

## **Chapter One**

### **Introduction**

This research was intended to investigate the students' perception on teachers' interpersonal skills at English Education Department of Universitas Muhammadiyah Yogyakarta. This chapter presents the research background, statement of the problem, research question, purpose of the research, significance of the research, and outline of the research.

#### **Background of the Research**

The majority of people consider the key to success in learning process depends on the quality of teacher. According to Whitaker (2004), the main variable in the classroom is not the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves. It means that teachers determine the quality of the students. The higher qualities of teachers in teaching would be succeeding learning process.

Teachers should increase their quality in teaching. Murati (2015) mentioned that "the teacher is the leader and organizer of educational process, because he knows pedagogy, didactics and teaching methods." (p.76). It means that teacher is the person who should be able to teach and know more about teaching and learning. Teachers should be able to educate their students and organize learning system.

According to Whitty (1996), there are two sets of qualities that should be possessed to be successful and professional teacher, including professional characteristics and professional competences. In professional characteristics,

teachers need to have four aspects to be successful in teaching, namely professional value, personal and professional development, communication and good relationship between teacher to teacher or teacher to student. While professional competence includes knowledge and understanding of children; teachers also need to have advantage knowledge on subject matter; teachers need to know and understand about curriculum and also teachers need to know about education system or roles of teachers. Liakopoulou (2011) states that main components in teachers' competence are interpersonal skills, classroom procedures and subject knowledge. Interpersonal skill is the ability of someone to interact with others, make good relationship and communicate with others. Based on the explanations above, interpersonal skill is one of component of teachers' competence and characteristics that should be possessed by teachers.

There is another reason why this research is important to conduct. Based on a survey at The Curriculum Centre of Education Department of Indonesia (*PKD*) the key success of the teachers are 80% on mindset or soft skill and 20% that on technical skill or hard skill. Based on the survey, the way to succeed of teachers in teaching is that they should have high soft skill. In other hand, according to Sembiring (2015), there are two components of soft skill namely intrapersonal skill and interpersonal skill. Intrapersonal skill is the ability to organize one self, while interpersonal skill is the ability to interact with other people. Considering that the teachers' soft skill is important to succeed the teaching, the teacher should optimize their soft skill in interacting with their colleagues, other people and also their students.

Teachers need interpersonal skills to succeed in their profession.

Interpersonal skills are required by teacher to facilitate the understanding of teaching. According to Medley and Shannon (2001), the development of interpersonal skills not only enhances the teachers' potential, but will also improve the quality of teachers. It means that interpersonal skills are required in every aspects of the teaching process.

In Indonesia, there was a new case in Ternate that was found on Merdeka.com (2015), there was a teacher who hit his student. That teacher seemed to forget that his jobs were to educate, teach, guide, train and be a good model to their students. The reason of the teacher to hit his student stole because his students steal his friends' money. The reason was preposterous because according to Muqowim (2012), one of characteristics of teachers who have good interpersonal skills is being able to be a mediator. The incident above shows that the teacher could not be able to be a good mediator for their students.

In teaching and learning process teachers should know what students need. Students have high expectation from the teachers. Students consider that teachers know everything in life. They also learn everything from their teachers. Teachers do not only transfer their knowledge, but also educate, advice and become model. According Carpenter and Murray (2013), success of teachers in teaching, like transferring knowledge, educating and also becoming model to students is affected by interpersonal skills that the teachers have.

There are some issues in English Education Department (EED) of UMY that relates to teachers' interpersonal skill. Based on the researcher's experiences,

when there are teachers at EED UMY who have poor interpersonal skill, it also impacts on the students. The students feel afraid to interact with the teachers. The impacts were students feel afraid to interact with their teachers; students feel bad to communicate with their teacher and also students feel lazy to join the class. In other experience, the researcher also find the teachers are always wise to the students.

Interpersonal skill was important to be researched in EED UMY because it could reflect their competence in teaching based on students' view points. To investigate the students' perception on teachers' interpersonal skill in EED UMY, the researcher conducted research entitled "Students' Perception on Teachers' Interpersonal Skills at English Education Department of Universitas Muhammadiyah Yogyakarta".

