

CHAPTER I

INTRODUCTION

A. Research Background

In the teaching and learning process, teacher has the greater role than learner and lesson material. It is according to Wright, Hom, and Sanders who stated that more can be done to improve education by improving the effectiveness of teachers than by any other single factor.¹ It can be said that the teacher's role has to be concerned more in educational setting. Sanders also added that the single largest factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers.²

There have been many researches recognize that teachers have a great impact on student achievement. However, there is only a little empirical evidence exists to determine which set of English teacher characteristics correlates with positive student learning outcomes.³

Meanwhile, the skill of motivating learners to learn second or foreign language is reported by many teachers as the most important but difficult skill in teaching.⁴ Motivation is the key term of learning because it can motivate the

¹ S. P. Wright, S. P. Hom, & W. L. Sanders, "Teacher and classroom context effects on student achievement: Implications for teacher evaluation", *Journal of Personal Evaluation in Education*, Vol. 11, No. 57-67, 1997, 63.

² W. L. Sanders, "Value added assessment School Administrator", Vol. 11(55), No. 24-27, 1998, 27.

³ Peng Ding, Doctoral Dissertation: "*The nature and impact on teacher enthusiasm in second language acquisition*". (University of Nottingham, 2008), 6.

⁴ Z. Dornyei, 2001, *Motivational strategies in language classroom*, Cambridge: Cambridge University Press, cited in Peng Ding, 2008, Doctoral Dissertation: "*The nature and impact on teacher enthusiasm in second language acquisition*".

learners being to do something. In other word, it becomes motor or activator that carry out the energy of learning. Therefore, in order to reach a better improvement of language learning teacher has to be success in motivating students to learn.

Moreover, teacher probably has the greater role on the students' learning motivation than their parents. It is because students depend on their teacher, especially in learning English. Freeman and Johnson stated that the central to understanding and improving the quality of English language teaching is from the teachers, apart from the method or materials they use.⁵ The students often find some difficulties to have an interest in learning English because English is not a part of Indonesian culture. They depend on their teacher to develop their interest so that they might study English.

Furthermore, Peng Ding stated that teachers who are enthusiastic produced learners who would develop an intrinsic interest in learning English.⁶ Students will find ways to explore the English language and even develop an interest in the culture and society of English-speaking countries, such as reading English magazines which cover western fashion, music and film. In addition, students who receive a high enthusiastic teacher reported have greater intrinsic

⁵ D. Freeman & K. Johnson, "Reconceptualizing the knowledge-base of language teacher education", *TESOL Quarterly*. Vol. 32(3), 1998, 397-418.

⁶ Peng Ding, Doctoral Dissertation: "*The nature and impact on teacher enthusiasm in second language acquisition*". (University of Nottingham, 2008), 264.

motivation regarding the teaching material.⁷ Thus, teachers who are enthusiastic in teaching English increase the students' interest and motivation not only in learning English as lesson material in classroom but also further as other things outside the English lesson.

Enthusiasm can be described as a great willingness and eagerness to be involved in an activity, because it is something that one likes to do rather than anything else or because one thinks it is worthwhile.⁸ Mastin stated that students enjoyed an enthusiastic teachers' lesson more; tended to think more highly of the lesson itself and the subject; and achieved higher scores on an objective test than their peers who were taught with different teaching style.⁹ Carlisle and Philips also stated that the students of the enthusiasm trained teachers had higher skill achievement gains over their friends under the untrained teachers.¹⁰ Moreover, according to the studies of enthusiasm from a psychological point of view, it has been found that an enthusiastic teacher is firstly an intrinsically motivated teacher and displays a great interest in the subject and winning attitudes towards the challenges in their teaching and research.¹¹ Furthermore, teachers' enthusiasm

⁷ Ryan & Frederick, "The Effects of Teacher Enthusiasm on Both Students' Intrinsic Motivation to Learn and Their Psychological Vitality".

⁸ Peng Ding, Doctoral Dissertation: "*The nature and impact on teacher enthusiasm in second language acquisition*". (University of Nottingham, 2008), 86.

⁹ Mastin, V. E., "Teacher Enthusiasm", *The Journal of Educational Research*. Vol. 56(7), 1963, 385-386.

¹⁰ Cynthia S. Carlisle and D. Allen Philips, "The Effects of Enthusiasm Training on Selected Teacher and Student Behaviors in Pre-Service Physical Education Teachers".

¹¹ F. G. McCormick, *The Power of Positive Teaching* (Malabar, Florida: Krieger, 1994), 8.

can be effective if only the learners receive it, appreciate it, and their motivation is affected.

