**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, problem statement, objective of the research, significance of the research, and scope of the research.

1. Background

Teacher is one of the most important elements in education. He or she has important role because he/she is responsible to educate and transfer knowledge to the students. He/she has main aim of his/her job that is to make students learn effectively and efficiently. An effective teacher understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education. A creative teacher is skilled where and when he or she uses different roles and technics in one time (Zeiger, 2015).For doing so, he or she has to do several activities such as plan properly, provide effective instruction and evaluate the learning activities using appropriate methods and techniques. It means that he or she has to perform a host of activities inside and outside the classroom. They also know that effectiveness or ineffectiveness of teaching is closely linked to teacher competence. Competent teacher would create classroom conditions and climate, which are conducive for student in learning.

A teacher has to play many roles. Think of the possibilities: authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent (Brown, 2001). Depending on the country teachers are in, on the institution in which teachers are teaching, on the type of course, and on the makeup of their students, some of these roles will be more prominent than others, especially in the eyes of their students.

One of the reasons is difficult to give general descriptions of competent teacher is that different teachers are often successful in different ways. Some teachers are more extrovert or introvert than others, for example, and different teachers have different strengths and weaknesses. A lot will depend on how students view individual teachers and here again, not all students will share the same opinions.

It is often said that ‘good teachers are born, not made’ and seems that some people have a natural affinity for the job. However somehow there are also others, perhaps, who do not have what appear to be a natural gift but are still effective and popular teachers. Such teachers learn their craft through a mixture of personality, intelligence, knowledge and experience and how they reflect on it. Even some of the teachers who are apparently ‘born teachers’ weren’t like that at the beginning at all, but grew into the role as they learnt their craft. Therefore, the quality of teacher is the quality of education itself.

The quality of education is largely determined by the teachers’ quality standardization. Therefore, teachers need to improve their competence as stated according to Government Regulation number 14 year of 2005 defines that professional is any work or activity carried out by a person's life and a source of income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education. As professionals, teachers are required to constantly develop themselves in line with the progress of science, technology and art. Thus, teacher must possess four competencies obligated by *Permendiknas* No. 16/2007; which are pedagogical, personality, professional, and social competence.

The conditions and the situations become causes to each teacher have differences in mastering of the requisite competence. Therefore, there are two schemes that are undertaken by the Ministry of Education and Culture for measuring the professionalism of teachers, academic and non-academic. Academic measurements done routinely every year is to organize Teacher Competency Test or in bahasa *Uji Kompetensi Guru* (UKG), and non-academic measurement to evaluate the performance of teachers or in Bahasa *Pengembangan Kinerja Guru* (PKG).

UKG has routinely been conducted since 2012 for teachers who follow teacher’s certification. Beginning in 2015 UKG routinely is performed to measure the professionalism of teachers. The goal is to determine the level of competence of individual teachers and teachers’ tenure maps on pedagogical competence and professional competence.

UKG implementation focused on identifying weaknesses in the teachers' pedagogical competence and professional competence through computer based test by answering questions in multiple choice form. With regarding to the two key competencies possessed by teachers in UKG, pedagogically, the teachers have to apply their knowledge, skills and attitude in managing the students’ learning in order to maximize the learning process and increase the students’ learning result. That is why the teachers are expected to be able to facilitate the students in increasing their proficiency. Then, professional competence is a competence that must be possessed by teachers in relation to control learning materials widely and deeply so that teachers are expected to have a good depth of knowledge about the learning materials as well as matters related to learning materials.

Sumarna Surapranata, as Director General Human of Higher Education, reported by *Sekolahdasar.net*(2015) that “currently the average result of UKG is 4.7 (2012 – 2014). The target strategic plan this year (2015) is 5.5 of the average result”, so teachers were expected to pass the score, he continued that "Later in 2019 average of teachers’ competencies test result is 8.0,"

In achieving these targets, continued by Sumarna, various treatments are carried out on teachers. Nevertheless, he said, to increase the competencies of teachers are not solely the task of the government, but the duties of the individual teachers also exist. He continued that "Our target is to test toward them and will increase their competencies.”In November 2015, most of teachers had been taking UKG. Some teachers could not conduct the test because they faced some regulation problems. In other hand, many teachers complained about the test through computer because it caused ache to their eyes.

