

## CHAPTER 1

### INTRODUCTION

This chapter focuses on the background research that supports this study. Additionally, the problem identification, study scope, research problem, research purpose, and research significance are all explained in this section.

#### 1.1 Research Background

Education these days has turn out to be prominent element as it involves maximum people to participate in this matter. In addition, it cannot be separated from human's life. The most significant and noble human endeavor is education (Brennen, 1999). It implies that the foundation of all human endeavors is education. Humans can develop to their fullest potential on all levels—personal, spiritual, mental, moral, social, and physical—with education. The existence of teacher is important to educate human and complete the educational process. Both the process of learning and the lives of the students are impacted by teachers and their lessons. Teachers have a direct impact on what students learn, how much they learn, how they engage with one another, and how they interact with the outside world (Stronge, 2004).

Teachers are extremely important in the classroom, especially when teaching foreign languages, as is the case in Indonesian EFL classrooms (Liando, 2010). When it comes to students' motivation, a teacher's proficiency in the EFL classroom is crucial because they can serve as role models for students to enhance their proficiency in the target language.

Teachers must constantly be observed and guaranteed to determine whether they are effective educators because they are crucial to the educational process. Knowing what is expected of them and comparing that to their performance can help teachers. The self-awareness that can result in an improvement for a better learning environment can help learners achieve their learning objectives. Teachers who are more self-aware tend to be more productive and motivated to work (Richardson & Shupe, 2003). A "good teacher" is, however, who?

“A good teacher is the one who is constantly seeking to expand their knowledge, develop their pedagogy, and improve their teaching skills. They have a fierce desire to advance themselves. It goes without saying that effective instructors increase the revenue from a course by utilizing novel techniques, methods, and approaches or by combining their own methods in accordance with the students' level, age, gender, and cultural differences (Helterbran, 2008).”

Additionally, Tatar (2004) in Filiz and Eyyup (2012) argues that a good teacher is good at using time efficiently, places a higher value on rewards and organization, aids students in resolving issues, and makes very wise decisions. However, Murphy, P. K., Delli, & Edwards (2004) consider a good teacher as someone who is kind, patient, not monotonous, polite, and organized. A good teacher is familiar with their pupils and understands how to interact with them on both an individual and group level (Stronge, 2004). A good teacher should be able to act as their students' friend, decision-maker, role model, and problem-solver in addition to providing them with all the information they require.

According to Calaguas (2012), the qualities of a good teacher can be categorized into six main themes: personality, subject-matter expertise, student-student rapport skills, professional proficiency, teaching strategy, and approach to classroom management. Based on Ponnaivaikko (2012), good teachers should

have the following qualities: they should be good listeners, have a sense of humor, be creative, be able to facilitate activity-based learning, inspire their students, be skilled at developing teaching methods for various students' learning styles, be accessible to all students who need help, encourage students to ask questions, have established rules and procedures for the classroom, respect all students and promote good performance, and be self-assured.

In other words, educators can be said to be good educators if they are able to recognize that each student has unique qualities, skills, and a unique learning style. Dealing with the student characteristics, the teacher can put themselves appropriately. A good teacher should be able to use specific learning strategies and methods to create engaging lessons that will grab students' attention during the learning process. Students also favor teachers who are approachable, humorous, sympathetic, understand their needs and interests, have a mastery of classroom management, are fair, inspire students' motivation, are upbeat, and so forth.

This study focuses on the concept of a good teacher, which was regulated by Law No. 14 of 2005 of the Republic of Indonesia. The four competencies are pedagogical competence (concerning teacher management), personality competence (concerning the teacher's capacity to serve as an example), social competence (concerning relationships with others), and professional competence (concerning the teacher's subject-matter expertise).

However, English teacher with lack of competence was found in Indonesia. For instance, teachers are not competent in professional competence

(Lengkenawati, 2005), have insufficient knowledge of teaching methods and strategies, lack key qualities necessary to inspire students' interest and enthusiasm and to carry out the various tasks associated with their jobs (Wiyati, 2014). As they frequently fail to show up for class and exhibit ignorance, some teachers also lack responsibility in the classroom.. Based on preliminary observation in SMK N 1 Sawan in 11<sup>th</sup> of November until 12<sup>th</sup> of November, some students were interviewed about how the teacher teaching in the class and also by observation in the class to see how the teacher teaching in the class. After doing an interview with the students, it was found that the students need an interesting teaching process to make the students more interested with the materials presented by the teacher.

This study needs to be conducted to obtain the perception of students about four competences of teacher based on the Law no.14 of 2005 of the Republic of Indonesia. The other study that similar with this study was found on Ibad (2018) discussing teacher's personality and ability. In 2017 also investigates students' perception on certified teacher and uncertified teacher. Haig and Sexton (2014) conduct study on students' perception of what makes a good teacher. Despite the number of previous research on teacher ability little attention is given to perception on teachers four competence: pedagogy, professional, social and personality competence.

