CHAPTER I

INTRODUCTION

This chapter focused on the research background which underlines this study. This part also explains the problem identification, scope of study, research problem, and research purpose as well as research significance.

1.1 Research Background

Education is a human endeavor which is the most important and noble (Brennen, 1999). It means that education is the basis of all of the activities in this world. With education, humans are able to achieve their fullest personal, spiritual, mental, moral, social, and physical potentials. To be educated is also important and educational process will never be complete without the existence of teachers. Teachers and their teachings create impact in the educational process as well as in students' lives. Teachers directly affect how students learn, what they learn, how much they learn and the ways they interact with one another and the world around them (Stronge, 2004).

Teachers play an important role in the classroom, particularly in the instructional context of language learning such as the Indonesian EFL classroom (Liando, 2010). The competence of teacher in EFL classroom is important in relation to students' motivation as teachers could be a good example for students to improve their ability in using the target language. According to Liane (in

Liando, 2010), teacher' competence and orientation are powerful variables in increasing students' motivation in learning English.

Since teachers are important in educational process, they must be monitored and guaranteed at all times to see if they are good teachers or not. It can help teachers to be aware of what is expected from them and can be compared to how they actually perform. This self-awareness can lead to an improvement for better learning environment, so that the goals of learning can be achieved. Once teachers have better awareness of themselves, they tend to be more effective and satisfied with their jobs (Richardson & Shupe, 2003).

Tatar (in Filiz and Eyyup, 2012) stated that a good teacher is good at organization, uses time effectively, helps students in dealing with their problems, gives more importance on reward, and ensures that his/her decisions are very appropriate. On the other hand, Murphy et al (2004) defined a good teacher as a teacher who is caring, patient, not boring, polite and organized. Besides, a good teacher knows his/her students and how to communicate with them, both individually and collectively (Stronge, 2004). Thus, good teachers are not the ones who only give all the information and knowledge that the students' needs. They also have to be able to act as a problem solver, decision maker, role model, and friends to their students.

Regarding to the characteristics of a good teacher, Calaguas (2012) identified them into six major themes which are: teacher's personality, subject matter expertise, relational competence with students, professional competence, teaching style, and classroom management style. Meanwhile, Ponnavaikko (2012) revealed the quality aspects of good teachers. Teachers should be good listeners,

have high sense of humor, lots of creativity, able to make activity-based learning possible, able to motivate their students, able to create teaching style for different students' learning styles, make themselves available to all students who need assistance, allow students to ask questions, has classroom rules and procedures, respect all students and encourages good performance, have confidence, patience, true compassion for students, understanding, dedication to excellence, unwavering support, willingness to help students, pride in students' accomplishments, and passion for life.

In other words, teachers can be said good teachers if they are able to understand that every student has different abilities, learning style and characteristics. Therefore, the teachers can put themselves appropriately in dealing with their students in accordance to their characteristics. A good teacher also should be able to attract students' attention by applying certain learning strategies and methods in order to create an effective teaching and learning process. Moreover, students tend to like teachers who have some personalities such as humorous, friendly, understand students' needs and interests, show sympathy and empathy, arouse students' motivation, master classroom management, fair, cheerful and so on.

This study takes the term of a good teacher as a teacher who possess four professionalism competences as regulated in the Law no. 14 of 2005 of the Republic of Indonesia. The four competences are pedagogy competence which is dealing with learning management, personality competence which is teacher's ability to be a role model, social competence which is dealing with relationship

with others, and professional competence which refers to teacher's expertise of material and subject matter.

However, it is found that a lot of Indonesian English teachers are less competent. For instance, teachers are not competent in English listening and reading skills (Lengkenawati, 2005), have an inadequate knowledge of teaching techniques and strategies, lacked important characteristics that are needed to engender interest and enthusiasm in students and to perform the various responsibilities of their work (Wiyati, 2014). Furthermore, based on the preliminary observation and a brief interview with few students of SMA Negeri 1 Singaraja, there are teachers who are not responsible in teaching as they are often not present in class and be ignorance. They also undergo an uninteresting teaching and learning process as the teacher are not creative.

If this problems continue, the quality of teacher will be getting lower and lower and the educational institution will also be doubted because of incompetent educators in carrying out their duties and responsibilities. Good teachers should be responsible in taking on various roles in and out of the classroom to achieve students learning and successful teaching, especially in English as Foreign Language (EFL) classroom. In determining whether the teachers are competent or not, students' perception is important (Calaguas, 2012). Therefore, this study is conducted to identify students' perception on their English teacher's competences.

1.2 Problem Identification

Based on the background of study, problem identification could be seen as follows:

1. A lot of Indonesian English teachers are less competent.

1.3 Scope of Study

Based on the problem identification, this study focused on students' perception on English teacher's competences, which includes: pedagogy competence, personality competence, social competence and professional competence. The students in this study referred to the twelfth grade students in SMA Negeri 1 Singaraja.

1.4 Research Problem

Based on the research background, this study formulated a general formulation of research problem into:

1. How is students' perception on English teacher's competences in SMA Negeri 1 Singaraja?

1.5 Research Purpose

The purpose of this research was to identify students' perception on English teacher's competences in SMA Negeri 1 Singaraja.

1.6 Research Significance

The results of the study were expected to be beneficial theoretically and practically.

1. Theoretical Significance:

This study was expected to be beneficial to enrich the realm of science by providing theories, especially about perception and teacher's competences.

2. Practical Significance:

a) For teachers

This study was expected to be beneficial for teachers in building their competences, especially as English teachers. In addition, the result of the study could help the teachers to reflect their own competences, so they can improve and perform better than before.

b) For students

Students were expected to give an insight about teacher and teacher's competences. Therefore, they could see English teachers as a good role model in life.

c) For other researchers

This study was expected to be beneficial for other researchers by providing literature reviews. In addition, the result of this study could be a consideration to be used in future research.