Chapter Two

Literature Review

This chapter elaborates the literature reviews related to the study. At the beginning, it discusses the definition of effective English teacher. Then, the section of this chapter concerns on the characteristics of effective English teacher. The following section is conceptual framework that also clarifies a review on the correlation between the level of English teachers' effectiveness and students' academic achievement. Lastly, this chapter ends with the hyphothesis.

Effective English Teacher

Definition of Effective English Teacher. The effective English teacher has crucial factor in guiding the learning process. According to Witcher et al. (2002), effective teachers can be defined as 'active' teachers who establish maximum use of teaching time, present materials in ways to address student needs, organize programs and advancement, and schedule chances for students to apply newly gained idea and skills. According to Cruickshank and Hefele (2001), effective teacher can be described as someone who guide to higher students' achievement and long-lasting learning. This definition is relates to the output of teaching and education. It means that being effective English teacher means being successful in producing a set result to fulfill the students' need to gain a good achievement in learning.

Then, the effective of English teacher has fundamental role in guiding the quality of learning. According to Shishavan and Sadeghi(2009), an effective teacher is the principal need of (English Foreign Language) EFL class for efficient educational rules and a high quality of learning process. Based on the researchers' experience, when people ask a student about what makes her or him successful in school, the answer will not be about some

wonderful book or materials of lesson. Most students will credit their success to their teachers. This means that an effective English teacher may influence the students' motivation in learning, which in turn also influences their academic achievement. According to Kyriakides, Campbell, and Christofidou (2002), effective teachers require a sufficient quantity of teaching, organizing and managing the classroom atmosphere, as well as teaching efficiently, structuring teaching materials, giving students exercises and application chances, providing good classroom climate, and having adequate subject knowledge, pedagogy knowledge, teaching beliefs, and self-efficacy. This means that effective teachers need to prepare their materials before they deliver it to the students, as well as provide or encourage the students to practice. However, the most important thing for an effective teacher is a good qualification in teaching.

Characteristics of Effective English Teacher. The characteristics of effective English teacher support the qualification in teaching process. According to Dehghan and Sedighi(2011), effective language teachers have been explained in the literature as having not only deep qualification in the target language but a set of individual qualities like sensitivity, friendliness, and tolerance. It means that an effective English teacher should not only focus on the materials, but also make an effort in improving their personality to professional improvement in teaching process. There are some main characteristics of effective English teacher that may influence to the students' academic achievement.

According to Park and Lee (2006), the characteristics of effective teacher consistof three categories: English proficiency, pedagogical knowledge, and socio-effectiveskills. Their research proved that while English language teachers in Korea ranked pedagogical knowledge higher than English language proficiency, Korean EFL students consider their teachers' English skill more important than their teachers' teaching approach and socio-

affective skills. However, their finding also encourages that the entirety of a teacher's perceptions or characteristics is also important for anEnglish teacher.

To add this notion, Koutsoulis (2003), investigated 94 characteristics of effective teachers by 25 high schools students in Crypus. He found that the 94 characteristics can be classified into three categories: human characteristics such as the capability to show understanding and being friendly teacher; communication characteristics such as the capability to interact with students and to handle the relationship between teacher and students; and teaching and production characteristics such as creating materials interesting, motivating and teacher's subject matter knowledge.An effective English teacher should be able to handle such issues like determining positive correlations with the students and showing interest in students.

In the above perspectives, there are some common characteristics of effective English teacher. Ghasemi and Hashemi (2011)classified the students' views of the characteristics of effective English language teacher including under three main categories, including subject matter knowledge, pedagogical knowledge, and socio-affective skills. Their finding showed that teachers' characteristics can be viewed in reading and speaking proficiency, capability to provoke students' enthusiasm in learning English, and raise students' self-confidence and motivation needed in the learning process. Their research concludes that an effective English teacher's profile must have three main characteristics including subject matter knowledge, pedagogical knowledge, and socio-efective skills.Those characteristics also represents the studies of Park and Lee (2006); Koutsoulis (2003).

