CHAPTER 1
INTRODUCTION

1.1. The Background of the Research

Education is one of important parts to improve the people’s quality in life. In education, people can get knowledge and insight to learn the important things in their life, so people can transfer their knowledge to their generation and teach children about the norm. In education, there is a learning process to deliver the material. As mentioned UU No. 20 tahun 2003 about Sisdiknas article 1 verse 20, teaching learning is the process of interaction between teacher and students and the source of study on teaching environment. Aqib (2013: 66) states that teaching process is an effort from a teacher in systematic to create teaching process effectively and efficient. From the explanations above, it can be concluded that teaching is a process between teacher and students in the classroom or outside to create teaching process effectively and efficiently started from planning, implementation, and evaluation.

In teaching learning process, there are some methods to help students to practice the theory to achieve the learning goal. The appropriateness of choosing the method can make the teaching learning process more effective and efficient to help student achievement. Fred Percival and Henry Ellington (1984, cited in Milan Rianto 2006: 6) in education, the method a common way for the teacher to deliver the
material to the students or practice the theory that they have been learned to achieve the learning goal. Through explanation above, that can be concluded that teaching method is a way to deliver the material and make the teaching learning process more fun, active, effective, and efficient to help student’s achievement.

From year to year, education already improved in learning model, from Teacher - centered Learning into Students - centered Learning (SCL). Rodolfo P. Ang (2001), Student - Centered Learning (SCL) is a model of learning that facilitates students’ active participations in the learning process. The reason of changing this model is because the method of SCL needs fact illustration in the learning process to apply in real life from books. Many teachers begin to apply SCL as teaching method as follows: Small Group Discussion, Role-Play Simulation, Discovery Learning, Cooperative Learning, Collaborative Learning, Project Based Learning, Problem Based Learning, Self-Directed Learning, and Contextual Instruction. (Dikti, 2014: 58). From those methods, the expectation from the students is become more active to evolving their potential to have good individuality, intelligence, and skill.

The teacher has a central role in teaching learning process. In learning process teacher expected to master various teaching methods. In this case, the teacher have to adjust teaching methods with the characteristics of material and the achievements. Therefore, if teaching methods are inappropriate with the material, there will be an obstacle in
achieving the goals of learning. The expectation from 2013 curriculum makes students enrich the experience in teaching learning through active learning that implemented by the teacher using teaching methods. Arends (1997, cited in Kementrian Pendidikan dan Kebudayaan 2017: 1) states there is no the best teaching methods, each teaching methods has strength and weakness. In implementing teaching methods the teacher must adjust with many consideration to use them based on the characteristic of the students, material, core competence (KD), and the teaching media (Kementrian Pendidikan dan Kebudayaan 2017: 1). The practice of teaching methods encourage the innovation of learning process into the active learning. The problems concerned with teaching methods is the teachers have not understand well all of the methods. Due to the fact teachers have not understand the methods, teachers are expected to learn and comprehend about other teaching methods then implement it in lesson plan.

In teaching learning process, the teacher is expected to use some teaching methods to make comfort atmosphere in the classroom in order that the teacher can deliver the material in effective way. Based on the observation the researcher in English language subject in SMK KARTEK Jatilawang in delivering material there were 65% using conventional teaching method, 25% discussion, and 10% giving assignment. In general, English language learning in SMK KARTEK Jatilawang is good but less utilizing teaching methods. Learning material just from textbooks and
LKS (student worksheets), this causes a lack of information and knowledge of students about learning materials. Of these percentages can be said in the learning process where students still tend to be passive so that students seem only get the ability of students’ cognitive realm, while the affective and psychomotor are less considered in the teaching process.

In 2013 curriculum the teacher is demanded to make students active and effective teaching learning process. The appropriateness of choosing teaching method can help students’ achievement. Based on the description above, the researcher motivated to gain the information and investigate teachers’ perception towards teaching methods in EFL class.

This research is expected to give some benefits and contributions such as, for the teacher; this research result can be used as consideration for teachers to select the appropriate method in teaching learning process, and the second contribution is for students; the result of this research is expected to provide a reference about teacher’s perception toward methods.

1.2. Reasons of Choosing The Topic

This research is conducted based on these two reasons;

1.2.1. Teaching method has important role in teaching learning process especially in delivering materials to the students.

1.2.2 Nowadays, 2013 curriculum is implemented in education field. It is related to the application of teaching method especially Students – Centered Learning.
1.3. Research Question

This research attempts to answer the following question:

1.3.1 What is EFL teachers’ perception towards teaching method?

1.4. The Objective of the Research

This research has one purpose:

1.4.1 This research is to find out teachers’ perception towards teaching methods in EFL class.