**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**

In today’s society being a teacher is not an easy task, since it requires being versatile, flexible and having too many irons in the fire. 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 it does seem that some people have a natural affinity for the job. However, 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 the way 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 on Teachers and Lecturers, 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, personal, 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 Indonesia “Uji Kompetensi Guru” (UKG), and non-academic measurement to evaluate the performance of teachers or in Bahasa Indonesia “Pengembangan Kinerja Guru” (PKG).

UKG has routinely been conducted since 2012 for teachers who follow teacher's certification. Beginning in 2016 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' competence through computer based test by answering questions in multiple choice form. Sumarna Surapranata, as Director General Human of Higher Education, reported by Sekolandasarnet (2016) that "currently the average result of UKG is 4.8 (2012 — 2015). The target strategic plan this year (2016) 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, was 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 December 2016, 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 good teachers' profile on competencies in teaching English. Then, it must be realized that consciously and unconsciously, students assess their teachers behind them. No wonder the students say that they have favorite teachers. This reality is also based on the researcher's experience when are 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 teacher is 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 profile of good EFL 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.

According Kamaruddin (2017) state that teachers of SMAN 2 Sungguminasa are favorite of English teacher in South Sulawesi. Kamariah has the highest value of UKG of English teacher in South Sulawesi and She is mentor of English teacher in South Sulawesi. Kamaruddin is a chairman of English MGMP in Gowa. He is also facilitator of Curriculum of 2013 in South Sulawesi. Therefore, the researcher chooses those English teachers of SMAN 2 Sungguminasa.

The researcher also chooses English teachers of MTsN Gowa because they are monitored and guided by USAID Priority. USAID Priority is a five-year program funded by USAID, designed to improve access to quality basic education in Indonesia.

Therefore, there are two schools that will be taken to conduct this research. They are SMAN 2 SUNGGUMINASA and MTsN GOWA. This study is the researcher effort in order to know about students' perception of profile of good EFL teachers in teaching of English in Gowa.

1. **Problem Statement**

As stated in the background above that the purpose of this study is to mainly investigate if there are any specific characteristics that a good teacher of English as a foreign language should possesses, according to the students and the teachers. Therefore, my investigation is based on the following research questions:

1. How do the students perceive their teacher teaching related to teachers’ competence?
2. How do the students perceive their teacher teaching related to pedagogic competence?
3. How do the students perceive their teacher teaching related to professional competence?
4. How do the students perceive their teacher teaching related to personal competence?
5. How do the students perceive their teacher teaching related to social competence?
6. How is the teachers’ competence in terms of gender and age?

**C. Objective of the Research**

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

1. To investigate students’ perceptions about the profile of good English teacher in teaching English at SMAN 2 Sungguminasa and MTsN Gowa.

Furthermore, the researcher also has some specific objectives to achieve the general objective above. These objectives are in the following

1. To investigate students perceive their teacher teaching related to pedagogic competence
2. To investigate students perceive their teacher teaching related to professional competence
3. To investigate students perceive their teacher teaching related to personal competence
4. To investigate students perceive their teacher teaching related to social competence
5. To explore whether or not there is a significant difference between students’ perceptions on good English teacher based on gender and age.

**D. Significance of the Research**

The results of this research are expected to give some theoretical and practical in English learning.

1. Theoretical

The results of this research are expected to provide beneficial and referential contributions to broaden knowledge about students’ perceptions of the profile of good EFL teacher.

1. Practical
2. For the researcher, this research enhances a better understanding about profile of good EFL teacher in enriching the researcher’s knowledge in order to be a good EFL teacher.
3. For the EFL teachers, this research offers a better understanding about profile of good EFL teachers on how they act in the classroom or outside classroom.
4. For the educational institution, this research presents a reference to be used in recruiting and educating the EFL teachers’ candidate.
5. For the next researchers, this research provides information as referential knowledge of how to analyze the profile of good EFL teacher.

**E. Scope of the Research**

This research focuses on the concept of the profile of good EFL teachers. This research is limited to the students’ perception, the year X and XI students of SMAN 2 Sungguminasa and VII and VIII students of MTsN Gowa. The results of the students’ perception are categorized based on teachers’ competences which are pedagogical competence, personal competence, social competence, and professional competence and the competences are related to teachers’ gender and age. The activities in this research are questioner and interview. The students to be given questioner are selected. While The students to interview are selected based on their perception.