Socio-Affective Skill. Motivating from teacher is a crucial factor in encouraging the students to learn English language effectively. According toShishavan and Sadeghi (2009), the socio-affective skills how the teacher can interact with their students and defend the

educational process effectively. These skills include motivating students, sparing time for students when they ask a question, being enthusiastic for teaching, having positive attitudes toward students, addressing students' necessities,and providing a stress-free classroom area.In short, the socio-affective skills refer to the personality of an effective teacher. Personality consists of stable characteristic which explains why a person behaves in a particular way (Mullins, 2005). It means that an effective teacher must have a good personality that refers to their personal such as being nice and being patient when facing the students. If the students have a good impression for their teachers, they will be interested in the subject or the learning process. Moreover, it brings the positive impact for the students to improve their academic achievement.

Pedagogical Knowledge. The way teacher teach may influence to the students' academic achievement. According to Rendon and Velez(as cited in Dincer, Goukso, Takkac, & Yazici, 2013), pedagogical knowledge is what teachers know about their subjects. He also defines that without pedagogical knowledge teachers cannot explain what they know to their students, whereas pedagogical knowledge includes languageacquisition theories, teaching methods, and testing. According to Segall (2004), pedagogical content knowledgerefers to how the teachers should havemastery both of subject-matter, pedagogy and the knowledge to integrate them appropriately. According to Kalebic (as cited in Shishavan & Sadeghi, 2009), ability of pedagogical action include the ability to create a friendly atmosphere in the classroom, ability to respond the students' abilities and needs (flexibility), knowledge about teaching, knowledge about the target culture and literature in of target language, ability to assess students' knowledge/competence, and knowledge of methods and theories in English language teaching.

Subject-matter Knowledge. The English language teacher must need a good qualification on target language of English. According to Rendon, subject-matter knowledge is what teachers know about their subject (as cited in Ghasemi & Hashemi, 2011).Teachers should know about what they will teach the students. In language teaching context, theperspective of subject-matter knowledge is having knowledge of the target language. To add to this notion,Park and Lee(2006), the target language knowledge concerns fluency, accuracy, lexicon, pronunciation, and being knowledgeable on target culture. It means that the proficiency of an English teacher is an important factor to transfer knowledge to the students. According to Isman and Dabaj (as cited in Zamani &Ahangari, 2004), an English teacher cannot be a good teacher if they cannot spell, pronounce and make sentences correctly. In this concept, the English teacher must have correct pronunciation and use correct sentences when they will explain something to the students.

In some cases, teachers use the students' native language to avoid having such problems in the class. According to Biggs and Moore (as cited in Ghasemi & Hashemi, 2011), Expert teachers work towards their pedagogical goals, evaluating and monitoring their actions. Their conceptual knowledge include detailed knowledge of the subject matter, how to teach their students, how to manage the classroom, and how to deal effectively with matters such as explaining a particular learning difficulty in ways that best suit students at particular stages of their learning.To conclude all of characteristics above, Clark and Wlash, (as cited in Dincer, Goksu, Takkac, & Yazici, 2013), when teachers combine all of these expected characteristics in the qualification, they can end up with trusting correlation with their students." (as cited in Dincer, Goksu, Takkac, & Yazici, 2013)

Learning Academic Achievement.

        The one of learning process's goal is students' academic achievement. To know the students' academic achievement, the teachers commonly use examination and assessment to measure their achievement which is the best way to evaluate whether the students succes or not in learning process. There are some definition of students' academic achievement as expalined below.

        Students' Academic Achievement. Learning is a process that results in personal self-change or behavior change, while achievement is the result of an activity, which in this context is from the learning process. Thus, the learning achievement is the results acquired in the form of influence that result in changes in the personal resulting from activity in learning. In the academic life, students compete to get a good achievement in their learning process. According to Hoy and Miskel (2005), academic aims are set for students, the learning environment should be orderly and serious; students are encouraged to study hard, and students respect academic achievement. According to Helme and Clarke (2001), the students' knowledge development including their capabilities, characteristics or personality, knowledge, aspirations, expectations, perspectives, need, values and aims all affect the students' academic performance. This means that the students' knowledge in the learning process may influence or change to their capability, personality and aim of students to gain achievement.

        Level of Academic Achievement

        There are some classifications for measuring the level of students' academic achievement such as high, moderate, and low levels. Those classifications must need based

on the curriculum measurement. Fewster and Macmillan(as cited in Johannes, Volwerk, and Tindal, 2012),in a learning process of curriculum-based measurement, "Schools generated students' level for junior high schools programs in a number of different formats. Course levels were generally provided as year-end percentages, eventhough some were informed as letter grades. English and social studies courses grades were choosen as criterion measures because teacher experiences indicate that these courses are the most reading and writing intensive. However, in Indonesia, particularly for junior high school, schools use a cumulative average score in every semester. Therefore, the researcher will take the cumulative average of students of private junior high school in Yogyakarta as the data in this research.

