

Chapter One

Introduction

This chapter describes all the contents of the study. First, it talks about the background of the study which describes the reason why this topic is chosen. Then, the identification and limitation of the problems are elaborated. After that, research questions, objective of the study and significance of the study are also discussed.

Background of Study

A qualified teacher is an important factor for encouraging effective teaching and may influence students' academic achievement. According to Akinsolu (2010), the qualified teacher establishes students' achievement in school. In the creating an effective learning process that addresses the students' achievement, the teachers should have the proper qualifications for the teaching process. They help create and develop an academically positive atmosphere in the classroom. The qualification of teachers is represented by their characteristics as an effective English teacher.

The effective English teacher has crucial factor in guiding the learning process. According to Witcher, Onwuegbuzie, and Minor (2002), effective teachers are defined as 'active' teachers who established maximum use of teaching time, present materials in ways to address students' needs, organize programs and advancement, and schedule chances for students to apply newly obtained idea and skills. It means that an effective teacher must be able to organize all of the above things to address the students' needs in learning process, and the teacher is someone who should apply their knowledge and skills to guide students and aim for higher students' academic achievement. Effective English teachers may influence students' academic achievement in learning process because they act as the main source of language input to the students. They have highly significant roles in the quality of teaching and raising successful their students's skills and academic achievement.

According to Dincer, Goksu, Takkac, and Yazic (2013), there are four main characteristics of effective English language teacher, namely socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality. Based on observations conducted by the researcher during the internship program 2015 at a private junior high school, there is an English teacher and the students there very enthusiastic to attend one of the teacher's classes because they enjoy in the learning process. Then, this suggests that they have a high motivation to follow the class. In another instance, the English teacher was capable of delivering the materials well because the teacher had planned a strategy to deliver it beforehand. Then, the teacher can build communication with the students, like asking and responding to the students, having a healthy sense of humor when delivering the materials, being patient to the students, and having a positive attitude toward students. As a result, the students are very fond of the teacher and can follow the class well. In this concept, when the students are very enthusiastic when following the lesson from their teacher, they will have more fun during the learning process or have good motivation to follow the class. Their high motivation in learning may result to more students' academic achievement.

Moreover, from explanation above, the researcher suggests that the characteristics of an effective English language teacher may influence the students' academic achievement, because there is an encouragement from teacher that makes students more eager to learn the English language. Creating good learning environment, preparing of lesson plan, as well as having a certain style or strategy in delivering the materials from teachers may influence to students' academic achievement in learning. How students learn and students' achievement is captured in the teaching process that represents the teachers' characteristics. Similarly, the way a teacher delivers materials may influence the students' academic achievement in learning. It encourages the researcher to conduct this study to find out the correlation between the level of English teachers' effectiveness and students' academic achievement.

Identification and Delimitation of the Problem

Learning English involves many factors that would affect the students' academic achievement. Some factors affect students' academic achievement, either factors within the students (internal) or factors from the outside which is from teachers (external). Besides, achievement is a maximum result that is achieved by someone in their learning process (Winkel, 2007). From that definition, the researcher assumes that achievement is a result that is achieved by someone during the learning process. However, in this concept, the English teacher has a crucial factor in guiding the students to achieve the maximum result from learning process because the teacher takes big role in guiding the students' academic achievement.

Moreover, there are some challenges in guiding the students' academic achievement. For English teacher, teaching of English as a second or foreign language is a challenging task. It needs a proper development teaching skill to address the students' needs and academic achievement. Without a good qualification of a teaching skill, an English teacher cannot prove to be an effective English teacher. It means that the English teacher must have a good qualification or characteristics that refer to be effective English teacher. Those qualifications of effective English refer to the pedagogical knowledge of teacher that means how the English teacher know about the teaching method, then socio-affective skill that means how the teacher can motivate their students to learn. It suggests that the English teacher needs to build the interaction with students to make a good relationship between teacher and student. The last, subject-matter knowledge that means how the teacher knows about the target language or it refers to proficiency of teacher in English language.

Subsequently, from explanation above the teacher takes big role in guiding students to achieve the maximum result of learning. However, based on the observations that conducted

by the researcher, the English teacher at a private junior high school in Yogyakarta has shown some characteristics as an effective English teacher especially in the socio-affective skills such as the teacher there more give attention to the how they can create students to have good attitude rather than focus on the material that delivered to the students, because some students there have some problems either problem from their family (internal) or from other environments (external),so that is why the English teacher there more gives attention in guiding students to still have learning in the class. Then, being patient in teaching to the students, because some students there still have low level in English, and guiding students to have more effort or motivate them in learning. In this concept, the researcher suggests that the English teacher at a private junior high school in Yogyakarta has high socio-affective skills rather than the pedagogical knowledge and subject-matter knowledge, even though the teacher there had tried to show in managing the class and guide students to learn English. It means that the English teacher at a private junior high school in Yogyakarta more focus applied their socio-affective skills in managing the students to have learning in the class and the English teacher there rarely added the other skills such as the pedagogical skill and subject-matter knowledge. Therefore, this phenomenon encourages the researcher to investigate the English teacher there and students' academic achievement.

Moreover, the researcher suggests that the teacher has a crucial role in guiding their students and has a direct responsibility to shape a students' academic achievement. Their characteristics in teaching probably influence to the students' academic achievement. How the way teachers teach may influence the students' academic achievement. Among the explanations mentioned, this research is concentrated in investigating the external factors, mainly the teacher factors, to see whether the teacher has a crucial role in gaining the students' academic achievement. This research investigates the correlation between an effective English teacher and students' academic achievement at one private junior high

school in Yogyakarta. Then, this research is limited to only studies from some experts about the three main characteristics of an effective English teacher: socio-affective skill, pedagogical knowledge, and subject-matter knowledge. The purpose of this study is to find out the correlation between the level of English teachers' effectiveness and students' academic achievement.

Research Questions

The research questions addressed in this research are:

1. What is the level of English teachers' effectiveness at a private junior high school in Yogyakarta?
2. How is the students' academic achievement at a private junior high school in Yogyakarta?
3. What is the correlation between effective English teacher and students' academic achievement at a private junior high school in Yogyakarta?

Objective of the Study

Based on the research problems above, the objective of the study are:

1. To investigate the level of English teachers' effectiveness at a private junior high school in Yogyakarta.
2. To identify the students' academic achievement in an English class at a private junior high school in Yogyakarta.
3. To find out the correlation between characteristics of effective English teacher and students' academic achievement at a private junior high school in Yogyakarta.

Significance of the Study

Based on the purposes presented above, this research is expected to give the following advantages:

Students. To students who choose to read this study, the researcher hopes it can broaden their knowledge regarding effective English teachers and students' academic achievement. In the future, the researcher hopes that the students will use this information as references in academic field.

Teachers. This study encourages the teachers to have three characteristics of effective English teacher such as socio-affective skills, pedagogical knowledge, and subject-matter knowledge in order and to make the teaching and learning process will be successful. Furthermore, the researcher hopes that the teachers who read this study will be able to show the alternative strategy to improve their teaching and learning process.

Other Researchers. The researcher expects that the findings and result of this study will be beneficial as references for future researchers who want to conduct the same research in the same field, for instance, conducting the characteristics of effective English teacher using different method from this study.