Based on ten journals about teacher enthusiasm which have been read, the researcher categorized it into four different focuses. First, five researches about the effectiveness of enthusiasm training for teacher in different subjects showed that enthusiasm training for the teacher not only increases the level of teacher enthusiasm but also the students' outcomes. Second, three researches are about the effects of teacher enthusiasm on students' outcomes which are students' motivation, academic performance, and achievement. Result indicated that teacher enthusiasm has direct affects on students' learning motivation and increase the students' academic performance and achievement. Third, Melanie did a research which focused on clarifying the concept of teacher enthusiasm. It integrated the notion of teacher enthusiasm: as personality-like characteristic (as the "source") and instructional behavioral (as the "manifestation"). The research findings were both interest and motivation are parts of the personality-like component of enthusiasm. Fourth, a research about the impact of cultural factors of teacher enthusiasm done by Peng Ding found that teacher enthusiasm was elusive, complex and it is interacted with cultural parameters.

Differently, the writer here conducts a research which analyzes English teachers' strategies in maximizing their enthusiasm in teaching. Hence, this research focuses on finding the strategies used by the English teachers to upgrade

their teaching enthusiasm rather than identifying other effects of teacher enthusiasm on students' outcomes as the previous researches done.

This research takes place in SMP Progresif Bumi Sholawat Sidoarjo. It is a private school which is developed in the basis of Islamic Boarding School. It is a new school which has already accomplished for three years ago. However, it is growing fast to be a good private Islamic boarding school in Sidoarjo at this time.¹² It is also proved by the total amount of students who is studying there are over five hundred students up to now. Interestingly, they are obligated to master English, Arabic and Information Technology (IT).

This research is based on the preliminary research on April 15, 2014. By interviewing the English teacher, it is reported that the enthusiasm of the students in learning English is great. Students seemed to be more interested in speaking English, listening English songs, reading English books, and writing in English. Surprisingly, it is contrast with Zuhdy's finding of his research which indicated that environment is one of the external factors in supporting students in language acquisition.¹³ Students of Islamic Boarding School which deal with Islamic environment should tend to learn Arabic more rather than English. It is because of Najah in her research said that Islamic boarding school's students are used to

¹² Junaida, *Result of preliminary research which is an interview with an English teacher in SMP Progresif Bumi Sholawat Sidoarjo*.

¹³ Halimi Zuhdy, "Arabic Environment and Its Role in Study and Learning in Al-Amien Islamic Boarding School, Prenduan, Sumenep, Madura", Thesis Postgraduates program of UIN Malang, 2007.

learning Arabic.¹⁴ But then, in this school the percentage of students who choose English as the optional additional program is higher compared with Arabic program. It can be said that the students' enthusiasm in learning English is higher than Arabic.

The English teachers probably have something different from the Arabic teachers in the school. They may have a good way to stimulate students to learn English. What strategies used by the English teachers in maximizing their teaching enthusiasm which may attract their students' enthusiasm in learning too. It is because Sullo stated that when teacher teaches with energy and enthusiasm, the students will likely take on the same positive attitude toward learning and when teacher teaches without passion, students will follow it and put little effort into their work.¹⁵ If the students have already had high enthusiasm in learning English, how the enthusiasm of the English teachers in teaching is.

Finally, the research purpose of this research is to analyze the strategies used by the English teachers in maximizing their enthusiasm in teaching. Therefore, the title of this research is *English Teachers' Strategies in Maximizing Enthusiasm in Teaching at SMP Progresif Bumi Sholawat Sidoarjo*.

¹⁴ Salwa Maziyatun Najah, "Teaching Strategies Versus Cultural: English Teaching Strategies in Pondok Pesantren Salafiyah Pasuruan in Relation to the Culture of Pondok Pesantren, Sarjana's Thesis, English Education Program, Faculty of Letters, State University of Malang, 2011.

¹⁵ Bob Sullo, *The Motivated Student: Unlocking the Enthusiasm for Learning* (Alexandria: ASCD, 2009), 71.

B. Research Questions

Based on the background of the study, the researcher analyzes the English teachers' strategies in maximizing teaching enthusiasm. In line with the statement described above, the researcher formulates the problems as follow:

1. What are the English teachers' strategies in maximizing enthusiasm in teaching at SMP Progresif Bumi Sholawat Sidoarjo?
2. How do the English teachers' strategies impact on their enthusiasm in teaching at SMP Progresif Bumi Sholawat Sidoarjo?

C. Objectives of the Study

Related to the problems above, the researcher has formulated the major objective of this study. It is to describe the teachers' strategies in maximizing their enthusiasm in teaching at SMP Progresif Bumi Sholawat Sidoarjo, in terms of;

1. To find out the English teachers' strategies in maximizing enthusiasm in teaching at SMP Progresif Bumi Sholawat Sidoarjo.
2. To analyze whether the English teachers' strategies impact maximally, minimally, or do not impact on their enthusiasm in teaching at SMP Progresif Bumi Sholawat Sidoarjo.

