

CHAPTER I

INTRODUCTION

This chapter presents: 1) background of study, 2) research problem, 3) research objective 4) significance of the study.

1.1 Background of study

In the teaching and learning process, the quality of education is crucial because there are some elements in it. A and Mohammed (2015) say that The 21st century knowledge driven society has “Quality” as its defining element. Education Elements is a software and service company that assists schools in designing and implementing blended classrooms that engage all students and make data-driven learning viable for teachers. The importance of Element in education provides goals and policies that enhance lifelong learning opportunities, encourages partnerships with traditional educational providers, and furthers the community’s role in supporting a safe, healthy, and positive educational environment.

Teacher is part of the school. The role of teacher is very imperative to generate the teaching and learning process run well, therefore, the students can reach the objectives of the study. Furthermore, a teacher should play various roles. Teachers also play a significant role in school improvement efficiency. Harmer (2007) states the roles of teacher have eight roles in managing a class; they were controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Day and Sammons (2014) noted that a person who holds the key to the success of the students in learning something such as science, language, or others

is a teacher. The teacher should know what roles are used for helping students with difficulties. If the teacher applied the roles of teacher maximally, the students' participation would be increased.

In addition, the role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. John and Peter (2001) supports this by saying that "the individual classroom and the individual teacher provide a useful starting point for examining effectiveness" (p. 9). Teaching competency is the role of a teacher to perform in the classroom and is therefore directly related to the skill of teaching (Hazel & Donald, 2006). Good education is associated with the effectiveness of educational behavior, which is the basis for developing experienced teachers.

Teachers have a great responsibility in their classroom. Everything the teacher says affects the students. When the teacher feels joy or feels anger, it spreads to the students. Teacher attitudes are contagious (Akhyak & Indramawan, 2013). While Mulyasa (2007) states teacher competency is a qualitative definition of meaningful activity by teachers. Douglas states that Teachers who do not have a basic understanding of educational tactics and procedures have difficulty managing classrooms and do not have the teaching strategies needed to identify student weaknesses and learning issues. As a result, teaching competency plays an important role in determining and establishing the quality of the learning process for students, as well as the level of professionalism of the teacher in relation to his or her field master, in order to contribute to improving the students' learning

performance (as cited in Salami et al. 2020, p.337). As a result, one of the reasons is that all pupils rely on the teacher. The pupils will be affected by anything the teacher says. If the teacher is happy or sad, it will be contagious to the students. The teachers' emotions have both positive and negative effects on students, while the rest of the negative emotions present basically a negative influence.

Additionally, Several competencies must be met in order to become a professional teacher. As stated in the law in Indonesia of teachers and lecturer No. 14 2015 section 10 and verse 1 must have four competencies named pedagogic competencies, personality competencies, professional competencies, and sosial competencies that must be mastered. However, According to Panggabean and Himawan (2016) only discuss three aspects of competence. There are pedagogic competence, personal competence, and professional competence. So, to get a good quality as a teacher, Because numerous components of teaching and learning are involved, mastering competency is required. The quality of educating competency plays a critical part to form and set up the quality of learning process for the students and also to perform the professionalism level of the teachers relate to their field ace in arrange to be contribute for progressing the learning performance of the students and the point of instructing English for Student is to support student's enthusiasm toward language that they would advance their learning. It is expected student' outcome would better compare as it is taught by a professional teacher.

The teachers must have the abilities to encourage their students to be interested in the material. This is related to the mastery of the subject matter, stable personality, communicating effectively, and methods in transferring knowledge well to maintain the emotional stability of Student. Nelly and Thinguri say that “the mastery of subject matter is the foundation upon which the education of a teacher is based” (2014). So, Among other things, teachers require subject mastery and the ability to establish interrelationships between different subjects. These are essential for a teacher's career preparation and are embedded in the foundation of general education, contributing to the growth of a teacher as a person.

In line with this case, a preliminary study conducted by the researcher with three students in SMAN 1 Sungai Keruh through informal interviews indicated their perceptions towards teacher's competence in teaching English. The students in SMAN 1 Sungai Keruh confessed that their teachers' competence in teaching English in the classroom was good but they faced some difficulties in learning English because bahasa Indonesia and English are different. This information was conveyed by three students during the interview conducted by the researcher related to this research (S.P, T.A.Y, & W, Personal communication, students of SMAN 1 Sungai Keruh, June, 15th , 2021).

Afterwards, there have been many previous related studies conducted by researchers about this discussion. The first was conducted by Indra Rouhul Wahidah (2021) found that the correlation between students' perceptions toward

teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon that There is a significant positive relationship between students' perceptions of teachers' pedagogical competence and their achievement in English subject at SMA Islam NU Pujon. This means that the higher the English teachers' pedagogical competence, the higher the students' English achievement. The second was conducted by Basri (2019) found that teacher pedagogical competence in teaching English at the first grade of SMAN 5 Selayar was very good, because the English teacher have a skills how to opening classroom, and the teacher has ability when the student had mastered the method to a high level, the teacher began providing materials. The last was conducted by Annisa Nadia (2020) about an analysis of teacher's competence on teaching learning process of English at SMAIT Iqra' kota Bengkulu. This research indicated that the teachers have very good competence in teaching English. In short, there has been plentiful research conducted by experts related to this discussion.

Consequently, this phenomenon encouraged the researcher to conduct a similar research about students' perceptions toward teacher competence in teaching English. Then, this research was conducted at SMAN 1 Sungai Keruh because it was the place where the researcher encountered the phenomenon about teacher competence. The purpose of this research was to find the teachers' competence in teaching English. After that, the researcher conducted this research for students at SMAN 1 Sungai Keruh. Therefore, this research was entitled

“Survey on Teacher’s Competencies in Teaching English : Students’ Perceptions at SMAN 1 Sungai Keruh”

1.2 Research Problem

Based on the background, the research problem is formulating in the following question:

How were the students’ perceptions on the teacher’s competence in teaching English at SMAN 1 Sungai Keruh?

1.3 Research Objective

Based on the research questions above, the research objective of this study is:

To find out the students’ perceptions of the English teachers’ competencies in Teaching at SMAN 1 Sungai Keruh

1.4 Significance of the Study

The findings of this study are predicted to be beneficial to a number of people. Practically, it is expected to be beneficial for those dealing with Competence in Teaching English. The teachers can know the points of competence in teaching and the explanation and deeper for the teacher as the important role in process learning.

The second is expected to be useful for school by knowing the weakness and strength of teachers in teaching English qualities in the school. It can help schools to solve some problems/lacks or improve the quality of teachers.

The third is for next researchers. The research is expected to serve as a resource for future research. Therefore, through this research, it is expected that this study contributes as references for other researchers to enrich their resources.

The last is for the writer of this study. By doing this research, the writer can enrich her knowledge about how to conduct quantitative research, especially surveys on students' perceptions toward English teachers' competencies in teaching English and the writer hopes this research will help her in the future as an English Teacher.