

CHAPTER 2

LITERATURE REVIEW

A. What is a Teacher?

1. Definition of a Teacher

Teachers have a core duty to educate learners both in formal and informal education. Longman dictionary defines 'teach as to give lesson at a school, college, or university or to help someone learn about something by giving them information'. In the same way, Longman dictionary also defines 'educate as to teach people over a long period of time, in many different types of knowledge'.

Teaching can also be defined as an art and science (Brown, 2007). In the process of teaching and learning teachers can play as an artist by having some various kinds of method used in classroom. Teaching is the best profession and work (Palmer & Christison, 2007). In being the artist teachers should be able to act as a good performer in front of their students.

On the other hand, teaching can also be defined as subversive activity (Brown, 2007). This term comes up because teachers should always act critically and being as agent of change. In his book Brown (2007) writes:

"Postman and Weingartner (1969) challenged teachers to enable their students to become "crap" detector: (a) crap detector in creating major changes in our social, economic, and political system; (b) crap detector who can cut through burgeoning bureaucracies (which, they note, are repositories of conventional assumption and standard practice); and (c) crap detector who can

release us from the stranglehold of the media, which creates its own version of censorship."

From 1950s to the early 1980s, according to Richard and Farrel (2005), teaching stimulated by the behavioral vision of learning was viewed as a combination of general ideology and specific techniques which was easily teachable and testable through certain techniques and methods (cited in Izadinia, 2012).

According to Laurence D. Hazkew and Jonathan C. Mc Lendon in their book 'This is Teaching', (page 10): "Teacher is professional person who conduct classes." While according to Jean D. Grambs and C. Morris Mc Clare in Foundation of Teaching, an Introduction to Modern Education, page 141: "teachers are those persons who consciously direct the experiences and behavior of an individual so that education takes places." (Uno, 2008).

In general, teachers in Indonesia ideally should always perform professionally with the core duty teaching, educating, training and also developing the curriculum (Rusman, 2011).

Teacher as an educator is a noble profession (PGRI, 2013). It is called as noble profession because teachers will bring their students to the good future (Crippen, 2010). Teachers also make peculiarity in their children's life (Hall et all, 2008).

Additionally, profession as a teacher is also a high profession in which

(Kim, 2013)

Teacher teaches students on how to behave wisely and Teacher is a person who transfers knowledge to students.

Coming from Javanese words, the word teacher comes from *guru*, the abbreviation of *digugu dan ditiru*, who has a charisma, so the teachers must be able to be a role model for their students (Uno, 2008). By this definition, teachers have their own identity in performing their life. The issues should be known referring to the teachers' identities.

2. The Identity of Teachers

a. Teachers as an individual

Personal identity is viewed as the connection of world and our senses and personal agency (Pearce et al, 2011). Generally, teachers might be characterized as a busy person, often stressful, but potentially worthwhile working lives. They have families and many other commitments outside school. Teachers also have their own personality (James, 2001).

b. Teachers as a social being

On the other hand, in the public identities the teacher also engage with their world behind their personal individual identities (Pearce et al, 2011). In their professional practice, teachers are also social being in that they interact with their pupils and the curriculum in the classroom. As social being, teacher is always running as part of

community network, both with his or her students and the school area (Leu, 2005).

As other profession, teacher, as a group develop ethic code to maintain their work with their students and with other teachers. Teachers in Indonesia for instance, make a group of teachers in the form of PGRI (*Persatuan Guru Republik Indonesia*), United Teachers of Republic Indonesia. They develop ethic code of teachers in Keputusan Kongres XXI Indonesian Teachers Association Number: VI/KONGRES/XXI/PGRI/2013.

