

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, English is generally taught as foreign language. The term of “foreign language” in the field of the language teaching is different as the term of second language. As the foreign language, English is one of the subjects in school with the purpose of basic communicating and master four language skills, such as: listening, writing, reading, and speaking. English also considered as an important subject because also tested in the national exam (called as UN) with national standard score and become one of the requirements of graduation. Based on the Regulation of Education in 2006 about the National Standard Education (*Undang-Undang No. 23*) in general the purpose of learning English in Indonesia is students should be able to demonstrate skill listening, reading, writing, and speaking.

In addition, Indonesian’s basic principle also well known with the term (*Undang-Undang No.22*) in Regulation of Education in 2006 about the Contents of Standard that the purpose of learning English is directed to students in order their ability and to develop their communicate in verbal form in the context of school, English is important to increase competitiveness in global society and develop some understanding about the relationship between language and culture.

In order to implement teaching English as foreign language, school is the foundation of a fundamental place to make students able to master English. In relation to this, teacher is the key success to the English teaching and learning. The teacher adopts and which is designed to help student learn, it is to some extent facilitative. Harmer (2005) said that to facilitate the student's progress in some way for other, the teacher should have roles, which are as controller, organizer, assessor, prompter, participant, resource, tutor, and observer. The teachers are responsible for a large amount of what happens in the classroom management, assessment, feedback, correction, and so on (Lindsay and Knight, 2006). Those are part of the teacher responsibility for their effective teaching.

The *Regulation of Education* in 2005 about the role of teacher and lecturer number fourteen, mention that the teacher must have the academic qualifications, competency, certificate of health educators, physical and spiritual, as well as has ability to reach the goal of national education. The basic meaning of competency is the ability or skill. Teacher is expected to show students about how getting knowledge, attitude, and skill.

Teachers who have pedagogic competence will be able to create an effecting learning environment, fun and will be better able to manage the class. Pedagogic competence is a part of four competences which can be separated from the others. Pedagogic is an ability of a teacher in managing the learning process of learners. On regulation of Education in 2005 about the Role of Teacher and Lecturer (*Undang-Undang No. 14*) mentioned that pedagogic competence is the capacity in managing learning process of learners.

The Interstate New Teacher Assessment and Support Consortium (INTASC) establishes guidelines for preparing, licensing, and certifying educators. They promote 10 standards (standards for good teaching) that should be part of every teacher's classroom practice or personality (Fredericks, 2005). On the other side, Gurney (2007) also provide five key factor or foundation for good teaching. So many opinion about effective teaching or good teaching. Tudor (1993) in Harmer suggested that the teacher's special qualities including maturity, intuition, educational skill (to develop student's awareness of language and learning), an openness to student input, and an greater tolerance of uncertainty. In this situation, the teacher is no longer to give knowledge, the controller, and the authority, but rather a facilitator and resource for the students to draw on.

In fact, sometimes we still meet traditional teacher behaviour in EFL teaching with the teacher more active than students. Teacher almost explain and give knowledge during teaching process and give students chance to make questions and give assignment in the end. There is no different teaching methodology and variation media used. Therefore the writer is eager to find out the EFL teaching in Gresik especially at Junior High School, so the researcher will conducted questionnaires to the EFL teachers who had been certified. To make the data more valid, the researcher give questionnaires also to some students, see the some lesson plan of teacher, and observe some teaching of them. Here the researcher take data from English teacher who had been certified because the teaching of certified teacher ought to better than uncertified teacher.

1.2 Statement of the Problem

From the basic consideration above, the question of this research are:

1. How is the teachers perception toward good EFL teaching at Junior High School in Gresik?

1.3 Objective of the Study

Based on the formulation of the problem, this research is aimed:

1. To know the teachers perception toward good EFL teaching at Junior High School in Gresik.

1.4 Significance of the Study

The finding of this research is hopefully to be benefical from both theoritical and practical aspects.

1. Theoritical

The result of this study can give evidence about the extent of EFL teaching at Junior High School.

2. Practical

This research will give understanding about the perception toward good EFL teaching and will expected to be significant considerations in enhancing the quality of English teaching process.

It will expect the teachers can teach their students better than before and develop themselves in order to perform their best in the classroom. This study is also hope to give motivation for the teachers to

always improve their competencies.

1.5 Scope and Limitation

The researcher will observe the teacher perception toward good EFL teaching at Junior high school. The researcher conducted 36 certified English teacher to give perception about good EFL teaching. This limitation of the study is focus on the teachers perception.

1.6 Definition of Key Terms

To avoid misunderstanding meaning of the terms in this research, researcher defines some terms bellow:

1. Perception

According to Wittig in Ardi and Linda (2010) said that perception is the process by which a person interprets sensory stimulation. Perception is the processing of information from the environment in the form of stimulus, which is received from the sensory organs and transmitted to the brain to be selected, organized, giving rise to the interpretation or assessment form of sensing or previous experience.

2. Good EFL Teaching

Smith (1995) in Gurney argues that effective teaching should be focussed on the creation of appropriately nourishing experiences so that the learning comes about naturally and inevitably. He states that the schools

should focus less on talking about teaching and learning but more about doing. It's mean that reflect on what we do in the classroom rather than on all the talk about theory and practice. Teaching can said good if the teaching process can go on effectively, the goal of teaching can be reach, and the students master the skill that they learnt.