

CHAPTER I

INTRODUCTION

This chapter introduces the background for this research, followed by the problem statement, the objective, and the significance of the study, and the scope of research.

1.1 Background of the Study

Teacher performance in line with the teaching and learning process is not as easy as people thinks, it is not just like ordinary work. It is very challenging as it requires high motivation, good qualifications, loyalty, and tenacity. These jobs are considered difficult, urgent and arduous which are carried out with extensive performance as their expertise in subjects in school. According to Supardi (2014), teacher performance is the ability that functions effectively from teaching performance. It is dealing with explaining tasks with high skills and having efforts related to the subject matter using pedagogical content that directs students in effective understanding and learning. This performance is categorized as the responsibility of the teacher in an effective teaching process including designing learning programs, implementing the learning process, and assessing student learning outcomes.

Designing a learning program is related to the scientific attitude of the teacher to construct a lesson before the learning activity is carried out. The implementation of the learning process, it started from the preliminary stage, to the teaching and learning process. Whereas the assessment must be expressed as

an instrument for the results that can be obtained. This is the essence of teacher performance in line with the process of teaching pedagogic knowledge content. However, in teaching English like EFL teachers need to have in-depth knowledge and skills. Moreover, as stated in the Law of the Republic of Indonesia No. 14 of 2005. Competence is a combination of personal, scientific, technological, social, spiritual abilities which for the teacher's professional standards include mastery of teaching materials, understanding of student characteristics, personal development and professionalism.

According to Mulyasa (2005), competence is a combination of knowledge, value skills and attitudes that are reflected in the habits of thinking and acting. The teaching process should be emphasized on genre-based because students learn English based on the type of text in reading, writing, speaking and also listening skills including some aspects of language elements. So in mastering the types of texts, critical knowledge for teachers to educate, guide, and assess learners towards good achievement. The foregoing is essentially the core of professional teachers to carry out their professionalism which must receive full attention. However, running a teaching is not always an easy thing. "This question is based on the author's claim above about what he wants to know outside of his research entitled "Students' Perceptions of the Learning Process of Learning English at SMPN I Jayapura.

Students tend to play a lot with their friends around. Although complained by these teachers, for other reasons these differences of opinion and views are certainly followed by differences in students' responses and actions towards

students as «Perception». The student's perception of the teaching material determines how to teach the lesson plan or subject of a teacher. According to Fleming & Levie (1981) perception is a complex process that causes learners to receive and or summarize the information they obtain from their environment and learning experiences. All processes or information needed always begin with perception after a student receives a plan from the environment around his residence and also from his experience through learning interactions from students with teachers.

1.2 Problem Limitation

So, researching for grade 8 consisting of so many classes is very extensive, therefore researchers only limit it to class 8 C.

1.3 Problem Formulation of the Study

- a) What are the perceptions of students toward their EFL Teachers at SMPN 1 Jayapura?

1.4 Objectives of the Study

- a) To investigate the students' perception of their EFL teachers at SMP Negeri 1 Jayapura

1.5 Significance of the Study

a) Theoretically

The contribution of this research leads to practitioners of the teaching process specifically for English teachers in the position to evoke a sense of self-reflection towards the teaching and learning context and realize that improving teaching is essential to obtaining satisfactory learning outcomes from learners.

b) Practically

This research may have a direct impact on EFL teachers but also for other researchers who are good-willed to deal with trending issues dealing with learners and teacher issues that will be one of the other references for other researchers.

1.6 Definition of the Key Terms

Student perception is the student's assumption or opinion regarding the learning process carried out by the teacher.

Perception is the process of knowing or recognizing objective objects or events using the senses and consciousness of the processes of the organism.

English is a compulsory subject foreign language for junior high school students.

English teaching is the process of teaching English at school.

Learning process is a learning process where students take part in teaching activities at SMPN 1 Jayapura.

Negeri 1 Jayapura is a junior high school located on Jl. Nusatenggara. No. 17.

Doc V below. Mandala Village. North Jayapura Subdistrict. Jayapura city. Papua.

1.7 Organization of the Writing

Chapter I is Introduction which consists of the Research background; research limitation; Research formulation; Research objectives; Research significance; and Definition of Key Terms; Organization of the writing.

Chapter II is Literature Review that comprises the Theoretical framework; The concept of perception; the Definition of perception; the Perceptual process; Teaching and learning; The concept of teaching and learning; Elements of English teaching - the learning process; Student center learning; Teacher learning centers; and Previous studies.

Chapter III is Research Methodology consisting of Research design; Population and Samples; Sampling Technique; Instrument for Collecting Data; Questionnaire; Interview; Observation; Technique of Collecting Data; Questionnaire; Interview; Observation; Technique of Data Analysis.

Chapter IV is Research Findings and Discussion which comprises Research findings, and Research Discussion.

Chapter V is Conclusions and Suggestions.