

# CHAPTER I

## INTRODUCTION

### 1.1. Research Background

In a learning process, the existence of a teacher is a vital component that cannot be ignored because the teacher is the main subject who acts as a source of knowledge during the learning process. This statement is in line with what Taniredja & Abduh (2016) convey that education quality will very much depend on the quality and capability of the teacher. These statements also apply in the context of learning English, in Indonesia itself, English has a status as a foreign language, as a result, the application of English for language practice is rarely used by Indonesian students. In other words, one of the main sources for Indonesian students to learn English is their teachers who teach them the four aspects of language that's why, teachers are not only required to be able to motivate students to have high enthusiasm for learning but also to be able to create a comfortable and conducive learning atmosphere as well as have a qualified understanding of the field of study they are involved in.

The statement above is in line with Permendiknas No. 16/2007 in Jabri (2017) that a teacher must have 4 competencies namely; pedagogical competence, personal competence, social competence, and professional competence. Personal competence refers to the skill that can reveal a person's maturity, wisdom, leadership, steadiness, moral character, and potential as a positive role model for students. Pedagogical competence can be explained as a teacher's skill to comprehend the students, carry out the lesson plan, train them properly as well as assess the student's outcomes to maximize their potential. Another important competence that should be mastered by the teachers is social competence, which deals with the ability to connect and interact with students, parents, other teachers, and also other people in the community surrounding the school. Last but not least, is professional competence, this competence deals with understanding the science content provided in the topic curriculum as well as instruction of its structure and methodology, besides that in terms of professional competence, the teachers are

demanding to have the ability to plan lessons and achieve learning goals, as well as being an expert in updating learning materials according to their students.

To fulfill the 4 competencies of being a professional teacher, several things must be considered by the teacher according to Jabri (2017), namely, understanding the curriculum and teaching materials, concepts, methods, and knowledge structures that will be conveyed and being able to design learning processes based on student characteristics and adapted to the learning material. In addition, the teacher must also be swift in preparing themselves to deal with various possibilities that occur while in class, such as students who have diverse characters, types of intelligence, and behavior, sudden changes in mood, and changes in teaching materials to strategies and teaching techniques that cannot go according to expectations, in practice in the field, the teachers must be able to provide correct directions to students so that they can understand and apply the material being taught well (Naibaho, 2019) & (Helmi, 2017).

A study revealed that if a student is motivated and actively involved in a lesson, then indirectly pleasure will arise from learning so that they will be better able to retain all the information appropriately obtained (Skinner & Belmont, 1993). It does not stop there, according to Durlak et al (2011) a positive and fun learning environment makes a significant contribution to honing students' social and emotional feelings so that it will have a positive impact on academic achievement, of course, to achieve this a teacher must be able to meet the criteria of being a good and effective teacher but in this case, the teacher does not necessarily have the right to give a full assessment of whether she or he is capable of being a good and effective teacher for their students because we cannot close our eyes to the existence and perspective of the students we teach.

Talking about the characteristics of a good and effective teacher, according to Thompson, Greer, and Greer (2004) in Shishavan & Sadeghi (2009) students have their conceptualization regarding how the characteristics of a good teacher should be, it said that a good teacher must be able to be fair, has a positive perspective, being able to prepare everything well, has a good sense of humor, being

active in using a personal touch, creative, admits mistakes, forgiving, tolerant of all students, has high affection, and being able to increase a sense of belonging in students

On the other hand, according to Brown (2004: 430), a good English teacher is a teacher who has characteristics related to technical knowledge, pedagogical skill, interpersonal qualities, as well as personal qualities, based on O'Dwey (2006: 8) in Nontin (2016: 2) explain that technical knowledge serves to guide students in learning aspects of language use that can be learned directly, in addition, technical knowledge as well provides a standard for evaluating aspects that exist in language learning itself which includes grammatical rules, conventions, stocks, and expressions. Pedagogical skill refers to the teacher's ability to use teaching skills and various learning activities, meanwhile interpersonal skill according to Gardners (2004) in Nontin (2016 : 3) state that it is an ability to understand what students feel, what motivates them, and how they interact to others.

Meanwhile, an effective teacher according to Harold B. Allen (1980) in Brown (2007) is a teacher who has the qualifications to have the required standards, can think critically, is diligent in self-improvement, is adaptive in all situations, is professional, and always love what they do, in addition based on Harris and Hill (1982), an effective teacher must have the ability to communicate and understand the following developments in the use of ICT. Haslett, Harrison, Godfrey, Partington, and Richer (2000) argue that effective teachers must be able to motivate their students to learn and choose the appropriate methods and assignments based on the abilities and needs of their students.

