CHAPTER I
INTRODUCTION

A. Background of Study

The central task of our country Indonesian is the competence to improve its human resources quality and education sector. UNESCO, in 2012 reported that Indonesia ranked 64th from 120 countries based on an assessment of Education Development Index (EDI). The total value of EDI obtained from the acquisition of four categories: primary education enrollment rate, literacy rate at age 15 years, participation rates according to gender equality, the number of students up to grade V Elementary School. (UNESCO 2012). The United Nations Development Programme (UNDP) in 2011 also reported the Human Development Index (HDI) Indonesia education rank decreased from 108 in 2010 to 124 in 2012 from 180 countries. And on March 14, 2013 reported decrease to the order of 121 from 185 countries. This institute recognized that one challenge is the low level of Indonesian teaching which touch to humanity’s quality. Meanwhile, the government capitalizes in education as a policy to grow human resources quality. The educational quality must be buoyed by professional educators to create the persons who have life skills and solid self-confidence to be competitor among global life. Fauziati (TEFL: 178) presents typicals of good language teacher are doing their work better everyday, having good interest in their students, drive
them to constant search for more motivating activities, efficient teaching methods, better design materials for their classes. Spend a lot of time inside or outside their classes, think how to help students. This constant commitment can be seen in different places: teachers are involved in conferences, seminars, workshops to share ideas, becomes member of professional association, write an article in magazines, journal, web site etc.

It means that as a good language teacher is not only doing their work better in a class, but a teacher should be clever in having good interest, driving and motivating students and designing materials. And also spending a lot of time to help students in solving the students subject problem, involving in conferences, seminars, workshops and finally writing an article in magazines, journal, web site and the like.

A research about overall capability of many educators in Indonesia stated by World Bank (2010) exposed that their education achievement is still low. The 2012 Indonesian Education Ministry data show that just 487,488 (81.21%) of 600,374 educators of senior high school hold bachelor degree or four-year diploma and the rest 112,888 (18.79%) is Diploma degree. The report also defines that educators have little competency score test on knowledge of subject, skills of pedagogic, and academic in general skill. Even though this test is not nationally scale, the usual tutors merely scoring less than fifty percent. Besides that, a serious concern of Indonesian educators is the low level of knowledge professionally, skills, motivation, and efforts.
English teachers have more problems on their shoulders to advance the students’ competence in communication and at the same time enable them to succeed in the National Exams. This situation puts them in a problem: on one side they have to teach the students and enable them to communicate in English, and at the same time they have to “teach for the test” in order that their students will succeed in the National Exams. It is almost impossible to reach both goals with the same level of mastery; either the students are competent in communicating but are not able to answer the multiple choice questions or they can answer the questions easily but are not able to communicate in English.

There are some unqualified teachers since of the imperfect access and resources especially in the suburb parts. Up to right now, Teacher training to be a challenge in backing up teacher professionalism because the limitation to hold it by the government. Teacher has limited time to be pressured by Ministry of National Education to transfer the change curriculum and content of the subject. The policy creators could not realize that many educators are teaching in a bad work location. Yudhoyono, an Indonesian’s president (2012) stated his anxiety in teachers’ day. *He identified that most of the educators have additional income get from each three months certification as professional teacher, more profits from local and central government, and more exercises and also training but they illustrate not so stable obligation and eagerness toward their work. The authorities in education, the supervisor of school and the school chief requires to support them and to take a reflection*
regularly in order to encourage their commitment, proficiency, and inspiration in teaching process.

According to the Department of Education and Science in Great Britain (1985, Yuen-yee’s Journal), good teachers need a variety of approaches and patterns of working and the flexibility to call on several different strategies in the space of one lesson. To improve educators’ qualification takes some factors as teachers’ a variety of approaches and patterns of working and the flexibility to call on several different strategies in the space of one lesson. Or in other statement educators’ qualifications are teachers intention, methods, strategy, media, facilities, library, laboratory, surrounding and management, and also development models. The improvement in teacher’s learning quality at every education level will take an influence on learning quality. So, it is expected that it will improve students’ academic achievement in the improvement in Indonesian education quality.

Bringuier (in Fauziati, 2009: 61) Learning is an interaction between subject and object. It is a perpetual construction made by exchanges between thought and object. It is not a copy of reality by the concept of the subject, who, progressively and with all kinds of experimental probes, approaches the object without ever attaining it in it self. The construction of knowledge is lively process that requires the active learners who will be responsible for ones’ learning, while the teacher only makes an effective learning situation.
Teachers’ knowledge and skills are necessary to be refreshed since science and technology are growing so fast and the high competitiveness of living in modern people. Without refreshing teachers’ knowledge and skills, teachers may not be able to attract students to provide students with appropriate hard and soft skills for competitive living in modern society.