If the issue persists, teacher quality will continue to decline, and the educational system will lose credibility due to incompetent teachers fulfilling their obligations. Researcher chooses SMK N 1 Sawan to conduct this research because

the school has accreditation A from Minister of National Education. A good teacher in an English as a Foreign Language (EFL) classroom is accountable for assuming a variety of responsibilities both inside and outside the classroom in order to facilitate student learning and effective instruction. Students' perceptions are crucial in determining whether or not teachers are competent (Calaguas, 2012). Four teacher competencies in Law no.14 of 2005 are used to determine the teacher is competent or not, first one is pedagogical competence which means the competence to manage the students learning process. Second is personality competence which means the teacher should have good personality and should be the role model for the students. Third is professional competence, which means the teacher should master the learning material. Then the last is social competence, the competence that teacher should have an effective communication with the students, teachers, students parents and community.

The purpose of this study is to determine how students view their English teacher's professionalism and professional competence.

## 1.2 Problem Identification

Problem identification can be seen as the following based on the context of the study:

Students hardly comprehend studying English because of teacher's lack of competence in teaching English. Based on the observation, the students show unsatisfaction in learning process. Most of the students did not pay attention to the teacher when the teachers explain about the material. Some students show



that they did not understand of the material by asking their friend rather than asking to the teacher and also the students discuss about another topic. The teacher rarely uses technology or interesting media in teaching process that makes the students feel bored in the class. The teacher does not give appreciation to the students that make some students lose their motivation to study. The teacher never communicates the student progress can make the student lack of confident. It is clearly stated that the student unsatisfactory in how the way teacher teaching in the class. It means that the teacher lack of competence in teaching English.

### **1.3 Scope of Study**

This study examined how students perceived the professionalism competencies of English teachers, which include pedagogy competence, personality competence, social competence, and professional competence. The third graders at SMK Negeri 1 Sawan are the subjects of this study.

### **1.4 Research Questions**

This study developed a general formulation of the research problem based on the research background into:

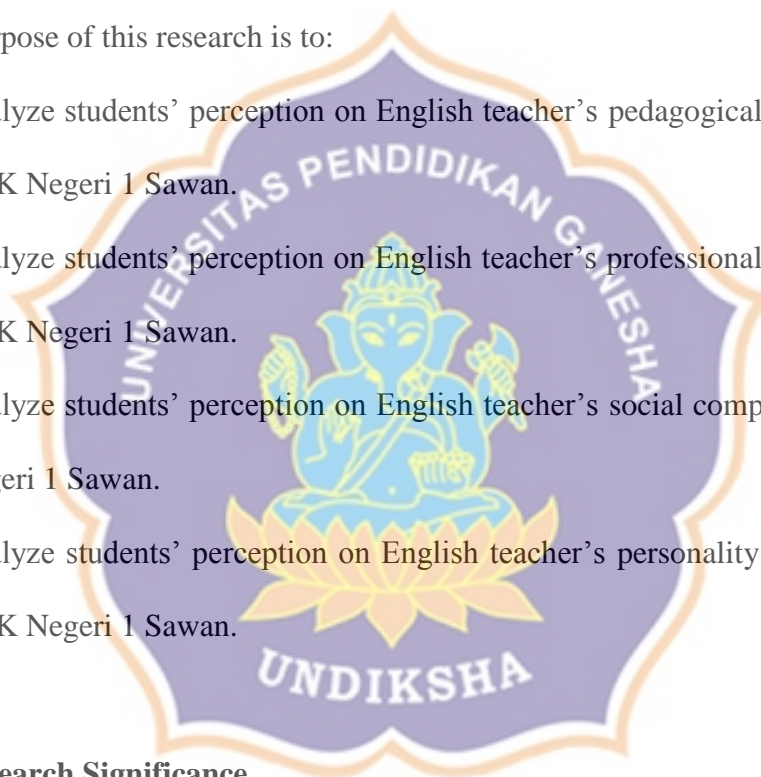
1. How is students' perception on English teacher's pedagogical competence in SMK Negeri 1 Sawan?
2. How is students' perception on English teacher's professional competence in SMK Negeri 1 Sawan?

3. How is students' perception on English teacher's social competence in SMK Negeri 1 Sawan?
4. How is students' perception on English teacher's personality competence in SMK Negeri 1 Sawan?

### **1.5 Research Purpose**

The purpose of this research is to:

1. Analyze students' perception on English teacher's pedagogical competence in SMK Negeri 1 Sawan.
2. Analyze students' perception on English teacher's professional competence in SMK Negeri 1 Sawan.
3. Analyze students' perception on English teacher's social competence in SMK Negeri 1 Sawan.
4. Analyze students' perception on English teacher's personality competence in SMK Negeri 1 Sawan.



### **1.6 Research Significance**

The study's findings are expected to be both theoretically and practically beneficial.

#### **1. Theoretical Significance:**

This study is intended to be helpful in facilitating an efficient EFL classroom. With the help of effective teachers and motivated students, learning objectives will be met.

## 2. Practical Significance:

### a) For teachers

It is anticipated that this study will help teachers, particularly English teachers, develop their professional competencies. The study's findings can also assist teachers in evaluating their own abilities so they can become better performers.

### b) For students

Students are expected to have a positive attitude and perception of the professionalism and abilities of their English teachers. As a result, they can view English teachers as positive role models.

### c) For other researchers

The literature reviews in this study should be helpful to other researchers. The findings of this study may also be taken into account for use in future investigations.

