

Chapter One

Introduction

This introduction covers the description of the research. Background of the study discusses the reason why the researcher is interested in the topic. Identification of the research problem presents the problem being researched. The limitation of this research is explained in the limitation of the problem. The research question is mentioned in the formulation of the research. Objective of the research highlights the aims of the research. Then, the researcher explains the benefits of the research in the significance of the research. At the end of chapter, the researcher explains the organization of this research.

Research of the Background

In English as Foreign Language (EFL) field, many scholars try to define beliefs both from teachers' and students' perspectives. Bernat and Gvosdenko (2005) argued that beliefs are central construct in every discipline that deals with human behavior and learning. In addition, from learner side belief, it is defined as the person thoughts and feelings about their learning (Bernat & Gvosdenko, 2005). On the other hand, Tercanlioglu (2005) argued that current definition of beliefs in EFL field is the way teachers think about the nature of language, teaching, and learning. Both from teachers' and students' point of view, it is mentioned that belief is related to personal thought in learning language. In his research, Borg (2011) stated that beliefs may be the clearest measure of teachers' professional growth. The aspect that can support teachers' professional growth is providing effective teaching.

One of the teachers' responsibilities is to encourage students' motivation in achieving their academic achievement. That way, it is important for teachers to build their quality to be effective teachers. Kurbanoglu as cited in Akiran (2010) argued that there is a strong relationship

between teachers' effective teaching practices and students' overall success, motivation, and personal beliefs about their teachers' effectiveness. As the practitioner in the classroom that is usually being judged on students' achievement, teachers must show their effectiveness in teaching.

To teach students effectively, teachers should have skills and qualifications in teaching. According to *Undang Undang Guru dan Dosen No 14 tahun 2005 pasal 10*, or law of educational system about teachers' qualifications number 14 year 2005 article 10 in Indonesia, there are four qualifications that need to be completed by those who intend to be teachers and university teachers. They must have pedagogical knowledge, personal qualities, social qualities and professional competence gained by having required educational background. Those qualities are very close to the definition of the characteristics of effective teachers from some scholars.

Richards (2001) said that to provide effective teaching, one of the aspects that should be developed by the teachers is equipping themselves with several core components of knowledge. Those kinds of knowledge are practical knowledge, pedagogical knowledge, content knowledge, contextual knowledge, personal knowledge and reflective knowledge. Among those six sets of knowledge, the ones that are matched with teachers' qualifications in Indonesian law are pedagogical knowledge and personal knowledge. In addition, teachers' qualifications in Indonesian law are matched with what is called characteristics of good language teachers by Brown (2000). In addition, Brown (2000) argued that teachers must have pedagogical skills, interpersonal skills, and personal qualities.

Due to the importance of providing effective teaching, teachers should always build the characteristics to be effective teacher. There are several researches (Brown, 2000; Arian, Caner, and Celik, 2013; Ramzani, 2014; Richard, 2001; Wichadee, 2010) that have discussed the

characteristics of effective teachers. Unfortunately, the research was conducted in other countries such as in Iran, Thailand, and Turkey, and this issue has not been explored yet by many Indonesian researchers. There is one research under this topic done by Indonesian researcher, Murtiningsih (2017) found an interesting result in the study that one of the factors that can ruin the characteristics of effective EFL teacher is being a moody teacher. Thus, this study tries to explore on the characteristics of effective EFL teachers to see the perspectives of Indonesian teachers on the contribution of characteristics of effective English as a Foreign Language (EFL) Teachers to their real life teaching as effective EFL teachers.

The researcher is interested in finding out EFL university teachers' perspective on three required qualifications skills or knowledge which include pedagogical, personal and interpersonal skills or knowledge. The words qualities, skill and knowledge are used in several books such as Richards (2001) and Brown (2000) who stated that to the researchers, they are similar definition but used interchangeably. In this research, the word used is knowledge consistently.

To the researcher, teachers' beliefs are related to the characteristics of effective EFL teachers because beliefs sometimes are shown in teachers' practices in the teaching and learning process. According to Chan (2008), teachers' beliefs are transformed into attitudes which in turn influence intentions, with intentions becoming the bases for decisions that lead to action. For example, teachers who have beliefs that students will effectively collect vocabulary by reading will use reading as the main activities in the classroom. To improve their teaching about reading, teacher should learn how to do it effectively. By doing that, teachers unconsciously develop their pedagogical knowledge, and pedagogical knowledge is one of the characteristics of effective EFL teachers.

