

# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

Nowadays, Indonesia is still lagging behind in the quality of education, both formal and informal education. This can be known by compare the quality of education in Indonesia with other countries. The low quality of education can also be seen in the Minister of Education's presentation, delivered on December 1, 2014, stated that education in Indonesia is in an emergency position. Some cases that illustrate these conditions are the low level of education services in Indonesia, the low quality of education in Indonesia, the low quality of higher education in Indonesia, and the low literacy skills of Indonesian children.

Education in Indonesia is in an emergency position. Some cases that illustrate this condition include 75% of education services in Indonesia do not meet the minimum service standards of education, this data is obtained from Ministry of Education and Culture's mapping of 40,000 schools in 2012. Access and quality mapping of education in Indonesia in 2013-2014 shows that Indonesia is ranked 40th out of 40 countries. Whereas for higher education in Indonesia is ranked 49 out of 50 countries. And for literacy skills, in science and mathematics mapping shows that Indonesian children are in position 40 of 42 countries.

There are factors that influence the low quality of education in Indonesia. According to Purnamasari (2012), factors that affect the low quality of education in Indonesia are the problem of effectiveness, efficiency and standardization of teaching. Then, Kulsum (2013) stated that several factors that affect the low quality of education in Indonesia are low physical infrastructure, low quality of teachers, low teacher welfare, low student achievement, low opportunity for educational equity, and high cost of education. Then, Cahyani (2015) assumes

that teacher is one of the determinants of the high and low quality of education that has a strategic position, because teachers are often used as role models and even become figures of self-identification for students. From the statements above it can be concluded that the teacher is one of the fundamental factors that affect the quality of education in Indonesia.

As one of factors that affect the quality of education in Indonesia, teacher plays an important role in the implementation of learning in Indonesia. According to Sudarwan Danim (2011) teachers are educators, who become leaders, role models, and identification for students, and their environment, then teacher is an important element in learning activities. Quoted from Juhji (2016) that teacher as the main actors in implementing educational programs in schools have a very important role in achieving the expected educational goals. Therefore, it can be concluded that the teacher as an actor plays an important role in learning, then, it is very important to know how the teacher's perception in the teaching and learning process. Then, here is the need for research on teacher perspective.

Since the teacher has an important role in education, there have been number of studies on teacher perspective, however there are still few research focusing on the perspective of English teacher. The existing research mostly on English learning leads to English language teaching methodology, English learning strategy, and English learning materials. Researches done by Khan (2015), Dagnew and Asrat (2016), Sohibun and Eripuddin (2017), and Badri, et al. (2016), whereas all those research discusses teacher perceptions, but they have differences in the topics that are determined and also the results obtained, but all of the above studies are still in the same frame regarding teacher perceptions. Apart from the researches above, researcher found that there are still few research leads to the teacher's perceptions in English teaching and learning.

Therefore, it is important to know teacher's perceptions on English teaching and learning. When the teacher's perceptions on English learning is understood and known more deeply, it will provide a better understanding of how the teacher views. As Kulsum (2013) stated that teacher's perceptions of good English subjects occupy an important position and role for teachers in improving the implementation of teaching.

The researcher is interested to analyze the English teacher's perception on English teaching and learning process at MTs Negeri Fillial Jeblog, Karanganom, Klaten. Hence, it is important to do this research to know whether the English teacher have good perspective on the English teaching and learning or not. This must be done to get a better understanding on the views of the English teacher on English teaching and learning, because the results of this can provide input and feedback, or a better understanding of what they experience as an English teacher, then researcher can respond or support them. Because of that reasons, the researcher interested in doing a research entitled **“TEACHER'S PERCEPTIONS ON ENGLISH TEACHING AND LEARNING AT MTS NEGERI FILLIAL JEBLOG, KARANGANOM, KLATEN”**.

#### **B. Limitation of the Study**

In conducting this research, the researcher makes limitation. The researcher limits the problem only on the teacher's perceptions on teaching and learning at MTs Negeri Fillial Jeblog, Karanganom, Klaten, that is focused on teaching and learning process and activities in the English lesson.

#### **C. Problem Statement**

Based on the background above, the problem statement of this research can be described as follows:

1. What does the teacher's perception on English teaching and learning at MTs Negeri Fillial Jeblog, Karanganom, Klaten implies?
2. What are the difficulties experienced by teacher on English teaching and learning? (if there are any).

#### **D. Objectives of the Study**

Based on the problem statement above, the objective of this research can be described as follows:

1. To describe the teacher's perception on English teaching and learning at MTs Negeri Fillial Jeblog, Karanganom, Klaten.
2. To investigate what are the difficulties (if there are any) experienced by teacher on English teaching and learning process.

#### **E. Benefit of the Study**

1. Theoretical benefit

This research is expected to give benefit for theory development in finding out English teacher's perceptions on English teaching and learning process at MTs Negeri Fillial Jeblog, Karanganom, Klaten. It is also expected to be an information and guidance for the next researchers who want to conduct a research related to this topic.

2. Practical benefit

- a. For English Teacher

The teacher can use this research results to improve the English teaching and learning in the classroom.

- b. For The Researcher

This research also gives some benefits for the researcher since the researcher also get useful experiences from the teacher about the teacher's perceptions. The researcher as a future teacher will use the result of this research as a representation on how to be a good teacher.

- c. For Other Researchers

This study is beneficial for the future researchers who want to have the same topic of the research. This research can be used as one of the references to conduct another research.

## **F. Research Paper Organization**

In writing the thesis to be more systematic and focused on one thought and to further facilitate the authors in this research, the following systematic discussion which consists of five chapters, namely:

Chapter I Introduction consists of background of the study, research problem, research objectives, and research benefits and research paper organization.

Chapter II Underlying Theory it explain about description of the theory used in this research suc as teacher, English teaching and learning process and teacher's perception and followed by previous study related to this topic.

Chapter III contains about research methodology it containing research type, object of the research, data and source of data, method of data collection, technique of data analysis, and credibility of data.

Chapter IV is at the core of this research which will describe the perception of English teacher on English teaching and learning at MTs Negeri Fillial Jeblog, Karanganom, Klaten, then followed by discussion.

Chapter V is conclusion, consists of implication and suggestion.