**CHAPTER I**

**INTRODUCTION**

This chapter presents introduction of this study which include background of this study which cover the idea to conduct this study, research questions as guidance of this study, objective of the study which are related to the research questions, scope of the research, and significance of the research.

1. **Background**

Teachers play very important role in educational process. They are human resources who become the planners, the subjects, and the determinants of the reach of National Education goals. In addition, teachers practically hold fundamental role in teaching and learning process. They are all who guide, educate, and transfer their knowledge to their students. Therefore, teachers also become the important factor that influences their students’ achievements and their quality can highly influence students’ outcome (Lasley et al, 2006).

 Teachers play a pivotal role in facilitating the learning process and their success mainly depend on those behaviours that help them achieve the aspired learning outcomes such as high grades, positive attitudes towards learning and enhanced learning skills (Borich, 1996). Successful teaching is not a static and stereo-typed activity that can be achieved only through applying teaching methods.

There are some English as foreign language (EFL) teachers who are considered more successful than others because of certain reasons. Their professional skills and commitment, language proficiency, teaching methodology and several personality qualities distinguish them from their colleagues (Al-Khairi, 2015). Ideal EFL teachers occupy a significance role in English language teaching (ELT) because they facilitate the students to achieve the required proficiency in the target language, motivates them by highlighting the importance of English internationally as well as for their academic success and polish the overall personality of their students by acting as a role model for them. The role of an EFL teacher is rather challenging because they are different from other teachers and have to create healthy and productive environment in the language classes by engaging them through exploiting various techniques.

Nowadays, many people can be a teacher, but the question is, if many people can be an ideal teacher? Clearly, to be an ideal teacher is more complicated and difficult than many people think. To be an ideal teacher does not only involve having a deep content knowledge, but also organizational, management and communication skills, being able to organize instructions, and providing relevant assessment and fair evaluations. In addition, an ideal teacher is responsible for creating a warm classroom climate, to promote enthusiasm, motivation and an interactive teacher-student relationship. Also, it implies to be caring and understandable, and above all, to enhance learning.

The idea of ideal teacher for each individual is variable. Students´ perception, opinions or experiences about an ideal teacher are different. An ideal teacher has been considered, sometimes, as a perfectionist, encouraging, approachable and caring, other times as intelligent, but above all, as enthusiastic, funny, clever, affective and understanding, open, and with a relaxed style while teaching. Holt (1964) addressed that learning is enhanced by the teachers´ knowledge, enthusiasm and responsibility towards creating a warm class climate enhancing “the students desire to learn and to accept the challenges of thinking and enquiring into all that is offered by the teacher”. Stronge et al (2004) stated that teaching is vocational, and most effective teachers or ideal teacher are passionate about their chosen profession. However, he also added that an effective teacher or ideal teacher is always in a constant learning process due to changes in terms of the students’ characteristics, the curriculum, the community, and finance among many others.

According to Gibbs (2002), “teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching”. He stated that an effective teacher or ideal teacher needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure. For Stronge et al. (2004), the effective teacher or ideal teacher has a psychological influence on the students, having a strong influence on their achievement. According to Killen (2006), the effective teacher or ideal teacher is the one who has clear objectives and own goals of teaching. A teacher can provide the students with the answer of a question, which can be effective only if the main objective is simply to compare and analyze different results. Smith (1995) stated that teachers and teaching need to be creative to allow the students learn naturally. He also added that educational institutions should spend more time on “doing” and less time on “talking about learning and teaching” In addition, Gurney (2007) suggested that instead of reflecting on theory and practice, we should reflect on what we do in the classroom. Gurney (2007) suggested that to be an effective teacher or ideal teacher there should be an interaction among different factors. One of them is the teacher´ knowledge, enthusiasm and responsibility for learning. Another factor is that teachers should provide the students with activities and assessment that encourages them to learn (and learn through experience), as well as having an engaged feedback.

The ideal teachers hold the important role in the classroom and influence the students’ achievement and they are responsible to be the effective one. They need to find out whether they are ideal teachers or not, not only by fulfilling the requirements of government or owning the complete administration. The ideal teachers must be able to give an effective teaching for their students, have to master the material, apply precise strategy, and guide the students, so that the students can be success in every aspect of their life.

It can be seen in the daily life that the good or ideal teacher will be able to control their students easily due to the positive attitude of the students. In addition, a good or ideal teacher plays a vital role in provoking effective and efficient learning on the part of the students (Markley, 2004). Finally, to create a warm environment and a relationship with the students in which respect will enhance learning. According to Borich (2000), the responsibilities of effective or ideal teachers are to have lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate.

I was inspired by the English teachers in SMAN 2 Boarding School Pangkep who often their students achieve achievements in English competitions either from regency level or national level. This matter derives from the teachers who play very important role to succeed and guide their students. Therefore, the researcher is interested to know more about the ideal English teachers’ strategy and characteristics by doing a research entitled “*Being an Ideal English Teacher: A Case Study at SMAN 2 Labakkang Boarding School Pangkep”.*

1. **Research questions**

In relation to the various issues put forward in the background, the researcher formulates the research questions as follow:

What are the characteristics of an ideal English teacher at SMAN 2 Labakkang Boarding School Pangkep?

To answer the main research question above the researcher will formulate some sub questions as the following:

1. How are the characteristics of the ideal English teacher in terms of professional achievements?
2. How are the characteristics of the ideal English teacher in terms of personal traits?
3. How are the characteristics of the ideal English teacher in terms of teachers’ teaching strategy?
4. **Objective** **of the** **research**

Relating to the research questions above, the objectives of this research are:

To provide information about the characteristics of an ideal English teacher at SMAN 2 Labakkang Boarding School Pangkep.

1. **Significance of the research**

Theoretically the result of this research is expected to be useful for the both theoretically and practically:

1. Theoretically, it has a great contribution toward teaching and learning English as a foreign language in Indonesia.
2. Practically, it is expected to broaden the knowledge of the teachers. Educational practitioners, students and other stakeholders in educational field about the ideal English teachers’ characteristics in teaching English.
3. **Scope of Research**

The present study was limited on the investigation of the ideal English teacher at SMAN 2 Labakkang Boarding School Pangkep.

Furthermore, the scope of this research was intended to know the ideal English teachers’ characteristics which have positive effects to the students particularly to the teachers and students relationship in teaching and learning process enhancing the students’ achievements.