**CHAPTER I**

**INTRODUCTION**

This chapter consists of background, problem statement, objectives, significances, and scope of the research.

1. **Background**

In all activities of teaching and learning in the classroom, the most effective way to develop students’ learning outcomes is the quality of teaching, especially it is determined by teachers’ ability to motivate and facilitate such learning. Williams and Burden (1997) stated that students’ motivation is seen as one of the most powerful influences on learning and in the case of a foreign language, a fundamental factor in foreign language achievement. English as a Foreign Language (EFL) teachers need to make informed decisions on how to increase, implement, and maintain the motivation throughout the process to enhance the student’s learning outcomes. Therefore, they need to look into how their students perceive effective language teaching. It was realized that the students entering secondary schools came from different backgrounds and had different proficiency in English.

EFL teachers need a wide variety of teaching methods in teaching English, especially in secondary school level. Teaching English as a foreign language is only learned at school or English course actually different from teaching Indonesian whereas it was used as daily language by the students.

According to Yanfen and Yuqin (2010:77) in EFL classroom, teachers have important role to interact with the students because they have major portion of class time employee to give direction, explain activities, and check students’ understand use the target language. The students’ interaction is also important, in giving appropriate response to the teacher talk, it means that they understand the language that teacher use.

There are several aspects interacts one another such as; material and context of time and place. But teacher becomes the central position in education system. The English Foreign Language (EFL) teacher holds many roles in classroom. This is because the EFL tea cher has big responsibility to the students. The teacher is not only presenting the material, a teacher also as a good model who has good performance, good talk and best quality. They spend little time helping student learn how to learn. In order to improve the academic performance of all students, teacher need to help students develop effective learning methods and also the teacher tries to create an interesting learning atmosphere in the classroom. As research suggests, effective use of learning methods can greatly improve student achievement (Protheroe & Clarke, 2008).

There are many teaching methods introduced to EFL teachers in Indonesia, many research findings on an effective method in teaching English have been conducted in English language element. Teachers only need to learn the teaching methods to find out their students’ needs. It was delivered by Linton (1987) that EFL teacher should endeavor to use various teaching methods to meet EFL learners’ needs.

Teacher’s perception has a brief relation in establishing teaching method applied in English classroom activity. Teacher is a manager in the classroom. The only one can manage the classroom well is teachers because they know so well their students’ mind, needs, condition, and culture. So it is very important for teacher to aware of their thought to conduct teaching in the classroom such as stated by Freeman (2000:1) that methods link thoughts and actions.

Many researchers tried to investigate the students’ successful in English learning and why some students are more effective at learning than others. William & Burden (1997:144) argue that the only way to answer such question is by investigating language learning methods. By investigating learning methods, researcher can find the effective ways in learning a foreign language. It is also supported by Green and Oxford (1995: 265) who said active use of methods help learners attains higher proficiency in their language learning. Many studies on language learning arrived at the identification of good language learners, since many researchers confirmed the effective use of language learner is used interaction interchangeably with successful language learners.

The interaction between the teacher and the students is the focus or determinant of the successful teaching and learning process. The interaction between EFL teacher and students create some perceptions. The perception covers students’ preferences as how teacher instruction should be delivered (Lightbown & Spada, 2008). Interaction in the classroom influences students’ perception of and participation in classroom activities. Their perception of the teacher’s role and their own in the learning process, their belief about language learning (Tudor, 1996) and their beliefs about the knowledge required by an effective language teacher (Kalebic, 2005; Borg, 2006). Therefore, an identification of these perceptions have an obvious relevance to understanding their expectations of the lesson, their commitment to the class as well as to the opportunities they should be provided with to be successful and satisfied with their lesson (Horwitz, 1889).

Based on the statement as previously stated, the researcher examines that students’ perception as a crucial part of the classroom in relation to classroom activities effectively. Based on the preliminary study, the researcher found that some of students in the ninth grade of SMP Angkasa Maros always hesitate to communicate their weaknesses with the teachers. So that, they got worry because they have lack in mastering vocabulary which make them feel difficult to understand the text. Furthermore, if they pronounce word is incorrect pronouncing, when the teacher asked them directly to talk, they will hesitate to respond the teacher. Finally, it made them feel uncomfortable during the lesson. Moreover, some students choose to stay quietly in the classroom until the end of the lesson although they do not understand the lesson given by the teacher. Sometimes, it is the reason why English lessons are less preferred by the students whereas English has become a compulsory subject at school where it is considered an important part of a student’s general education.

This research supported some previous studies and become the additional scientific sources for the next related studies. Many research findings about students’ perception have conducted. In addition, this research was expected to be more creative contribution to EFL teachers in teaching English. The researcher believed that with knowing students’ perception, it will be useful for EFL teacher as guidance to manage and identify the material should to learn by students depend on students’ needs, and also become active in shaping their own roles in teaching English. Therefore, the researcher interested to conduct a research under the tittle Students’ Perception toward Effective Teaching Method Used by EFL Teacher.

1. **Problem Statement**

Referring to the background, the researcher formulated problems that was explored in this research as follows:

1. What are students’ perception toward effective teaching methods used by EFL teacher?
2. What are students’ perception toward ineffective teaching methods used by EFL teacher?
3. **Objective of the Research**

Related to the research questions, it can be stated that the objectives of the research were:

1. To describe the methods perceived by the students as effective teaching methods used by EFL teacher.
2. To describe the methods perceived by the students as ineffective teaching methods used by EFL teacher.
3. **Significance of the Research**

The contributions of this research expected to give some beneficial 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 EFL teachers in using effective teaching method.

1. Practically
2. For the researcher, this research will give a better understanding about students’ perception and effective teaching method in enriching the researcher’s knowledge in order to be an EFL teacher.
3. For the EFL teachers, this research will give a better understanding about effective teaching method on how they act in the classroom in order to be EFL teacher.
4. For the students, it is a guidance in building up interaction with their teachers so that they can maximize the teaching and learning process.
5. For the educational institution, this research will provide a reference to be used in recruiting and educating the EFL teachers’ candidate.
6. For the next researchers, this research would give information as referential knowledge of how to analyze the perception of students towards their EFL teacher in using effective teaching method.
7. **Scope of the Research**

This research deals with English teaching methods and students' perception. The scope of the research is interdisciplinary which is under applied psycholinguistics. This research focused on the concept of effective teaching method that used by EFL teacher and the students of SMP Angkasa Maros’s perception. The results of the students’ perception were categorized based on their English achievement. The activity in this research was interview. The first step was class discussion and the second was focus group discussion. The classes to be interviewed for class discussion were selected based on the score of English achievement and for group discussion were selected based on the students who are more active in class discussion.