

CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers are a key factor in the successful implementation of curriculum changes. Exceptional teacher can often compensate for the poor-quality resources and materials they have to work from. But in adequately trained teachers may not be able to make effective use of teaching materials not matter how well they are designed. In any institutions, teachers may vary in according to some dimensions. They are language proficiency, teaching experience, skill and expertise, training and qualifications, moral and motivation, teaching style, beliefs and principles (Richard, 2001:99).

In curriculum 2013, Teacher is main factor in education development. Teacher has important role in teaching learning process. Regulation minister of national education of Indonesia number 16 of 2007 about academic qualification standards and competence teachers, there are four standard of teachers' competencies; pedagogical, personality, social and professional competence. They are integrated in teachers' performance.

According to Calderhead J and Susan (2005:1) Educational thinkers and writers have variously emphasized different aspects of the teaching role—the teacher as expert in their subject; the teacher as facilitator of learning; the teacher as a motivator and source of inspiration; the teacher as upholder of moral standards.

Teacher has important role and function in teaching learning process to achieve the education purpose. The implementation of curriculum 2013, teacher has to change the teaching model that different from the previous curriculum. Teacher must be able to help students to solve their learning problems, motivate them and can create positive impact to attain optimal result. Teacher should understand learners' need and effective teaching in order to do teaching learning process is not only transfer the knowledge but also process which learner be active and make comfortable in teaching learning process.

In English language subject, English is not as student's knowledge and communication tool but it has central role in student's intellectual, social and emotional development. To teach English language for students needs a good English teacher who able to run his/her role as good teacher, because English in Indonesia is not as mother tongue or second language but it is as a foreign language. During English is being taught since 1967 until nowadays many students have problems to learn it, such as the difficulty students at practice English written and orally. They are caused by some factors; teacher, students, method or technique, teaching management and so forth.

Fauziati (2010:178) says that in general teachers try to do their work better every day. They have good interest in their students and this drives them to a constant search for more motivating activities, more efficient teaching methods, and better designed materials for their classes, thinking about how to help their students. This constant commitment can be seen in different places: teacher are involved in conferences, seminars, workshops to share ideas with

colleagues; they become members of professional association such as TEFLIN (Teachers of English as a Foreign Language in Indonesia), Asia TEFL (Teaching of English as a Foreign Language), or IATEFL(International Association of Teachers of English as a Foreign Language); they write articles in magazines, journals, web sites, etc. such teachers are a typical of good language teachers.

Learners need in learning English language also must be known by teacher. Students expect that they have a good English teacher; she/he is not only transferring of knowledge but also has good characters in teaching English language. He/she is expected to has good technical knowledge, pedagogical skills, interpersonal skills and personal qualities. To measure the characteristics of good English teacher can be held by giving questionnaire and interview to students dealing with good English teacher, because almost every day they interacting each other. Students are more objective in giving argument about their teacher, because not easy to get data and observe reality of teacher's performance and activity in classroom regularly. Supervision of headmaster or monitoring can observe teacher's activity but it is not effective way because usually teachers will show their good performance, teaching preparation and teaching activity at that time, after that they will back to teach such as teachers' workaday.

By student's perception the researcher conducts research of good English teacher. It is valuable to be studied and researched. It can become contribution for English teacher to be better. If teacher has good characteristic, it will advance education in Indonesia, especially in English teaching. As the researcher's experience when she was study English in junior and senior high school, English became difficult subject because her English teacher only taught English material without understanding students' need. Students were afraid when they couldn't answer the teacher's question. Students couldn't develop their potential, so they failed in study English.

Research of good English teacher is needed to investigate whether English teachers in Indonesia have good characteristics or not. It is useful to improve the quality of English teachers. The research can be held through interview, observation and give questionnaire to students about their perception of good English teachers. The result of this research is as input to teacher's reflection, evaluation and mediation.

Good English Teachers should understand of principle of foreign language learning and learning approach. Teaching and emotional experience are important. Teacher also should understand about humanistic principle because students are organisms who need to be understood to develop their potential. Humanistic approach treats human being as a whole person. Thus, whole person learning means that teachers consider not only the students' feeling and intelektulas, but also have some understanding of the relationship among the students (Fauziati, 2009:80).

Humanistic principles have important implications for education. According to this approach, the focus of education is learning and not teaching. The goal of education is the facilitation of learning. Learning how to learn is more important than being taught by the superior (teacher) who unilaterally decides what will be taught. Education system, then, should regard the person's freedom and dignity. What needed, then, is real facilitator of learning (Fauziati, 2009:45).