Reflecting on that explanation, students' perceptions of their teachers will have an enormous impact on their motivation and enthusiasm for learning (Wichadee Orawiwatnakul, 2012), according to Deporter (2005: 40) teachers who are considered good and effective are believed to be able to transmit positive psychological impacts, especially related to achievement student learning outcomes. However, currently, there are not many specific studies conducted to examine students' perceptions of their teachers, more over the relationship between

students' perceptions of teachers and the academic impact or quality of learning achieved is quite important to be discussed in research related to education, especially those that are oriented towards differences in the gender of the students.

Gender differences are one of the characteristics of learners that can be identified. Some studies show several prominent differences between males and females, both in terms of participation in the learning process, learning styles, and learning outcomes. Based on research conducted by Masruri et al (2014), differences in characteristics between male and female students can be distinguished based on observations of the learning activity condition, where male students in one class tend to be more active in discussion activities and oral activities. While in another class, female students appear to be more active in listening to teacher explanations and lectures during learning activities.

In terms of learning styles, males tend to have a converged learning style whereas those who have this learning style have good problem-solving abilities and prefer to do practical tasks. On the other hand, women tend to have a learning style of the Diverge type, where they prefer learning tasks that involve gathering information and have imaginative abilities that allow them to see real situations from different perspectives, and then connect them into a whole (Arief et al., 2018). Furthermore, research conducted by (Hafidz, 2019) reveals that in terms of learning outcomes, the average grades of female students are better than those of male students. This indicates that female students perform better than male students in the academic field. The research findings are consistent with the views of Dezolt and Hull (Hafidz, 2019), where girls are more engaged with academic material, pay more attention in class, work harder in academic fields, and participate more actively in class than male students.

Female and male students have their perceptions on how they evaluate the criteria for a good and effective teacher. For female students, an effective teacher is someone who can motivate them to learn, give assignments that are appropriate to the material and meaningful activities, have mastery of the subject matter, and be able to address student anxieties in the classroom. Furthermore, female students

believe that an effective teacher should be polite and respect students' personalities, motivate students, have extensive knowledge, be creative - using various methods and techniques, and build a positive relationship with students while maintaining professional distance. In the view of male students, an effective teacher is someone who actively listens to student opinions and allows them to express themselves, does not lose patience or get angry, is confident, and has self-control. Additionally, effective teachers need to have a high level of skill and they should provide students with opportunities to learn through meaningful tasks and activities while being able to adjust teaching media (Shishavan, 2010) & (Metruk, 2021).

Based on the explanation above of course it would be very beneficial for teachers to know students' views on good and effective teacher characteristics based on gender perspectives. Analyzing good and effective teacher characteristics from the learners' perspective can indirectly serve as a needs analysis to help teachers improve the quality of their teaching to fulfill students' needs.

In addition, understanding students' needs and perceptions about a good and effective teacher can help to create a positive emotional and academically productive atmosphere in the classroom. This perception will help teachers understand what students expect from them and enable them to develop themselves accordingly. Based on this explanation, although student perceptions play a crucial role in assessing the characteristics of teachers in schools, to date it is still rare to find research conducted in Indonesia and in the Buleleng district, Bali in particular to analyze student perceptions of the characteristics of good and effective teachers, especially based on gender aspects.

Based on a literature review and initial observations carried out by the author, it shows that most of the research in the field of education and teaching that has been carried out in Buleleng, Singaraja only focuses on the topics of developing teaching materials, applying innovative assessment methods, linguistics, using technology in learning, etc. This also happened at SMA Negeri 4 Singaraja. Based on initial observations that the author made by interviewing one of the English teachers, the author obtained information that until now the research aimed at

examining students' perceptions of the characteristics of good and effective teachers has never been carried out, even though the results of this research will play an important role as an evaluation medium for teachers to improve their capabilities and competencies, moreover with the implementation of the emancipated curriculum which requires dynamic collaboration between teachers and students. Of course, teachers need to know their performance based on the student's point of view because teachers cannot carry out a full assessment of their performance.

Departing from this, in this study, the author will describe how the perspectives of male and female students at SMA Negeri 4 Singaraja regarding the characteristics of good and effective English teachers. Through this research, it is hoped that the information provided by the students will help teachers improve the quality of their teaching to meet their students' needs.

## **1.2. Research Problem Identification**

Becoming a good and effective English teacher certainly has its challenges. Sometimes a good teacher for student A is not necessarily good from the perspective of student B. Departing from that, this study entitled “Student’s Perception About Good and Effective English Teachers in SMA Negeri 4 Singaraja: A Gender-Based Study” will analyze students’ different perspectives on the characteristics of good and effective English teachers in SMA Negeri 4 Singaraja based on gender-oriented analysis which aims to know the potential differences in the way male and female students perceive and evaluate the characteristics of good and effective English teachers. In addition, this gender-oriented research gives an interesting dimension that highlights potential differences in the way how male and female students interpret the characteristics of a good and effective English teacher by describing potential gaps in their perceptions.

