**CHAPTER I**

**INTRODUCTION**

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

1. Background

Formal education in kindergarten until high school levels is conducted at school, both private and state. School is the second home where students’ behavior and intelligence are shaped to achieve success. At schools there are many elements or factors that can influence the teaching and learning process elaborated below.

Rasyid (2015) stated that there are four perennial truths that make the teaching and learning process possible to take place in the classroom. If one of these does not exist, there will be no teaching and learning process, through the learning process itself may still take place, they are: (1) teacher, (2) students, (3) material and (4) context of time and place.

All of them were related to one another. But, among all the above factors, there was no doubt that teachers play fundamental roles in the teaching and learning activities. Teachers were at the ‘front lines’ in the implementation of the curriculum that had been designed. They were the ones who were the most directly and frequently in contact with students during the teaching and learning activities. They are the figures who were expected to evaluate the quality of their student learning. Those universal roles applied to teachers of all subject matters, including tertiary teachers of English as a Foreign Language (EFL). Therefore, any efforts for the enhancement of students’ learning experience and students’ learning outcomes at any level of education must consider the strategic roles of the teachers as the ‘front liners’. J Chen (2012) argued that the attributes teachers demonstrate during the teaching and learning activities can either discourage or encourage the effectiveness of students’ learning.

One of the attempts to maximize the roles of teachers in their teaching roles is by researching what characterizes of effective teachers should be. The evidence is based on the information gathered from such studies that will be useful for teachers to put into their daily teaching practices. Empirical studies examining perceptions of what constitutes effective tertiary EFL teachers indeed have been extensive within the existing literature. This is particularly the case with studies carried out in the context of western countries in comparison to characteristics of effective EFL teachers as perceived in non-western contexts. Zhang and Watkins acknowledged that while there is a plethora of studies examining what characterizes effective teachers in western countries, conception of good teachers have been much less explored in the non-western context.

Further investigation within the existing literature that explored the conceptions of effective EFL teachers in the non-western contexts indicates that there are very few studies that have been undertaken in the context of Indonesian higher education. Most of the existing empirical studies were undertaken in other countries, for example, China, Iran, Saudi and Yemen, Thailand, and Korea.

The problem is some English teachers do not realize whether they have conducted the teaching appropriately and effectively or not. Khaerati (2015) stated that one of the indications is based on the data taken from press conference by Kementerian Pendidikandan Kebudayaan (2012), the number of SMP/MTs students who did not pass the examination in academic year 2011/2012 was 666: where in Mathematics Subject was 229, English Subject was 191, in Bahasa Indonesia was 143 and IPA was 103. From this data, English subject was at the second position of the most students who did not pass the examination and it could be inferred that the students’ English competence was low. It also indicates that some English teachers are not effective in teaching in the classroom.

In Minister Regulation of National Education Number 16 in 2007 that as a teaching agent for primary to secondary school and also in early childhood education, a teacher should have some competencies as follow (1) Pedagogy competence, (2) Personal competence, (3) Professional competence, and (4) Social competence. Pedagogy competence means the ability of the teachers to manage the learning of students. Personal competence means the ability of a stable personality, noble, wise and dignified and become a role model for students. Professional competence is the ability of mastering material in board and depth, and Social competence means the ability of teachers to communicate and interact effectively and efficiently.

This research intends to investigate the characteristics of effective EFL teachers from senior high school students’ perception. As with the present day, most students are randomly assigned in all classes rather than grouped by their ability in English; therefore, heterogeneous classes are expected for most English teachers at senior high schools. A few studies, however, have emphasized on how students with different academic achievement perceive the characteristics of effective teachers. Thus, this research also attempts to compare and contrast the perceptions between male and female students as well as the perceptions among students with high, medium and low academic achievement, and determine if gender or academic achievement has an effect on how students perceive the Effective English teachers.

1. Research Question

The three research questions to be addressed in this researchwere as follows:

1. What are the seniorhigh school students’ perceptions on the characteristics of an effective EFL teacherat SMA Negeri 3 Makassar?
2. Is/are thereany differences between male and female senior high school students’ perceptions in terms on the characteristics of an effective EFLteacherat SMA Negeri 3 Makassar?
3. Is/are there any differences among the perceptions of low, medium, and highachievers in senior high school in terms on the characteristics of an effective EFL teacherat SMA Negeri 3 Makassar?
4. Objectives of the Research

Based on the research questions above, it can be stated that the objectives of the research were:

1. Tofind out the students’perceptions on the characteristics of an effective EFL teacherat SMA Negeri 3 Makassar.
2. To identify the differences between male and female senior high school students’ perceptions in terms on the characteristics of an effective EFL teacherat SMA Negeri 3 Makassar.
3. To identify differences among the perceptions of low, medium, and high achievers in senior high school in terms on the characteristics of an effective EFL teacherat SMA Negeri 3 Makassar.
4. The Significance of the Research

The result of this research will be expected to be beneficial theoretically and practically to the field of teaching. Theoretically, this research will be expected to enrich the knowledge about English teachers’ pedagogical competence in relation to developing and evaluating the quality of teaching English as a foreign language. Practically, this research will be expected to give information for the teachers and government about an Effective EFL teacher to be a consideration in increasing the quality of education in our country commonly and in Makassarspecially.

1. Scope of the Research

This researchfocused on investigating the characteristics of an Effective EFL Teacher based on the students’ perception of first grade students of SMA Negeri 3 Makassar. Itattempted to compare and to contrast the perceptions between male and female students as well as the perceptions among students with high, medium and low academic achievement, and determine if gender or academic achievement has an effect on how students perceive their English teachers.