**CHAPTER I
INTRODUCTION**

This chapter presents an introduction to the study. This chapter consists of seven sections: background of the study, research question, objective of the study, research methodology, scope of the study, significance of the study, and definition of key terms.

* 1. **Background of the Study**

Language proficiency and teaching effectiveness are important. The importance of language proficiency levels is to promote effective teaching and enhance the quality of education. Language proficiency levels provide an objective reference against which teachers’ proficiency can be gauged to help them pursue continuous professional development (Hashemi, 2011). Also, teaching effectiveness is the single most important school-based factor in student success. However, the urgent need for highly effective teachers in every classroom calls for a clear definition of effectiveness and action toward creating the conditions for it (Varlas, 2009). It is important, therefore, to understand that the English teacher training education graduate should have sufficient English skills to teach English effectively in class and that language skills are one of the key components that make up the professional knowledge of language teachers (Renandya, A Hamied, & Nurkamto, 2018).

However, the problem is the low availability of trained and proficient teachers. This causes teachers with lower proficiency levels to be hired by schools (Bailey, 2006). There is also a local context study that found that most of the professional English teachers in formal schools had low competence in teaching English to their students (Lie, Education Policy and EFL Curriculum in Indonesia: Between The Commitment to Competence and The Quest for Higher Test Scores, 2007; Marcellino, 2008; Renandya, A Hamied, & Nurkamto, 2018; Soepriyatna, 2012). On the other hand, the importance of the teacher’s language proficiency cannot be matched with the effectiveness of teaching. Because although the teacher’s language proficiency is very important

they must also pay attention to aspects that will make the purpose of teaching effective (Chambless, Teachers' Oral Proficiency in The Target Language: Research On Its Role in Language Teaching and Learning, 2012). Therefore, it is not easy to link the teacher’s language proficiency in teaching and can help the teacher’s effectiveness in teaching.

There are several studies related to the topic discussed. Some of the studies focused on the issue of EFL teachers’ language proficiency, low English proficiency, and the learners’ proficiency levels (Dudzik & Nguyen, Vietnam: Building English Competency in Preparation for ASEAN 2015, 2015; Hamid & Nguyen, Globalization, English Language Policy, and Teacher Agency: Focus on Asia, 2016; Li & Baldauf, Beyond The Curriculum: A Chinese Example of Issues Constraining Effective English Language Teaching, 2011; Mori, Ming, Nor, Suppiah, & Imm, Attribution Tendency and Its Relationship with Actual and Perceived Proficiency, 2011) (Lengkanawati, EFL Teachers’ Competence in The Context of English Curriculum 2004: Implications for EFL Teacher Education, 2005; Lie, Education Policy and EFL Curriculum in Indonesia: Between The Commitment to Competence and The Quest for Higher Test Scores, 2007; Marcellino, 2005) (Richards, 2017; Widodo & Riandi, Dual-Mode Teacher Professional Development: Challenges and Revisioning Future TPD in Indonesia, 2013). Furthermore, several studies focused on three aspects of teaching effectiveness (Freeman, Katz, Gomez, & Burns, English for Teaching: Rethinking Teacher Proficiency in The Classroom, 2015; Richards, 2015). Then, several studies focused on several factors that impede the success of language learning and teaching in Indonesia (Kirkpatrick, 2007; Sulistiyo, Learning English in an Indonesian University: A Study of Learners' Preferred Activities, 2008). Also, the last, several studies focused on the quality of teacher education and English teacher preparation programs (Darling, 2006; Oh, Slovacek, Tucker, & Hafner, Assesment Outcomes of Pre-Service Teachers: Assesment and Evaluation in Higher Education , 2003; Cochran, Learning to Teach Against The New Grain: The Outcomes Question in Teacher Education, 2001; Andrew & Schwab, Outcome-Centered Accreditation: Is Teacher Education Ready?, 1993; Darling, 2006) (Coscun & Daloglu, Evaluating an English Language Teacher Education Program Through Peacock's Model, 2010; Salli, Teacher Effectiveness in Initial Years of Service: A Case Study on The Graduates of METU Language Education Program, 2008; Erozan, Evaluating The Language Improvement Courses in The Undergraduate ELT Curriculum at Eastern Mediterranean University: A Case Study, 2005; Luciana, Developing Standards for Language Teacher Education Programs in Indonesia: Professionalizing or Losing in Complexity, 2006).

To overcome the problem, the researcher to investigate how the teachers’ perception of language proficiency and teaching effectiveness and what is the connectivity between language proficiency and teaching effectiveness, can both of them influence each other or not. Based on the previous studies above, many researchers focused on teachers’ language proficiency skills and teaching effectiveness. This research focuses on the teachers’ perceptions of the connectivity between language proficiency and teaching effectiveness. This study will focus on teacher perceptions regarding English language proficiency and teaching effectiveness.

* 1. **Reasons for Choosing The Topic**

As one of the supports in teaching English in the classroom, it is important to can be proficient and master English properly and also be able to teach class effectiveness. Therefore, the reasons for choosing this topic are:

1. English language proficiency a must have for every English teacher is basically considered important when teaching English lessons to students in class.
2. Teaching effectiveness very influential on learning in the classroom, especially when teaching and learning activities between teachers and students are ongoing.
	1. **Research Question**

The research question can help the reader to discover what the researcher wants in this study. It is conducted to find the answer to the following question:

“What is the teachers’ perceptions of the connectivity between language proficiency and teaching effectiveness?”

* 1. **Objective of the Study**

In accordance with the problem statements above, the objective of this research is to investigate the teachers’ perceptions regarding English language proficiency and teaching effectiveness.

* 1. **Research Methodology**

This research is conducted by using a qualitative case study design. According to Creswel (2012), in a qualitative, a central phenomenon is a key concept or process in study. This research will use the interview as an instrument. The interview is used to collect the data. The interview is used to know specific information about teachers’ personal opinions and the teachers’ language proficiency regarding teaching effectiveness.

* 1. **Scope of the Study**

This research is conducted in one of the Junior High Schools in Garut. The researcher is teachers of seventh, eighth, and ninth-grade teachers in the interview participants.

* 1. **Significance of the Study**

The result of the research is expected to be used theoretically and practically:

1. Theoretically, it gives information to the readers about the teachers’ perceptions regarding English language proficiency and teaching effectiveness.
2. Practically, as a reference for English teachers in teaching effectiveness regarding English language proficiency.
	1. **Definition of Key Tems**

In this study, there are key terms. The writer wants to present the meaning briefly.

1. Perception

According to Blake and Sekuler (2006) perception is what a person (teacher) feels about a particular thing, both conscious and unconscious, whether visual or auditory and thought caused by a process going on in the brain.

1. English Language Proficiency

Language is the arrangement of vocal sounds and the combination of sounds associated with meaning used for the articulation or correspondence of the mind and feelings (Agnes, 2002). Hornby, A, S (1987) says that language is a non-intensive and human technique for imparting thoughts, sentiments, and wants through the system of voice and symbol. It may be concluded that language is a means of correspondence that is utilized by numerous individuals to communicate their sentiments, thoughts, and wants one has in mind.

1. Teaching Effectiveness

Teaching effectiveness as there are multiple facets of what constitutes effective teaching, along with the fact that different researchers have different ideas of what teaching effectiveness is (Chambless, Teachers' Oral Proficiency in The Target Language: Research On Its Role in Language Teaching and Learning, 2012).