Score Cumulative Average Calculation. Student's score calculation based on the curriculum at a private junior high school in Yogyakarta, such as the classification can be seen in the table below:

Table. 1.1	
Category of Students' Academic Achievement	
91 – 100	Very Good
81 – 90	Good
71 – 80	Moderate
61 – 70	Poor
0 – 60	Very Poor

There are some categories in the score cumulative average. The items that gained the score 91-100 were identified as very good level. Besides, the items that gained the score 81-100 were clarified as good level. The items that gained the score 71-80 were determined as

moderate level. Then, the items that gained the score 61-70 were also identified as poor level. Last, the items that got the score 0-60 were also determined as very poor level.

The Correlation Between The Level of Teachers' Effectiveness And Students' Academic Achievement.

This research focuses on the correlation between effective English teacher and students' academic achievement a private junior high school in Yogyakarta. There are other experts that stated that there is a correlation between characteristics of teacher and students' achievement. According to Olaleye (2011), there is a correlation between teachers' characteristics and student's performance. Then, according to Ali (2009), there is a stsatistically significant correlation between teachers' characteristics and student academic achievement. The purpose of this study was to establish the relationship between teacher characteristics and students' academic achievement and target population comprised of teachers of all 26 public secondary schools. The study used questionnaire for data collection. Their studies used descriptive and inferential statistical techniques, then the findings suggest that there was no significant relationship between teacher qualification and student academic achievement. Based on the some studies, the researcher suggests that the differences place may influence the result of the study. Then the researcher believes that the effective English teacher is clearly important in raising student academic achievement, because teacher takes big role in managing the learning process. Moreover, the researcher suggests that if a teacher is aware of the students' expectation and needs related to the English subject, they can create positive outcomes regarding the students' achievement, whereas if the teacher is not aware of the students' needs related to the English subject, they will have a negative effect to the students' achievement. This means that when they know the students' need and the problem of students in learning English, they can organize the best way to address the students' need and guide students' achievement in the subject of English language.

Conceptual Framework

Based on the explanations above, the characteristics of an effective English teacher is correlated to students' achievement. Thecharacteristics of an effective English teacher is comprised of pedagogical knowledge, subject-matter knowledge, and socio-effective skills. Pedagogical knowledge deals with the character of the teachers related to the teaching methodology and is also related to what teachers know about teaching their subjects, while subject-matter knowledge constitute the content knowledge that every teacher has when using the target language effectively in class, integrating materials based on student's background and preparing effective lesson plan. Socio-effective skills refers the to personality characteristics of an effective English language teacher such as motivating students, sparing time for students when they ask for help, being enthusiasthic for teaching, having positive attitudes toward students, responding to student's needs. From this concepts, it can be concluded that these characteristics can be associated with student's academic achievement because student's achievement is the final representation what the student has gained in the teaching and learning processes. Then, the effective teacher must have better characteristics in the term of three characteristics above: pedagogical knowledge, subject matter knowledge, and socio effective.

Therefore, the researcher uses this conceptual framework as the foundation of this study to investigate the correlation betweencharacteristics of effective English teacher and students' achievement in one private junior high school in Yogyakarta. The diagram below illustrates the correlation between effective of English teacher and students' academic achievement. This study can be described on the diagram as follows:

.Diagram of Conceptual Framework
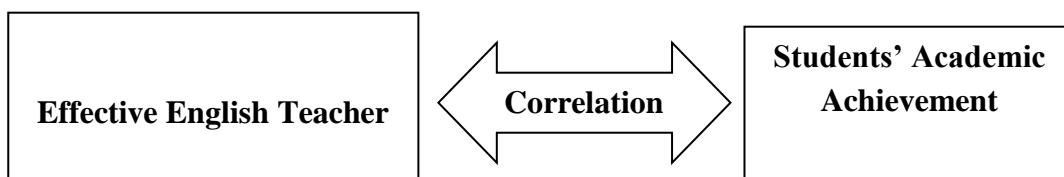
Hyphothesis of the Study

Hypothesis is a statement of prediction that will be tested in a research. The hypothesis of this study is:

Ha: There is a significant correlation between the level of English teachers' effectiveness and students'academic achievement.