Identification of the Problem

There are two fundamental problems observed by the researcher. For the first problem, as a student of English Education Department (EED) of Islamic private university in Yogyakarta, the researcher observed that there are several teachers who have a high level of the characteristics of effective English teachers while the others have a low level of the characteristics. For example, teachers who have a high level of characteristics of effective EFL teachers have good preparation for every meeting by having detail activities in their syllabus, while those who have a low level of characteristics intend to simplify their syllabus and do not mention the detail of the activities. As a result, students will be more ready to study when the syllabus that they receive is planned. It can be concluded that teachers in EED of the university have various pedagogical knowledge as the example of the characteristics of effective EFL teachers.

In the second problem, based on the researcher's experience as pre-service teacher when he teaches, he found that the way he teaches is still needed to be improved. This can be seen from students' low level of enthusiasm such as their acts while studying in the classroom and their complaining about the way the researcher teaches. By having that experience, the researcher concluded there must be something wrong with the way he prepares the classroom activities, and relationship between students-teacher which those factors include in the characteristics of effective teachers. Hence, the researcher intends to see experienced teachers' beliefs about the contribution of their characteristics of effective teachers that they possess into their real-life teaching.

Limitation of the Problem

This study focuses on three characteristics namely pedagogical knowledge, personal knowledge, and interpersonal knowledge among the characteristics mentioned by some scholars (Brown, 2000 & Richards, 2001) namely technical knowledge, pedagogical skills, interpersonal skills, personal qualities, practical knowledge, content knowledge, contextual knowledge, pedagogical knowledge, personal knowledge, and reflective knowledge. The reason why the researcher chooses those three characteristics is because those are considered to be the closest characteristics that teachers possess to the context of the study. Besides, the ELED of Islamic private university where the study is conducted has some teachers who studied either their master degrees or doctoral degrees, in Indonesian university, and some others have completed their education in other countries' university such as Australia and United States of America. By having various educational background, the participants perhaps have various information to share their understanding about pedagogical knowledge and their experiences during their education period. As personal knowledge, it is very important to be articulated and shows teachers' effort in being a responsible teacher, the researcher tries to find out teachers' beliefs about personal qualities as a teacher. The assumption of the researcher having good interaction between teacher and students will influence students' outcomes which come up as the reason why the researcher concerns on the interpersonal knowledge. The three characteristics are the limitations of the research. The other reason is because of the time that the researcher has is limited to complete the study. Therefore, the researcher only takes account on those three characteristics. The practice of the beliefs is not the focus of this study.

Formulation of the Research

This study is intended to answer question about “what are teachers’ beliefs about the contribution of pedagogical knowledge, personal knowledge, and interpersonal knowledge towards being effective teachers?”

Objective of the Research

The aims of this research are also to know English university teachers’ perception on their pedagogical knowledge, personal knowledge, and interpersonal knowledge and the contribution of the characteristics into their professional life as effective EFL teachers.

Significances of the Research

This study will give benefits for the teachers, the students, the policy makers, and the other researchers.

For the teachers. This study can be additional information for the teachers to improve their ability on how to be effective EFL teachers in terms of pedagogical knowledge, personal knowledge, and interpersonal knowledge in order to educate their students better. Moreover, this can be a useful source to know how their characteristics work in the teaching and learning process.

For the students-teachers. As pre-service teachers, the students should learn how to equip themselves with the skills that need to be possessed as effective language teachers. This study can be used as one of the learning sources to master those knowledge, especially about pedagogical, personal and interpersonal knowledge.

For the policy makers. As the ones who run the rules of an institution, the policy makers should know their colleagues’ performance especially university teachers. This particular research provides the information of university teachers’ characteristics as effective EFL

teachers such as pedagogical knowledge, personal knowledge, and interpersonal knowledge. Those characteristics are considered as the way they perform as professional teachers in the university. This research is hoped to give them information about their colleagues' performance.

For other researchers. This study can be a source for other researchers who tend to research on the same field, especially in Indonesian context.