

CHAPTER I

INTRODUCTION

1.1. Background of Study

The existence of English is very significant in a global context, reflecting its role as a communication bridge in an increasingly connected world. Many leading educational and research institutions use English as the language of instruction, this makes access to information and knowledge easier for people from different backgrounds. English has become the lingua franca in many fields, including business and education, and its ability to adapt its spread throughout the world (Crystal, D., 2003). Hence, this makes communication between nations easier.

English has a very important role in various aspects of modern life (Siewierska, A., 2005). Additionally, there are various strategies to enhance students' English skills, including improving their reading comprehension and developing their critical thinking skills by using a question strategy (Manik and Sinaga, 2021). In education, it is the language of instruction in many institutions, providing access to textbooks and research materials written largely in English (Crystal, D., 1997). In the world of business and economics, English is often used as the primary language for international communication, negotiations and presentations, which makes it crucial for professional careers (Sweeney, S., 1997). In the field of technology, much software and online resources are developed in English, so understanding them is important to keep up with the latest developments. Additionally, English dominates global media and entertainment, from films to music, allowing people to enjoy and understand cultures from all over the world (Crystal, D., 2001).

In the tourism sector, this language is the main communication tool that facilitates interaction between tourists and servers. At the diplomatic level, English is the official language in many international organizations, essential for negotiations and relations between countries (Friedrich, P., 2016). English also opens up opportunities for personal development through access to courses and seminars that are generally available in this language. Finally, in an increasingly connected world, English is becoming a bridge of communication between cultures, allowing people to share ideas and build relationships. Thus, mastery of English is the key to participating effectively in global society.

Because of the importance of English in various aspects of life, the presence of teachers who are competent and professional in teaching it is very crucial (Seal, A., 2015). A qualified English teacher can provide a deep understanding of the grammar, vocabulary and

communication skills necessary to interact effectively at an international level (Harmer, J., 2007). Apart from that, a teacher who is able to foster the students' reading interest is a competent teacher, as well as an effective educator (Manik et al, 2024). They not only need to have a good command of English, but also have an understanding of the culture and context in which this language is used. In addition, professional teachers can create an interactive and fun learning environment, which can increase students' motivation and interest in learning languages. With the right teaching methodology, they can help students develop essential listening, speaking, reading, and writing skills. In an increasingly connected world, the presence of competent English teachers is very important to prepare future generations to be able to compete effectively at a global level.

Competent teachers are able to develop better teaching strategies, which in turn increase student motivation and achievement (Creemers et al, 1999). Originally, one of the characteristics of a competent teacher is the development of pedagogical strategies, such as code-meshing, not only to encourage students to draw on all their language skills but also to learn and express themselves more effectively (Manik et al, 2024). Relevant educational background and recognized teaching certifications are also an important part of their competencies. In addition, professional teachers are able to deliver material clearly and interestingly, using a variety of teaching methods to meet students' needs (Jack C. Richards and Thomas S. C. Farrell., 2011). They also have a cultural awareness that allows them to teach the cultural context behind the language being taught. Good interpersonal skills help them build positive relationships with students, creating a supportive and motivating learning environment (Marzano et al, 2003). With a high adaptability to technological developments and pedagogical updates, this teacher is always ready to apply new, relevant methods. Strong professional commitment, demonstrated through dedication to improve skills and knowledge, as well as a passion for teaching, makes them a valuable source of inspiration for students in achieving their goals (Day, C., 2004).

The researcher found that many studies have been conducted related to the title of this research, such as (Rahmatunnisa et al, 2021), entitled “The Implementation of Professional Competence in Teaching ESP at Four Private Vacation Schools in Grobongan”, The findings demonstrated that all teachers were proficient in creating ESP curricula that took responsibility for the learning resources, assessment, learning activities, instructional materials, and time allotment. Then, despite a teacher forgetting to write the learning technique and the learning media, they had successfully developed an ESP lesson plan. Whiteboards, board markers, LCDs, laptops, and other auxiliary equipment were among the media utilized. Furthermore, all teachers performed the teaching-learning process effectively, even though some had trouble

implementing the lesson plan because they were unable to relate it to the actual circumstances in the classroom. According to the final finding, every teacher created a unique assignment for each student. However, the only person who created group assignments was the teacher.

Other research by Tanjung, et al (2022) with the title “Students’ Perception on English Teacher’s Competences at SMK Negeri 1 Sawan”, the findings showed that the students had 1) a positive perception of their English teacher's pedagogy competence, 2) a very positive perception of their English teacher's personality competence, 3) a positive perception of their English teacher's social competence, and 4) a very positive perception of their English teacher's professional competence. Further study by Fausyia, et al (2024) entitled “An Analysis of English Teacher’s Competences at Senior High Schools in Pangkep“. English teachers from SMAN 2 Pangkep, SMAN 9 Pangkep, and SMAN 10 Pangkep made up the sample, while the population of this study comprised senior high school teachers in Pangkep. According to the findings, the English teachers from the three schools exhibited strong social, personality, and professional skills. However, all three schools, particularly SMAN 10 Pangkep, required improvement in terms of pedagogical ability. Since students arrived from the islands in Pangkep, the learning process was still conducted online, which made it difficult to properly integrate pedagogical competency at SMAN 10 Pangkep.