In Indonesia, the professionalism of teacher depends on the national policy connected to the teachers ability in conducting educators role and purpose and how they perform at learning place or school and in society. The Teachers Law and Lecturers No. 14 in 2005 mandates teacher as educator who professional with the main task in having education, teaching, having guidance, directing, giving a training, having assessment, and evaluating learners on education of early childhood, formal education, the primary education, and the secondary education. The regulation required publics who need talents, interests, vocation, and idealism; committed to improve the educational quality. In the duties of professionalism, teacher obliges is to find certain quality standards and require professional education. Teachers have to own live, and skills behaviors and also controlling the knowledge as a set of competence. Teachers need to have qualified academic of a bachelor or four years-diploma grade of academic education to be possessed by the educators according to the type, grade, and the units of formal education in where the assignment. A teacher or lecturer to be professional must meet academic qualifications, have an educational certificate, and be competent; and consequently he or she will get a high reward.
Nowadays, Indonesian educators are tried to familiarize the revolution in technology information to improve teachers’ professionalism. Information and Communication Technology (ICT) must be used in educational sector to achieve its goal. The teacher’s role may not be the only learning source because many learning resources and information sources are able to help a student to study.

Schools are not anymore to be the only center of learning place because learning actions are no longer limited by space and time. Therefore, tutors have to improve the quality of self-confidence to solve his problems, both individually and collectively.

Besides the increasing educators’ qualification and obligating certification, educators need opportunity to involve in the professional development so they can keep and raise up their skills, knowledge and practice. The types of professional development have been created in our country Indonesia to improve educator professionalism such as, PKG (Pusat Kegiatan Guru or Centre for Teacher Activity), KKG (Kelompok Kerja Guru or Teachers Working Group), and MGMP (Musyawarah Guru Mata Pelajaran or Teacher-subject forum) that allow teachers to share teachers experiences to solve the problem they face in class or in teaching activities. Teacher-subject forum (MGMP) is very familiar in professional growth among educators in Indonesia because it covers all areas geographically from city to the village. Teacher-subject forum is hoped to act as a improver in the classroom reform, facilitator in the development and improvement of educator competence, the
agent "encouragement" in classroom management innovation and school management, and also collaborators of the unit concerned and the relevant professional organizations (USAID, 2005). MGMP stressed on how to grow professional skills of teachers through this forum. MGMP is focused on developing teachers competence are more applicable and concrete. For additional professional development, Department of Education at provincial level often requests some educators from regencies to join a training or workshop, that the specifically can be connected the innovation in teaching or resources development every subject-matter.

Indonesia Vision 2020 for education sector that Education aims to produce students who have knowledge and skills needed in the globalization era. Teacher must be ready to accept and adapt themselves with many kinds of changes that happen around them. Teacher is requested to change their function as culture distributor to the students for long life learning. Training is important to be determined following the training field; knowledge, attitude and skills of the teachers. Because the esense of increasing the Indonesian educational condition is on teacher`s hand, so it should be known about a good teacher. But this study only takes an effort to enhance the English language. Based on the explanation above, the writer interested to conduct a research about,” The Perception of English Teacher Association Pacitan Regency about Good English Teacher”.

B. Research Problem

The main problem of the study is: "What is the perception of English teachers Pacitan about good English teacher?".

From the research problem above, it can be some research questions as follows:

1. What is the English teachers` perception about good English teacher in terms of language competence (English proficiency)?
2. What is the English teachers` perception about good English teacher in terms pedagogical competence?
3. What is the English teachers` perception about good English teacher in terms of classroom management competence?
4. What is the English teachers` perception about good English teacher in terms of interpersonal communication competence?
5. What is the English teachers` perception about good English teacher in terms of socio affective competence?

C. The Object of Study

1. To describe the English teachers` perception about good English teacher in terms of language competence (English proficiency).
2. To illustrate the English teachers` perception about good English teacher in terms of pedagogical knowledge competence.
3. To describe the English teachers’ perception about good English teacher in terms of classroom management competence.
4. To reveal the English teachers’ perception about good English teacher in terms of interpersonal communication competence.
5. To notify the English teachers’ perception about good English teacher in term of socio-affective competence.

D. The Significance of the Study

1. Practically, the important of this study it gives us an image about the English teacher association perception of the good English teacher. It is hoped that knowing the English teacher association views about good English teachers can be used as a model of good English teacher, so teachers will have to modify their performances and behavior to be good English teacher in class.

2. b. Theoretically, It will give some input and references to the next researcher to develope understanding about the good English teacher for the next. So that the good English teacher will be wider and more complete in meaning.

The next for the researcher, the research may be beneficial for him to progress his knowledge and ability as an English teacher.