3. The Roles of Teachers

A currently dichotomy concerning the role of teachers is often expressed as 'sage on the stage compared with 'guide on the side'. This catchy phrase is meant to capture the differences between teacher-centered instruction and learner-centered instruction or teacher-fronted instruction and peer instruction (Murray & Christison, 2011). Teachers then sometimes need to combine the dichotomy in their act of teaching. In conducting a process of teaching and learning, teachers have some roles concerning to the provision of effective teaching and learning (Brown 2007). Part of a good teacher is ability to play many roles in the process of teaching depend on what the students are doing (Harmer, 2011). Teachers' roles are determined by citizen characteristics between a form of learning

and process of teaching and learning in a school and its goals (Anwar, 2004).

The teachers' decisions about their role and that of their learners position students and therefore impact on their identity (Murray and Christison, 2011, p. 12). These roles includes: teachers as instructor, teachers as facilitator, teachers as controller, teachers as prompter, teachers as demonstrator, and teachers as evaluator.

a. Teacher as an instructor

Many students sometimes work based on their teachers' instruction. The instruction is very important in the process of teaching and learning. Without any instruction from the teachers, it will be impossible to run the process of teaching and learning well. In order to start a process of teaching and learning, teacher should always be a good instructor giving students instruction, so that students can engage the teaching and learning well (Harmer, 2012).

b. Teacher as a facilitator

In playing role as a facilitator, teachers must always do everything to make learning happen smoothly and appropriately for the learners (Harmer, 2012). Teachers also should be able to make a good relationship among students; it is as a guide for students' development. In playing this role, teachers help students to get some new ideas about students' life, school and making a relation with others (Iino, 2008).

In facilitating students, teachers coach students' learning, providing opportunities for students so they are motivated and empowered in the process of teaching and learning (Murray & Christison, 2011). In this role teachers are also expected to be a tutor for their students in which the teachers conduct teaching and learning process. Teachers can include students in being a tutor for their friends in the process of teaching and learning. It will be helpful for teachers to make the learning easier by including those students tutor.

c. Teacher as a controller

According to Degeng (1989) in Wena (2010) controlling learners' learning relates to the learners' need to learn, the learners' thinking ability, the strategy of learning and cognitive strategy used. At this point teachers need to control their learners in the process of teaching and learning. In controlling students, master controller teacher decide what the students do, when they should speak, what language form they should use (Brown, 2007).

As a controller, teachers need to monitor students' progress over period of time. From the monitoring then, teachers will decide what the students should do based on the progress achieved.

d. Teacher as a prompter

In being a prompter for the students, teachers should be able to encourage students to achieve more (Harmer, 2011). Moreover

teachers should be able to provide some words or phrases to help students say what they want to say (Harmer, 2012).

According to Ormrod (2008) in prompting students, teachers can do some strategies in term of prompting students' moral development.

The strategies are:

- Teachers explicate students why some behaviors cannot be accepted.
- Teachers ask students to think about others' perspective, empathy, and sociable behavior.
- Teachers inform, give a model on moral value.

In addition to the role of teacher as a prompter, teachers should be a role model for their students because teachers' behavior can does influence students' behavior (Murray & Christison, 2011). Moreover, in playing a role as prompter teachers are expected to be able to motivate their learners. If the learners have low motivation, the various strategy used cannot increase their achievement in learning (Wena, 2010).

e. Teacher as a demonstrator

In a process of teaching and learning, teachers need to be able to demonstrate for the students on what the students learned.

Additionally, for being a good demonstrator teacher also need to act as a resource for students (Harmer, 2012). Speaking the target language for instance can help students in their language acquisition

(Harmer, 2012). In here, when demonstrating the target language used, teachers are being a model of the target language use for their students.

Moreover, class interaction is also characterized by the process of communication, both verbal communication and non-verbal communication (Arends, 2013).

f. Teacher as an evaluator

One of the most important things to note by an English teacher is that their learners expect their English teachers indicate whether or not their English is right even improved (Harmer, 2001). At this point, learners expect their teachers also be an evaluator for them. It means that teachers conduct test to their learners. The aim of the test is to provide objective information combined with the teachers' subjective, commonsense impression to make better educational decisions (Kubiszyn & Borich, 1996). As an evaluator teacher has to provide feedback for students. According to Brown (2007), one of the successful key in learning a foreign language is based on the feedback received by students from other on this case, teachers' role on providing feedback is very important for students improvement on learning English as the target language.