By knowing the characteristics of a good and effective English teacher, it is hoped can help the teachers to understand what students expect of them and allow them to develop themselves to achieve the standards of being good and effective English teachers from the student's point of view so that teachers can improve their teaching quality and strategies.

### 1.3. Research Questions

The formulation of the problem that will be examined is as follows:

1. How are the perceptions of male and female students about good English teachers at SMA Negeri 4 Singaraja?
2. How are the perception of male and female students about effective English teachers at SMA Negeri 4 Singaraja?
3. How is the difference of male and female students' perception on good and effective English teacher at SMA Negeri 4 Singaraja?

### 1.4. Research Objectives

Departing from the research question above, the objectives of conducting this research are as follows:

1. To describe the perceptions of male and female students about good English teachers at SMA Negeri 4 Singaraja
2. To describe the perceptions of male and female students about effective English teachers at SMA Negeri 4 Singaraja
3. To explain the difference of male and female students' perception on good and effective English teacher at SMA Negeri 4 Singaraja.

### 1.5. Research Significances

Research that explores the characteristics of an ideal teacher (good and effective) has been less found in Indonesia but has been mostly carried out in developed countries. Even though knowing the characteristics of an ideal teacher from the perspective of students is very necessary for an effort to link and match between student learning needs and professional assistance that must be provided by the teacher to achieve optimal learning outcomes. So this research is very urgent to do with theoretical and practical benefits as follows:

#### 1. Theoretical Benefits

An understanding of the criteria for an ideal teacher from a student's perspective will contribute to the characteristics of an ideal teacher in the context of Indonesia

in general or Bali in particular. By involving gender and school-level variables, the scientific contribution in the field of English language pedagogy becomes stronger.

## 2. Practical Benefits

### a. For Researcher

This research is expected to be useful as a tool to implement the author's comprehension and knowledge about the characteristics of good and effective English teachers from a student's perspective.

### b. For Teachers,

This research is expected to contribute to the process of becoming a good and effective English teacher.

### c. For Further Researchers,

This research is expected to be empirical evidence for further research related to students' perspectives on the characteristics of good and effective teachers based on differences in gender aspects.

## 1.6. Limitation of the Research

However, it's important to acknowledge certain limitations that could influence the scope and the generalizability of the findings. First, the study's focus on SMA Negeri 4 Singaraja might limit the broader applicability of the result. The unique characteristics and context of this specific school could lead to findings that may not be easily transferable to other educational institutions, potentially constraining the study's external validity. Moreover, the research's concentration on a single geographic location could limit the diversity of perspectives. The local cultural and social factors prevalent in SMA Negeri 4 Singaraja might shape students' perceptions differently compared to students in other regions or cultural backgrounds, thus restricting the extent to which the findings can be generalized across diverse educational settings. The gender-based approach, while providing valuable insights, might also encounter limitations. The binary division into male and female perspectives might not account for the full spectrum of gender identities, potentially excluding non-binary or gender-nonconforming viewpoints. This could



result in an incomplete understanding of the nuanced ways in which different gender identities perceive effective English teaching.

Another limitation relates to the reliance on self-reported perceptions from students. Students' perceptions can be influenced by various factors such as personal biases, recent experiences, or even current mood, which might not always reflect a holistic assessment of teaching effectiveness. Additionally, the participants' willingness to openly share their opinions could lead to response bias, where participants provide answers that align with social desirability rather than their true thoughts. Resource constraints could also impact the sample size and data collection process.

Limited resources in terms of time, budget, or personnel might necessitate a smaller sample size, potentially affecting the statistical power of the study and its ability to detect subtle differences or associations. Lastly, the study's qualitative nature, while providing rich insights, might present challenges in terms of generalizability. Qualitative data analysis involves interpretation and subjectivity, which could vary between researchers and limit the reproducibility of the study's results.

In conclusion, while the thesis entitled "Students' Perceptions about Good and Effective English Teachers in SMA Negeri 4 Singaraja: A Gender-Based Study" holds promise for shedding light on important aspects of teaching perceptions, it's essential to acknowledge these limitations. These limitations include the specificity of the school context, potential cultural bias, the binary approach to gender, reliance on self-reported perceptions, and resource constraints, and the qualitative nature of the study. Recognizing these limitations can help provide a more nuanced understanding of the implications and interpretations of the research findings. To collect relevant data, this research will be conducted at SMA Negeri 4 Singaraja, which involves all of one batch representative who has experience in the school, the batch that will be used in this research is all 11th-grade students to take part in the research.