# CHAPTER I

# INTRODUCTION

This chapter presents several aspects of this research, including basic consideration, research question, the scope of the study, the aims of the study, and the study's significance.

## Basic Consideration

In this era, education is still the most critical element in human life. Education has a significant influence on individuals. It is vital to the life and development of a country. Education cannot be separated from the components of education itself, such as teachers and students. These components should work together to create a good education, stable and high-quality atmosphere. Teacher is the determinant of the success of teaching and learning process. In order to obtain teaching and learning run smoothly, sometimes teacher must understand the desires of students.

There are several components need to be considered based on improving the quality of the education process, including input, process, output, and feedback (Mukhid, 2007). The input part involves students; the process components related to teachers, learning materials, teaching methods, evaluation systems, supporting facilities, and administrative systems. The output parts are related to the state of the students after experiencing the process, and the feedback parts are related to the response after seeing the shortcomings in the output of how to take steps or efforts are related. However, it is believed and expected that high-

quality teachers must not only improve test scores but also provide an emotionally supportive environment that helps students' social and emotional development, manage classroom behaviour, provide accurate content, and support critical thinking (Cohen, 2011, as cited in Blazar & Matthew, 2016).

On the other hand, a successful learning process requires the effectiveness of the teacher in the classroom. To do so, teachers should remain professional in the learning process. Professional teachers will aid the students in improving their abilities to understand a subject. Therefore, the effectiveness of teachers is essential for students' learning. It can be measured through the teachers' interaction with students, teaching strategy, motivation, content knowledge, and classroom management by using a qualitative research approach. (Kola, Olanipekun, and Garuba, 2015).

Furthermore, according to Education Law no. 14 of 2005, teachers are professional educators whose main task is to educate, teach, train, guide, and evaluate students. To this end, before proceeding with the teaching process, teachers should consider some educational elements, including; students, teachers, learning materials, methods, classroom mastering skills, environment, and goals. Teachers who have considered all the above elements in the learning process can be classified as effective teachers.As Anderson (2004) stated, to be an effective teacher, one should use the knowledge and skill required to achieve the learning goals.

The majority of teachers in most schools in Indonesia face such psychological questioning of themselves as to how well can one get along with their students, simply because they are oblivious of their students' perceptions of them (Ibrahim, 1996). The teacher established themselves as a nuisance, or rather as obstacles, to the classroom teaching effectiveness. Needless to say, some classrooms are more interesting than others, due to different level of enthusiasm or particular skill in explaining, describing, and questioning. Nevertheless, teachers' and students' behaviours are more than spontaneous and short-lived in several particular situations. Further, each individual in a classroom possess a variety of attributes that might influence how a teacher behaves towards their surroundings and how the students respond to them. It implies that the way students perceive the teachers directly or indirectly impacts their academic achievement or teaching outcomes.

In obtaining a good teaching model, it is necessary to improve teaching implementation. There have been some general problems related to the lack of effectiveness of teachers in the learning process. There are still some teachers who are incapable in managing the class properly, unable to master the taught materials, or are just teachers who do the homework, and the success of the teaching process is primarily affected by the teachers themselves. Since teachers are professionals, they are responsible for mastering and developing teaching materials, planning and preparing daily courses, and controlling and evaluating students' activities.

Therefore, teachers need to recognize their weaknesses through the perception of students in the teaching process. It is usually related to human perception. Human perception generates signals from the environment through sight, hearing, touch, smell, and taste. Like Slameto (2010), perception is the process of inputting information or information into the human brain through constant contact with the environment. In this case, by contacting the teacher in the classroom, students can better understand the teacher's success in the teaching process.

The researcher also discovered the previous problems during the teaching training program (PPL 2), conducted at SMP Negeri 4 Kota Gorontalo in September 2018. It was found that students were subjected to the task-based learning process where they were only given homework or one-day learning materials and left unattended, which leads toan inadequate classroom environment. For example, there was no restriction regarding students' presence in the classroom, and some even did not finish their homework.

In addition, prior to the teaching process, the teacher constantly repeated the previous material in each meeting. They even tried to ask their students just for the sake of recalling the previous materials. Teaching media, such as laptops or screen projectors were rarely used, although mobile phones were occasionally used. For example, the teacher opened and searched for answers when asked by the students regarding different questions from the initial one.

Another example of a case is when assigning jobs, but it is assigned in groups. Some students may think that they have a chance not to do homework, just because he/she is dependent on other students in the group. Of course, the teacher will not realize this. In the end, all students in the group received the same score.

Regarding this, the role of a teacher is very crucial to reach a great learning process. It is because the teacher becomes the main actor in the class who plays control for students. Relating this matter, Paris and Paris (2001) said that effective teachers foster self-regulation in their students. They encourage students to work independently and take responsibility for their learning.

Although teaching effectiveness and teacher effectiveness are two different entities. The two concepts are very similar but differ slightly. The term teacher effectiveness is how well a teacher uses his skill, knowledge, behaviors and resource to make learners learn effectively or attain their educational goals. The teaching effectiveness is the evaluation of teaching and learning in the classroom (Ayirah, 2021).

Teacher effectiveness is basically related to the way of delivering material or something t the students that may be get affected by his/her personality. Whereas teaching effectiveness is basically related to teaching techniques, methods, and it's utilization. The teaching process was done through the use of appropriate pedagogy, learner and teacher engagement in the lesson, appropriate use of learning materials, feedback from the learners etc.

Thus, based on the problem above, the researcher preferred to teaching effectiveness and wanted to find out the students' perceptions on teaching effectiveness in the learning process, particularly English teaching. Robbins (2004) states that perception is when individuals organize and interpret their sensory impressions to give meaning to their environment. However, what students perceive can be different from other students. In perceiving something, every individual is influenced by their attitudes, personalities, interests, motives, expectations, and past experiences.

Perception is vital to students because people's behaviour is based on their perception of reality, not reality itself (Robbins & Judge, 2013). Therefore, having students' perceptions is essential for both teachers and students because it can influence teaching and learning. The student may find it easier to learn the material if they understand their perception. By knowing their perceptions, students will know their needs and what teaching media is suitable for them. If students have good perceptions about a media given by a teacher, it can lead the teacher and students to achieve a good result from the teaching and learning process. If they have negative perceptions of the teaching media, they should modify or change the media to acquire the best outcomes.

This study focused on measuring teaching effectiveness in a classroom whether those teachers were successful in their teaching effectiveness based on their students' perception.

**Research Question**

Based on the background above, the research question is as follows: "What are the Students' Perception on English Teaching Effectiveness in the Classroom Activities at SMP Negeri 4 Kota Gorontalo?"

**Aims of Research**

This research is aimed to find out the students' perception on English teaching effectiveness in the classroom activities.

**Scope of Research**

This research is limited to the discussion of finding out the perception of students in SMPN 4 Kota Gorontalo (eighth-grade) on English teaching effectiveness during the teaching and learning process.

**Significances of Research**

There are several significances of this research. First, for teachers, this research is expected to provide vital information about students' perception towards English Teaching Effectiveness in the classroom activities in SMP Negeri 4 Kota Gorontalo. Therefore, knowing the students' perception about teaching effectiveness can be a consideration for a teacher to develop their teaching effectiveness. Second, for students, this research could make students realize their perceptions toward English teaching effectiveness. Third, for further researchers, this research can be used as an additional source for those who want to investigate similar topics.