After knowing how UKG had been conducted by government, the researcher is curious to know students’ perception of their teachers’ competencies in teaching English, in terms of pedagogic and professional competencies. Then, it must be realized that consciously and unconsciously, students assess their teachers behind them. They have assessments of their teacher. No wonder the students say that they have favorite teachers. This reality is also based on the researcher’s experience when was in the school. Although the teacher got a high score in teacher competency test, unfortunately the assessment is just from government and we do not know exactly how teacheris transferring knowledge to his/her students and what they felt on their teacher. One of the reasons why teacher is difficult in transferring knowledge is his/her acts or behaves in the classroom, but importantly teachers’ work experiences are also contributing as a fundamental role.

There are some main reasons why this research is necessary to be conducted. It is crucial to have the students’ perception about the competencies of English teachers in realizing that the students as the object of teaching also have their own perceptions to their teachers, it means they become the one side who could give their perception for the improvement of their English teachers’ competencies.

There were nine schools that were taken to conduct this research. They were SMAN 1, 2, 3, 8, 9, 14, 18, 19, and 20 Makassar. There were six schools as representative of accredited “A”, they are SMAN 1, 2, 3, 8, 9 and 14 Makassar then SMAN 18, 19 and 20 Makassar represented accredited “B” grade. Therefore this study is the researcher effort in order to know about students’ perception of English teachers’ competencies in teaching of English in terms of pedagogic and professional competence in Makassar.

1. Problem Statements

Relating to the English teachers, it is crucial to know the teachers’ competencies in teaching English as perceived by the students. It can help the teachers have an idea of what their students think of their teaching performance and behavior and then mend accordingly. Therefore to see how the students perceive their teachers’ competencies in teaching English, the researcher summarizes the problem statements as the following:

* 1. What are students’ English learning achievements results at schools of accredited A and B?
  2. What are the students’ perceptionon the English teachers’ competencies in teaching English in term of pedagogic and professional competence at schools of accredited A and B?
  3. Is there any influence of students’ perception on simultaneous teachers’ competence to their learning achievement?
  4. Is there any influence of the students’ perception on the English teachers’ pedagogic competence to their learning achievement?
  5. Is there any influence of the students’ perception on the English teachers’ professional competence to their learning achievement?

1. Objectives of the Research

Furthermore, the researcher also has some objectives. These objectives are in the following:

* 1. To find out whether or not there is a significant difference between students’ learning achievements at schools of accredited A and B.
  2. To find out whether or not there is a significant difference between students’ perceptions on English teachers in teaching English in terms of pedagogic and professional competence at schools of accredited A and B.
  3. To find out whether or not there is a significant influence of students’ perception on simultaneous teachers’ competence to their learning achievement.
  4. To find out whether or not there is a significant influence of students’ perceptions on the English teachers’ pedagogic competence to their learning achievement.
  5. To find out whether or not there is a significant influence of students’ professional on the English teachers’ pedagogic competence to their learning achievement.

1. Significances of the Research

The results of this research are expected to givecontribution to the learning and teaching theoretically, and it provides useful contribution to the learning and teaching practically. Practically, this research can be useful contribution to the improvement and effectiveness of English teachers’ competencies in teaching English, especially in pedagogical and professional competencies. Based onthis study, teachersraise their understand and awareness of their competencies in teaching of English in the classroom from their students’ perception. Moreover, this research was seeing whether any their competencies have any impact toward their students’ learning achievement in the classroom, they can develop their competencies and give training to other teachers in order to help them teach better.

The researcher hopes the result of this research is a valuable input for English teachers in Makassar especially, for the students who want to pursue to be a teacher of English, and the future researchers that want to continue this basic research. So, they can contribute new significant improvement to the practice of English teaching, and to improve the quality of language teaching, especially related to pedagogic and professional competence in teaching English.

1. Scope of the Research

The research focused on students’ perceptions on English teachers’ pedagogic and professional competence in teaching English at Makassar state senior high schools.