### **Statement of the Problem**

The role of teachers in learning process is important. The roles of teachers are to be a good model, educator and to be a facilitator to their student. To succeed in their profession, the teacher should have good interpersonal skill in their selves. Interpersonal skills are important to be owned by teachers. According to Carpenter and Murray (2013), interpersonal skills include attributes of empathizing and working productively with students from a wide range of backgrounds, listening to differing points of view before making a decision, developing and contributing positively to teams and giving and receiving constructive feedback to or from work colleagues and others. It means interpersonal skills of teachers can influence the ways of teachers in teaching. The

positive interpersonal skills of a teacher can bring positive atmosphere in learning. It also has impacts to students in learning.

In English Education Department of UMY, there were some students felt afraid to interact with their teachers because they thought their teachers did not want to interact with them. The students felt afraid to interact with their teachers because they were not confident to communicate with their teachers. Students admitted it happen because the communication between teachers and students rarely happened. If the teachers could build good communication with their students, the students might not feel afraid anymore.

There was another fact in EED of UMY from researcher's point of view. There were many students felt very comfortable to interact with their teachers. Most of students had good relationship with the teachers. They felt comfortable to share everything with their teachers because the students considered their teachers were open minded. It showed that EED UMY's teachers could interact with the students.

Based on explanations above, teachers' interpersonal skills had many impacts on students' learning process. It could be seen at EED UMY, there were possibilities teachers at EED of UMY with good interpersonal skill and also there were teachers with poor interpersonal skill. Therefore, this research was important to conduct. The researcher wanted to know students' opinions about teachers' interpersonal skill in English Education Department of UMY.

### **Limitation of the Problem**

Regarding with the teaching and learning process, there were large areas related to teachers in EED UMY that could be researched namely, the method of learning, design of instruction and also teacher's soft skill or teachers' interpersonal skill. However, in this research the researcher focused on students' perceptions on teachers' interpersonal skills at English Education Department, Universitas Muhammadiyah Yogyakarta especially on communication skill of teachers, relationship skill, motivation skill, and ability of team work (Lievens and Sackett, 2012; Wubbels, Brok, Tartwijk, Levy, 2012). To make this research more focused, the researcher limited the research about teacher's interpersonal skills during the learning process inside the classroom.

### **Research Question**

Based on the research background, this research has a research question that is going to be answered :

What are students' perceptions on teachers' interpersonal skills at English Education Department of Universitas Muhammadiyah Yogyakarta?

### **Purpose of the Research**

Based on research question, the purpose of this research is:

To identify the students' perceptions on teachers' interpersonal skills at English Education Department of Universitas Muhammadiyah Yogyakarta.

### **Significance of the Research**

The results of this research are expected to benefit the following:

**Teachers.** EED UMY teachers can use the results of this research to develop their interpersonal skills, help them engage student motivation and make learning environment more comfortable for students and teachers. The result of this research also can make teachers become aware to build good communication, relationship and good teamwork with their students. By fixing their interpersonal skill, they automatically develop their teaching professionalism.

**Students.** Students may use the information in this research to learn more about interpersonal skill needed by teacher in teaching and learning process. The students also can become aware on the importance of teachers' interpersonal skill. EED of UMY faculty preferred their students to become a teacher in the future, so the result of this research can help students to know more about interpersonal skills like communication skills, relationship skills, motivation skills and also teamwork skills

**Other Researchers.** This research is hoped to provide inspiration for other researchers who will conduct research which is related to interpersonal skill like communicative teacher, public communication or also teacher-student proximity.

### **Outline of Research**

This research consists of five chapters, such as introduction, literature review, methodology, finding and discussion, conclusion and recommendation.

Chapter One discussed about the introduction of the research. This chapter consists of background, statement of the problem, limitation of the problem, research question, purpose of the research, significance of the research, and outline of the research.

Chapter Two presented the review of related literature. It will give explanation about two parts namely theoretical framework as well as literature review. Theoretical framework consists of fundamental theories that underpin this research, while literature review tends to explain some studies that support the study. The researcher puts several previous studies related to the current research.

Chapter Three discussed about research methodology. In this chapter are research design, participants and setting, data collection method, and data analysis technique.

Chapter Four discussed about the finding and discussion. This chapter explains the findings of the research question in detail.

Chapter Five discussed conclusion and recommendation. This chapter consisted of 2 sub-chapters which are conclusion and recommendation to obtain the solution.