D. Significance of the Study

This research is about the English teachers' enthusiasm which affects on the students' learning motivation. It deeply identifies the strategies of English teachers in maximizing their teaching enthusiasm. The result of the research is

hoped to be a source for the school especially for the headmaster and the English teachers in controlling and up grading the teacher enthusiasm in English Language Teaching process. It is especially for the other private Islamic boarding schools which may have students with less English learning motivation. Moreover, it can be a good reference for other language teachers, for example the Arabic teachers in the school. Hence, it is hoped that students have the same high motivation in learning languages which are both English and Arabic.

The researcher also hopes that the result will give good impact to the English Teacher Education Department of UIN Surabaya, because with knowing the English teachers strategies in maximizing teaching enthusiasm, the department will have also the strategies in creating many great candidates of English teacher who are the students studying in English Education Department at present to be more and always be enthusiastic in teaching. Conducting Enthusiasm training for the candidates of English teacher is one of a good strategy to be prepared by English Education Department of UIN Sunan Ampel Surabaya.

Furthermore, this research is also hoped will be useful as a literature review for any further research which focuses on the similar topic with this research.

E. Scope and Limits of the Study

There are many kinds of teachers' skills in teaching language. Questioning, explaining, and motivating students are some basic skills of the

teachers in English language teaching.¹⁶ This research focuses on the skill of the teachers in motivating students' English learning by maximizing enthusiasm in teaching.

Moreover, teacher enthusiasm conveys two aspects which are both verbal behavior (vocal delivery and word selection) and nonverbal behavior (eyes contact, facial expression, gestures, and body movements).¹⁷ This research focuses not only on both two behavioral aspects but also the practice way as efforts to maximize teacher enthusiasm. It is included preparation before teaching, way of delivering materials, personal elements and rapport of teachers to the students.

Researcher here focuses only on analyzing the English teachers' strategies in maximizing their enthusiasm in teaching. It does not discuss about the strategies of the teachers which is not related to behavioral and practice ways of teacher enthusiasm.

F. Definition of Key Terms

In this research, there are four key terms which are defined clearly by the researcher. The four key terms are English teachers, strategies, maximizing teacher enthusiasm, and enthusiasm in teaching.

¹⁶ Richard J. Shavelson, "What is the Basic Teaching Skill", *The Journal of Teacher Education*. Vol. 24 No. 2 (144-151), 1973, 144.

¹⁷ Patricia Sanders, "Enthusiasm Awareness in The Experimental Classroom", *Developments in Business Simulation & Experiential Exercises*, Vol. 12, 1985, 41.

1. English teachers

The researcher means by English teachers is everyone who teaches English at SMP Progresif Bumi Sholawat Sidoarjo academic year 2013-2014.

2. Strategy

Cathy and Robert argued that strategy in teaching is used to make the learning environment come alive and make the lesson learned last beyond the next test.¹⁸ Here, researcher defines strategy which is as action designed to achieve a long-term or overall aim rather than theory. Hence, it is not only strategies in the theories, but specifically it is the practice way of maximizing teacher enthusiasm which is for increasing the students' English learning motivation.

3. Maximizing Teacher Enthusiasm

The writer means by maximizing teacher enthusiasm is up grading or improving the enthusiasm in order to be in a high level of English classroom teaching. It is as Peng Ding's statement that there are some features which can make teacher enthusiasm being more prominent rather than merely to copy the strategies as the theory said.¹⁹ Moreover, it can be said that maximizing enthusiasm means creating teacher to be more prominent in teaching.

¹⁸ Cathy Sargent Mester and Robert T. Tauber, Teaching tips: Acting Lesson for Teachers Using Performance Skills in Classroom, *Association for Psychological Science*.

¹⁹ Peng Ding, Doctoral Dissertation: "*The nature and impact on teacher enthusiasm in second language acquisition*" (University of Nottingham, 2008), 299.

4. Enthusiasm in Teaching

Melanie stated that enthusiasm is possession of an unwavering love of the subject and of teaching and demonstrating commitment to the job.²⁰ A teacher is perceived being enthusiastic when he or she succeeds in communicating excitement about the subject to students. Moreover, in this research, teacher enthusiasm is defined as the interest of teacher in handling the class. It includes the preparation and way of teacher delivers the materials and also controls the overall students.

²⁰ Mellani Killer, Doctoral Dissertation: “*Teacher Enthusiasm in Physics Instruction conceptualized enthusiasm as instructional behavior*” (Universität Duisburg-Essen, 2011), 247.