**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, problem statement, objective, significance, and scope of the research.

1. **Background**

Good and qualified teachers are required in educational systems and enhancing the quality of learning process. This concept is supported by the reasearch that a good teacher and actions to be taken on his part in the classroom play a vital role in provoking effective and efficient learning on the part of the students (Markley, 2004). Teachers also hold the important role in academic achievement of students and their quality in teaching determine the students’ capability in learning process.

Successfull in learning process is the primary agenda for any educational institutions and colleges. Action and coorporation from all aspects are highly needed in supporting the essential teaching and learning process.This is because the students’ ability and readiness to learn does not only depending on the students themselves, but also lie in the suitability of a teacher's teaching style (Felder & Henrique, 1995).

Based on the own observation of researcher as a teacher, students face some obstacles in learning process. Motivation, interest in learning, lack of orientation, self confidence, teacher teaching styles, are included of problems faced in learning and classroom interaction. It will be running well if all the components can be fullfilled.

One of the components is teacher. The teacher plays the important role in creating successfull learning. Teacher must find ways to stimulate and inspire them in learning english. Ericksen stated that, “effective learning in the classroom depends on the teacher’s ability ... to maintain the interest that brought students to the course in the first place” (1978 : 3). Teacher must create a good classroom climate. Relaxed or open can create the students’ ease in the classroom. This concept is supported by Thompson (2008), who states that good teachers have a combination of strong teaching skills and positive personality traits. Regarding to the some ways in creating the succesfull in learning, teacher must have an interesting style in engaging them in learning.

Style in teaching as in art, music, athletics, managing people, and other areas of endeavor is not something that is put on for the occasion. Effective teacher has their own style in teaching and it will help the students in gaining their successfull in learning process. According to Zainab Al Balushy , 2011 cited by Zamani in 2016 states that teacher is the main factor in guaranteeing the students’ performance, achievement, and success in learning. Moreover investigation of effective teacher based on (Cotterall, 1999) supported zainab’s studies. He defines that good teaching is clearly important in improving the students quality in learning process.

Eventhough there were some investigation talking about the effective teacher, but mostly studies concerned on the characteristics of the effective teacher only. On the other hand this studies more concerned on the characteristics and teaching style of the effective teacher. The researcher was really intererested to the style used by the teacher in learning process.

In line with the facts, the researcher was motivated to conduct a research under the title **“Characteristics and Teaching styles of an effective English teacher ( A Case study at Junior 1 Pangkajene)”.**

1. **Problem Statement**

Considering about the issues above in the background, the researcher formulated research questions :

1. What were the characteristics of the effective English teacher?
2. What were the types of teaching style of the effective English Teacher at junior high school 1 Pangkajene?
3. **Objective of The Research**

In relation to the problem statement above, the objectives of the research were:

1. To find out the characteristics of the effective English teacher
2. To find out the types of teachers’ teaching styles which can be defined as an effective English teacher?

**D. Significance of The Research**

Theoretically, this research was expected to be an useful input in English teaching-learning process. Beside that, it builds up the understanding about the teaching styles and could be used as a reference for those who want to conduct a research related to this research. Practically, teachers were expected to use more teaching styles in classroom in order to increase the students’ interest in teaching and learning process. By knowing types of teaching styles, it enhanced the students’ interest and the teachers were expected to use the types of teaching styles in teaching-learning process in the classroom.

**E. The Scope and Limitation of The Study**

This research was limited to types of teaching style used by the effective English teacher based on classroom activities.The researcher entered to English class for paying attention, recording, transcribing, coding and analyzing teaching-learning process. Besides, it also checked the teaching styles of effective English teacher by doing participants observation. The researcher used field notes too to strengthen the result of data collected.