However, researchers realized no research on the opinions of 9th grade junior high school students on the competency and professionalism of English teachers in the classroom. The focus of this study will be on ninth-grade students' perceptions. The goals of this research conducted at SMP WR Supratman 1 Medan in order to find out students' perspectives on competent and professional English teachers in grade ninth for the 2024/2025 academic year is to evaluate the quality of teaching provided by teachers, with a focus on teaching methods, delivery material, and communication skills. This research also aims to identify students' expectations and needs for English teachers, as well as assess how their views about teacher competence and professionalism influence their learning motivation and academic achievement. In addition, it is expected that this research can provide constructive feedback for schools and teachers to improve teaching practices, as well as produce recommendations based on student perspectives for developing training programs for teachers. Thus, this research contributes to improve the quality of education at SMP WR Supratman 1 Medan and education quality in Indonesia generally.

1.2. The Assumptions

An experiential learning theory emphasizes that students' perceptions of their teachers significantly influence their motivation and engagement in learning. When students view their English teachers as competent and professional teachers, they are more likely to be motivated

and actively participate in the classroom (Kolb, D., 1984). In examining students' perspectives on competent and professional English teachers at SMP WR Supratman 1 Medan for the 2024/2025 academic year, several foundational assumptions guide the analysis. First, it is assumed that students have a nuanced understanding of the qualities that define effective teaching. This understanding is likely shaped by their personal educational experiences, the influence of peers, and societal expectations surrounding the role of teachers. Consequently, students may possess a set of criteria against which they evaluate their English teachers, encompassing aspects such as teaching methodology, subject knowledge, and interpersonal skills.

Another key assumption is that students' perspectives are influenced by the contextual factors present within their learning environment (Hooks, B., 1994). These factors include classroom dynamics, the curriculum, and the availability of resources. It is presumed that a positive classroom atmosphere, characterized by respect and support, enhances students' perceptions of their teachers' competence and professionalism. Furthermore, the role of student-teacher relationships is assumed to be significant; students are likely to rate teachers more favorably if they feel valued and understood in the learning process (Anderson, M., 2017).

Additionally, it is assumed that students will articulate their perspectives based on both qualitative and quantitative experiences with their English teachers (Anne R. J. Clark., 2017). This means that the students' evaluations may stem from personal interactions, feedback on assignments, and the overall impact of the teachers' instructional strategies on their learning outcomes (Pollard, A., 2014). The study assumes that these varied experiences will contribute to a comprehensive view of teachers' effectiveness, with students able to provide specific examples to support their assessments.

Lastly, it is assumed that there is a direct correlation between students' perceptions of teacher competence and their academic performance in English (Hattie, J., 2009). The analysis presumes that when students perceive their teachers as skilled and professional, they are more likely to engage actively in lessons, leading to improved motivation and academic success. This assumption highlights the importance of understanding students' viewpoints, as they can offer valuable insights into the dynamics of effective teaching and its impact on learning outcomes.

1.3. Problem Identification

Based on the explanation that has been stated above, this research formulated research questions as follows:

1. What is the students' perspective on the professional and competent English teachers in grade ninth of SMP WR Supratman 1 Medan 2024/2025 academic year?
2. How are the professional and competent English Teacher perceived according to the

students' perspective?

3. Why do the students have perspective on professional and competent English teacher such the way?

1.4. Objective of the Research

Based on the problem identification that has been stated above, the objective of this research is as follow:

1. To identify the students' perspective on the professional and competent English teachers in grade ninth of SMP WR Supratman 1 Medan 2024/2025 academic year.
2. To elaborate the professional and competent English Teacher perceived according to the students' perspective.
3. To know reason of the students, have perspective on professional and competent English Teacher such the way.

1.5. Scope of The Research

The scope of this research focuses on analysis of the perspectives of grade of ninth students towards competent and professional English teachers at SMP WR Supratman 1 Medan during the 2024/2025 academic year. This study will focus specifically on students enrolled in English programs, aiming to identify the key attributes they associate with teacher competence, such as language proficiency, effective teaching strategies, and subject knowledge. Additionally, this research will explore students' views of professionalism, which includes qualities such as punctuality, preparedness, ethical behavior, and effective communication. By understanding these perspectives, this research intends to highlight important factors that contribute to students' learning experiences and educational outcomes.

To achieve this goal, this research will use qualitative research approach, utilizing surveys to collect comprehensive data. This will allow for a deeper understanding of students' opinions and the nuances behind their perceptions. By focusing exclusively on ninth grade students of SMP WR Supratman 1 Medan, this research aims to provide targeted insights that can inform teachers, government, education stakeholders/related institutions and development initiatives, ultimately improving the quality of English education in this particular context.