Besides as a facilitator, a teacher also has function as a motivator. A good English teacher can give stimulus for students to be interested to learn English. In learning English, students are not because of necessity but students have motivation to learn it. To motivate students in learning English, teacher should have pedagogical skills. She/he can stimulate interaction, cooperation, and teamwork in the classroom.

In fact, every teacher has different characters. Not all teachers understand about their role and function. In preliminary of the research, the writer tried to observed and interviewed to SMK Perintis 29 Ungaran students dealing with good English teacher. Based on the result of an early observation and interview that had been done on July 7th 2014 shows that one of student, SM-26 (see appendix 1) said that “ *guru bahasa Inggris yang baik adalah guru yang bisa memotivasi siswa-siswanya*” (Good English teacher is teacher who can motivate students). Meanwhile, another student gave the following argument;

“A good English teacher is humourist and close to her/his students. If teacher is humourist, students will not be bored in learning English. If students have close relation to their teacher, they will feel good and have courage to ask and discuss with teacher when they have difficulty or problems in learning English”, (SF-85), (See appendix.1).

Next, the writer asked another student. He answered that “Good English teacher is teacher who using or speaking in English language in teaching learning process”, (SM-25) (see appendix.1). Another statement from another student about good English teacher, she said that “Good English teacher is a patient teacher, because many students who have difficulty in learning English, so students need a patient teacher” (SF-74) (see appendix.1).

From the result of preliminary interview above, the researcher is interested to investigate further the students’ perception about good English teachers. The research conducts at the first, second and third grade students at SMK Perintis 29 Ungaran. It is one of vocational high school in Semarang Regency. It has three programs, accounting (Akuntansi), Hair styling (Tata kecantikan rambut) and Dress making (Tata busana). The total of subject is 131 Students; 104 females and 27 male students.

B. Limitation of the Study

Limitation of the study as follow:

1. The subject of the study is limited to the first, second and third grade students of SMK Perintis 29 Ungaran, Semarang Regency in the academic 2014/2015.
2. The object of the study is the student's perception of good English teachers' characteristics with respect to technical knowledge, pedagogical skills, interpersonal skills and personal qualities.

C. Problem Statement

The problem statement in the research is about the characteristics of good English teachers based on students' perception at SMK Perintis 29 Ungaran, there are:

1. What is the students' perception of good English teachers with respect to technical knowledge?
2. What is the students' perception of good English teachers with respect to pedagogical skills?
3. What is the students' perception of good English teachers with respect to interpersonal skills?
4. What is the students' perception of good English teachers with respect to personal qualities?

5. What are the differences and similarity of students' perception of good English teachers with respect to technical knowledge, pedagogical skills, interpersonal skills and personal qualities?

D. Research Objective

The research objective in this research is to find out the students' perception of the characteristics of good English teachers at SMK Perintis 29 Ungaran as follows:

1. To find out the students' perception of good English teachers with respect to technical knowledge.
2. To explain of the students' perception of good English teachers with respect to perception of English teachers with respect to pedagogical skills.
3. To investigate of the students' perception of good English teachers with respect to interpersonal skills.
4. To investigate of the students' perception of good English teachers with respect to personal qualities.
5. To investigate about the differences and similarities of students' perception of good English teachers with respect to technical knowledge, pedagogical skills, interpersonal skills and personal qualities.

E. Benefit of the Study

The research has some benefits that can be useful for researcher and for the other. There are two kinds of benefit, namely theoretical and practical benefits.

1. Theoretical benefit

- a. For the researcher, the research can be useful for herself to improve her knowledge and competency as a teacher.
- b. For the other researchers, the result of the study can be used as reference for other researchers or students who want to conduct a research about English teacher.

2. Practical Benefit

- a. For English teacher, the result of this research can be reference to evaluate their teaching practice of English and to improve some weakness that will encourage them to make something better.
- b. For Vocational High school, especially for SMK Perintis 29 Ungaran, the result of the study gives contribution to know about good English teacher. It can help school to always improve the teacher competence.

F. Research Paper Organization

This research consists of five chapters; chapter I is an introduction which consist of six parts. They are background of the study, limitation of the study, problem statement, research objective, benefit of the study, and the research paper organization. Chapter II is underlying theory which discusses about previous study, the notion of good English teacher and other theories that related to the research. Chapter III tells about the methodology of this research that consists of type of the research, object of the study, research location, research procedure, and method of collecting data and technique for analyzing data. Chapter IV is research finding and discussion. Chapter V contains conclusion, pedagogical implication and suggestion.