In playing role as an evaluator, teachers assess students' learning both formal and informal assessment. As teachers and students interact in the classroom, teachers provide feedback to learners, because how

(Murray and Christison, 2011, p. 50). Additionally, Jensen (in Murray and Christison, 2011) shows that in promoting an effective learning, teachers' feedback need to be timely, specific, and under some control of the students. The other thing that the English teacher must consider in evaluating and assessing their learner is fairness.

g. Teacher as an administrator

In the past, generally teachers were expected to be able to transfer knowledge to their learners, give their learners facts from books and other sources, then give their learners tasks and assignment, next assess it. Now, the roles have shifted. In the modern era teachers not only are expected to transfer the knowledge to their learners but also are expected to do a school administration (Purwanto, 1998). The administration includes both school administrations and teaching and learning administrations.

In addition, teachers also need to have a plan in conducting teaching and learning process. The plan is a process of an arrangement about something that will be done to accomplish the aims determined (Rivai & Murni, 2010). As being an administrator, teachers should be familiar with the curriculum design process. Moreover, teachers also have to be able to design syllabus for their course in the process of teaching and learning.

According to Hidayat (1990), every teacher needs to prepare document for teaching and learning process. These preparations are: 1)

understanding curriculum, 2) mastering the subject matter, 3) organizing teaching and learning program, 4) conducting teaching and learning process, 5) evaluating teaching and learning process (Rizal & Murni, 2010).

In this point, an English teacher should master teaching and learning framework based on standardization determined. Those standards are standard competence, basic competence, indicator and content of teaching and learning (Ibid, 2010). Teachers as a subject in making a plan are expected to arrange various teaching and learning program appropriate with approaches and methods used.

B. A Good Teacher's Profile

A professional teacher is a teacher who masters on what they teach then can teach effectively, efficient and has a good personality (Anwar, 2004). With the professionalism, teachers are expected to improve the quality of education in Indonesia by conducting good teaching and learning.

To be professional, an English teacher has to master four competencies proposed by the government, which is in line with the Rules of Minister of education of Indonesia Number 16 Year 2007 about Teachers' Qualification Standards and Teachers' Competence Standards. Those competencies are: pedagogical competence, personal competence, social competence, and professional competence. With those competences teachers are expected to be

1. Pedagogical competence

As the most important competence of teachers, pedagogical competence is a competence in which teachers should conduct teaching and learning pedagogically. Teachers need individual interaction to their learners to know their students need which is appropriate with the learners' expectation (Rivai and Murni, 2010, p. 736).

As an English teacher, we sometimes think that some students are good in learning English, but some students are good in learning subject besides English. As an English teacher, we cannot avoid that number of students are good in learning language, but others have difficulty in learning language (Harmer, 2001, p. 41). Besides, we cannot generalize students' ability in learning language, because they have their own characteristics.

In addition students do not come to a class as a blank sheet without any characteristic and experience. They come to the class with their own different culture, characteristics and experiences. Moreover, they also have different brain work in processing information. Therefore, if some students are better at some things than others, it indicates that the students have differences in their personality brains work (Harmer, 2001, p. 45, Gardner, 2011). For instance, student A is better at listening skill than student B, meanwhile student B has a good skill at writing than student A. It means that the two students have differences brain work in learning language.

Learners' past and present experiences can influence how they understand

their relationship to the society and culture of the language they are learning. Those experiences also influence how the learners utilize, resist or even create opportunity to use the target language (Murray and Christison, 2011). Therefore, the English teachers will find their learners in various experiences and ability.

As a result, English teachers then are required to expand their references of various activities on how to treat their learners with the different ability and characteristics. It seems that the teacher task's is overwhelmingly complex. In spite of the students' differences obscure teachers, it can be useful sources for teachers to create an effective learning. Moreover, if teachers can make different pedagogical approach for the complex students, the teachers will have chance to reach for their students effectively (Gardner, 2011, p. 134).

