated that the function of a teacher is to form and give the outcome of students' participation in the teaching and learning process. Sari (2016) also indicated that teachers could improve morale, motivate, and guide students to obtain a high achievement of education.

Students of English Language Education Department as the candidate of a future teacher need to know and learn about good characteristics of a teacher which can motivate students in learning. In the traditional teaching and learning environment, the teacher dominates the classroom instruction while the students passively receive the knowledge conveyed by the teacher. According to Kamal and Muideen (2014), teachers are role models whose behaviors are easily mimicked by the student. The way teachers teach, behave, and interact with the students in the classroom during the teaching and learning process is more vital than the method they

use to teach. Kyriakides, et. al (2009) said that the teachers' behavior includes the way of thinking and behaving to determine their behavior, act, and decision inside or outside the classroom. In addition, Sweeney (2002) has shown that teachers' behaviors are important factors in a learning process as well as in academic performance.

According to Tyagi (2013) said that there are three components of attitude, namely cognitive (beliefs), affective (feeling), and behavioral (action). From the three components of attitude which are cognitive, affective, and behavioral, the component that can be seen and measured is behavioral. According to Joyce (1980), Behavior is an observable and identifiable phenomenon. Teachers also need to be thoughtful in the way in which they react to students' comments. Shah (2009) concluded that behavior is a description of the observable outcome of teacher and student performance in different activities of institutions. Behaviour may be positive or negative and effective or ineffective. Generally, Derk (1974) said that "teachers react by using praise, acceptance, remediation, or criticism in responding to students" (p.157)..

For teachers, being able to interact with students and showing positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases students' motivation and success. Ulug, et. al .(2011) said that while working towards providing students at a certain development level information, experience and behavior on a certain topic, teachers become role models for students by the way of their own behavior and actions. Positive behaviors lead to success while negative behaviors lead to failure. If teachers engage in demeaning comments towards students due to his/her failure, the negative effects of this will be inevitable. This might mean that the goals of teaching and learning process are not achieved.

The teachers need to be aware of their behavior because it is fruitful to enhance their personal skill, especially in a teaching process. When teachers do a teaching and learning process, they have different characteristics. The teachers teach the students with their strategies. Every teacher has different behaviors when delivering the lesson to students, giving the feedback to students, and receiving the feedback from the student. Based on researcher' observation on two classes of EED of UMY, the researcher found that some students did not join and come into the classroom. When the researcher asked them the reason, they answered that it was and about the way the teachers act, behave, and respond in the classroom. They did not like the way teachers behave in the classroom, such as the way the teacher delivered the lesson to students, gave the feedback to students, and received the feedback from the student, and they argued that the way teachers behave demotivated them.

Teachers' behavior and students' academic achievement are the important things in the educational field. Moreover, the researcher is eager to examine the impact of teachers' behavior toward students' academic achievement in teaching and learning process. That is why the researcher is interested in investigating the impact of teachers' behavior toward students' academic achievement in teaching and learning process.

### **Identification of the Problems**

Based on the results of observation that the researchers conducted at one of Islamic University students' academic achievements batch 2015 are good enough because the academic scores which they achieved were very good based on the GPA's average. The average of GPA they get is 3,56. Besides, there are some students who less pay attention to follow the learning process. Based on the obtained data by the

researcher, the teacher who teaches them might have a good behavior and a good learning method that affect their academic achievement. In this research, the researchers found numerous problems faced by the students. First, the researcher found a number of students making teachers' behavior as one of the reasons for students attending a class. Second, the researcher found few students' perception that teachers' behavior likely still needs improvement, especially when doing teaching and learning process. Third, the researchers indicate that the teachers' behavior might affect the students' academic achievement.

### **Limitation of the problem**

The researcher limits this study in order to get specific results. The researcher is interested in investigating the behavior of the teachers. Furthermore, the researcher specifies the study become “the impact of teachers’ behavior toward students’ academic achievement in teaching and learning process” the. The researcher is only interested in behavior context of the teacher because the researcher believes that teachers’ behavior might give an impact towards students’ academic achievement.

### **Research Questions**

Based on the background of the study, there are three questions to examine in this study in the following:

1. How is the teachers’ behavior at ELED of UMY?
2. How is the students’ academic achievement in ELED of UMY?
3. How is the impact of teachers’ behavior towards ELED of UMY students’ academic achievement?

### **Purposes of the Study**

As the objective of the study, This goals of the research related to the research question above, the researcher has a research objective here:

1. The researcher would like to find out how is the behavior of teacher at ELED of UMY.
2. The researcher would like to find out how is the students' achievement at ELED of UMY.
3. The researcher would like to identify how the impact of teachers' behavior toward students' academic achievement in teaching and learning process.

### **Significances of the Study**

This research will give benefits to students, teachers, future researchers, and institution.

**Student teachers.** The students will get the advantages from this study. The students will know the characteristics of the teacher who has a good behavior and focused on the teacher react, receive, and behave during the teaching and learning process in the classroom. Then, they can motivate themselves to be aware of a good behavior, so they can exhibit a good behavior to their students in the future,.

**Teachers.** The teacher will take benefits from the research. The teacher will get some information about the characteristic of teachers' behavior and students' academic achievement which can motivate their students to get a good result of academic achievement.

**The institution.** This research is expected to inspire the institution to offer development of teachers' behavior. Further, the results of this research can evaluate the institution to improve the skills of teachers especially in teachers' behavior.

**Future researchers.** This research of the study is fruitful for the researcher, because it will help the researcher to know the level of teachers' behavior in teaching and learning process, they can use this research as a reference as long as it has the same area of the study. They also take this study to develop other ideas about teachers' behavior focusing on the way teacher reacting, receiving, and behaving when teaching and learning process in the classroom.