As stated in the rules of Minister of National Education of Indonesia Number 16 Year 2007, in pedagogical competence, English teachers should understand well about theories of learning which will be references for the teachers to decide what the best learning strategy is for their students in the process of teaching and learning. Usher (2011) gives an example of the learning strategies which can be used by an English teacher, especially in senior high school level in teaching adult. The example of the strategy is experiential learning where teachers develop meaning and significance of the experiences of both teachers and learners

On the other hand Touvinen and Sweller as cited in Murray and Christison (2011) list numerous theories of learning in the literature such as connectivism with its focus on behavioral psychology (introduced by Thorndike, 1932), constructivism or social constructivism (introduced by Piaget, 1955) in which the learners actively construct or build their new ideas or concept based on their current knowledge or experience, connectivism (introduced by Siemen, 2005) which focuses on available technologies in order to make connection in learning, and discovery learning in which learners “learn by doing”. It means that there are numerous theories of learning in which it becomes a source of reference for English teachers to conduct teaching and learning with various students in a class.

Additionally, teachers have to design activities to satisfy the students with their different characteristics. In designing the activities, teachers will act as a designer who has an art in their teaching process (Arends, 2013).

In every school, teachers are expected to be able to develop a curriculum proposed by the government. Teachers then individually even with their partners develop the curriculum which is based on students' need and environment. In conducting teaching and learning, teachers are also supposed to make a planning. Anderson as cited in Syafaruddin and Nasution (2005) classified teachers' planning in the process of teaching and learning into five, they are yearly planning, semester planning, main planning, weekly planning and daily planning. In this planning, teachers

will decide what will students and teachers do and how to do it (Syafaruddin & Nasution, 2005)

In this planning, teacher will consider the students' need, characteristics and media provided by the school. Then English teachers will decide what the most appropriate theories and strategies for their learners in the process of teaching and learning.

In addition to the pedagogical competence, as an English teacher, we should be aware that English as a Foreign Language has always paralleled the advancement of technology. The technologies includes cassette tape, videos, CD, DVD, computers, television, radio even now there is an internet. The internet provides an enormous collection of information for language learning (Anzai, 2009).

Additionally, the power of technology today is attributed by the relationship of young people with the media (Buckingham, 2003). It can be a good chance for teachers to use a technology for media of teaching and learning process.

In addition to pedagogical competence, teachers are also required to be able to facilitate students in actualizing their potential. In facilitating students' development, a professional teacher is expected to motivate students.

In short, in this pedagogical competence teachers should be rich of various method for teaching that the method are suitable for their students' condition and their students' need

2. Personal competence

As stated in the previous above, personally English teacher as an individual has their own personality that will affect to their learners in the process of teaching and learning. Good teachers can develop authentic relationship among students, parents and college (Arends, 2013). Moreover, good teachers make a reflection to solve problems (Ibid, 2013). They think that lifelong learning is really needed to improve their teaching. In this case, the good teachers use their professionalism to adapt well in their community.

Education as a process planned in order to develop through a process of teaching and learning. Teacher as an educator should be able to affect student to the process with a good moral value which is considered as a good moral value in a society.

A moral value includes norm, moral, esthetic, and knowledge affect students' behavior as an individual and social being. An implementation of discipline in educational process will produce good mental age and a good behavior of students. Teachers are supposed to teach students about discipline, on how to read, to love books, managing time, learn on how to learn, obey rules and also learn on how to do. Those targets will be success if teachers are also discipline in doing their task and obligation. Teachers are also expected to have ability relates to teachers' integrity.

A teacher's behaviors have significant effect on how learners perceive themselves and how other students perceive them. Teachers must

constantly monitor their behavior since indirect modeling can and does influence students' behavior (Murray and Christison, 2011, p. 145). When the English teachers can implant a role model for their students it means that the English teachers have emotional and spiritual quotient (Udiotomo et.al, 2013, p. 196). Moreover, a teacher who has high spiritual nilai luhur (Anwar, 2004).

3. Social competence

Social competence of English teachers is regarding to teachers' interaction socially with their learners, their peer-profession both in their own school and out of school. Moreover, the English teachers are also expected to make a good relation with learners' parent and family even the English teachers also should be able to make a good communication in their society where they live.

Moreover, as a teacher, the English teachers should know well how their students live? How are their attitudes outside of school? Do they have a good family who always support them? (Johnson, 2002).

As a result, when the English teachers interact to their students, the English teachers should be aware of cross-cultural differences and also are sensitive to students' cultural tradition (Brown, 2007). When the English teachers have various differences of students in their class, include gender, race, religion, even nationality the teachers are expected to treat them objectively and inclusively. Again, learners' ability in learning the English

language is not the same, the English teacher therefore should be patient in working with students with lesser ability.

According to Ki Hajar Dewantara, education is a culture process. It does not only focus on a process of teaching and learning, but also it focuses on learners' aptitude, psychology, character and moral value (Saksono, 2008; Alwasilah, 2010). English teachers are expected not only teaching English as a language but also teaching attitude, which attitudes are good and which attitude are not good. Again English teachers who have a social competence should consider that English as a subject matter is relates to linguistics concept which has dichotomy descriptive-perspective, grammatically and others which particularly effect on learners' daily life.

On the other hand, a teacher according to society and students is a role model in their daily life. Teachers need to have a social competence with society in term of an effective teaching and learning. By having the competence, the relationship between school and society will be run smoothly.

Teachers' social competence includes teachers' competency in communicating, cooperating, and the English teacher is easy going. As a result, the English teacher will be able to make relationship easily in term

4. Professional competence

Generally as professional, English teachers are required to master the content of knowledge about English, includes material, structures, concept, and conceptual framework which will support teaching and learning process.

Teachers need to recognize competency standard and basic competence of students. It shows how the teachers set goals in the process of teaching and learning both long-term goals and short-term goals. With the goals, students will be motivated to achieve the goals (Harmer, 2001). Finally, the students will be competence in their majors because of the motivation to achieve the two goals.

Professionally, teachers working with students should understand well about material which is being taught. For the English teachers for instance, the teachers should understand the linguistic system of English phonology, grammar and discourse (Ibid, 2007).

Professional competence relates to teachers' ability on how to plan teaching and learning processes. Teachers with the core duty to educate students have tasks to direct students' learning to reach learning outcome. Therefore, teachers are expected to deliver teaching materials. Teachers also should update and master on English.

In conducting teaching and learning process, teachers have roles and tasks as a resource of information for their students. Teachers should consider on how their teaching can be accepted by students as an art in

learning process, how the teachers use their experiences got from training, and lifelong learning.

Teachers should always create students' activeness by using strategies and methods accordingly. Teachers create learning atmosphere for motivating students to ask, observe, experience, and discovery learning. Therefore, teachers need to use media technology to create learning by doing, learning by listening and learning by playing based on context of the learning.

Teachers should consider principles of teaching and learning, for instance, apperception, cooperative learning, and other principles. In a process of evaluation, theoretically and practically, teachers should conduct the evaluation or assessment based on the aims of the evaluation. For instance, teachers should be able to differentiate which assessment is suitable for an aim. Moreover, teachers are expected to create test well, so the test can be used to motivate students to learn more.

In a professional competence teachers also need the role of supervisor to enhance teachers' professional competence. Moreover, English teachers need a reflective supervision to think about their teaching behavior (Kayaoglu, 2012).

C. Theoretical Framework

This framework is grounded and constructed from the phenomenon that the quality of education is reduced. When English teachers are not

master four competences including pedagogical competence, personal competence, social competence and professional competence, their profile need to be explored. The primary purpose of the research is to look at English teachers' profile of Muhammadiyah Senior High Schools in Yogyakarta Municipality based on learners' perspective. The aim can be achieved by describing four competences of English teacher compared to their roles in the