

CHAPTER I INTRODUCTION

1.1 Research Background

In the process of education, the teacher assumes the central role as the primary source of knowledge. It is imperative for educators to possess the ability to inspire students, thereby fostering increased enthusiasm for English learning. Moreover, the methods and strategies employed in teaching must align with the diverse conditions and circumstances of student learning. The proficiency of students in mastering English hinges upon the teacher's capacity to cultivate an effective and adaptable learning environment tailored to the students' needs. Teachers play a pivotal role in guiding students towards comprehending English learning materials thoroughly and applying them proficiently (Naibaho, 2019; Helmi, 2017).

Teaching is a multifaceted profession, demanding not only the delivery of instruction but also effective classroom management, pedagogical expertise, and the adept handling of diverse student profiles (Jabri, 2017). The quality of education is intrinsically linked to the caliber of educators (Taniredja & Abduh, 2016), underscoring the prioritization of teachers in the formulation of educational policies. Consequently, being an English teacher is no mean feat, as educators grapple with various challenges such as curriculum alignment, instructional delivery, and diverse student characteristics (Naibaho, 2019).

To ensure the effective functioning of all learning components, educators require well-defined learning strategies. The development of these strategies should meticulously consider students' individual traits to ensure that the methods,

techniques, and procedures employed align with their specific needs. As articulated by Hamzah B. Uno (cited in Hanifah et al., 2020), student characteristics encompass a range of individual aspects such as interests, learning motivation, styles, attitudes, cognitive abilities, and initial proficiencies. These characteristics, including gender differences, offer diverse perspectives for understanding students. Hence, educators must prioritize understanding the learning traits of their students, as individuals of different genders exhibit distinct learning characteristics and preferences in strategy selection. By doing so, the prepared learning strategies can effectively guide students towards achieving their learning objectives (Nevi Septiani & Rara Afiani, 2020).

When students are actively engaged and motivated in their learning, they tend to derive satisfaction from the process and retain information more effectively (Skinner & Belmont, 1993). Moreover, fostering a positive and enjoyable learning atmosphere can enhance students' social and emotional well-being, thereby positively influencing their academic proficiency (Durlak et al., 2011).

Thompson, Greer, and Greer (2004), as cited in (Shishavan & Sadeghi, 2009), delineate several characteristics that students associate with effective teaching, including fairness, positivity, thorough preparation, personalized engagement, humor, creativity, humility, forgiveness, appreciation, high expectations, warmth, and the ability to foster a sense of belonging. These characteristics underscore the importance of teachers adopting a caring approach towards their students to elicit a positive response.

However, it is essential to align teaching strategies with learning objectives. Teachers should employ methods that not only captivate students' interest but also

effectively facilitate the attainment of educational goals. Ultimately, a proficient teacher prioritizes both the creation of an engaging learning environment and the efficacy of instructional strategies in achieving learning objectives.

Another skills that a teacher needs to have is the ability to foster an environment that is conducive to learning. Among all the justifications for the competencies a teacher must possess, there is one more competency that should be taken into account: the teacher's personality. This competency is necessary to comprehend the learning situation so that they can adopt the proper attitude and select learning tools that will increase students' productivity. A teacher can develop into a professional teacher by putting some of these things into practice. Effective teachers and good teachers fall into two groups when it comes to teaching English as a second language.

There are learning objectives that have been planned by the teacher that are present during the learning process. Teachers must not only think through how the learning process will accomplish the learning objectives, but also be able to handle any difficulties or failures that may arise. A dedicated, adaptable, and creative teacher must be ready for any potential setbacks when establishing learning approaches, according to Gibbs (2002), referenced by Moreno Rubio (2009). Teachers have specific learning objectives and teaching targets, and they have a big impact on how well pupils learn. Teachers must be able to use successful ways to accomplish their teaching goals in light of these factors. Students' academic success is the aim of effective teachers. Knowing teaching tactics alone won't make a teacher effective, according to Alton-Lee (2003) in Moreno Rubio (2009) addressing the goals of the curriculum, multiple tasks, and context for student

learning. It is also necessary to comprehend how to use these techniques and procedures to their full potential in order to get the desired learning results. To enhance students' desire for learning, it is important to be a skilled instructor and establish a stimulating learning atmosphere during the process. A smart teacher's strategy planning should also consider how to create a welcoming and engaging learning environment.

As per Permendiknas No. 16/2007 cited in (Jabri, 2017), it is stipulated that a teacher should possess four key competencies: pedagogical competence, personal competence, social competence, and professional competence. A proficient educator not only excels in lesson planning and achieving learning objectives but also demonstrates expertise in updating educational materials to suit the needs of their students. Fulfilling these competencies requires teachers to consider several factors (Jabri, 2017). These include comprehending the curriculum and instructional materials, understanding the concepts, methods, and knowledge structures to be imparted, and the ability to design learning processes tailored to the characteristics of the students and aligned with the learning content.

When good teacher focuses on accomplishing learning goals by using pleasurable learning strategies, they are both effective teachers who employ effective learning strategies to accomplish learning goals. According to research, students are more likely to enjoy learning and remember information if they are engaged and motivated to do so (Skinner & Belmont, 1993). Students will remain motivated and engaged in the subject matter if their teachers use entertaining and engaging teaching techniques like games and simulations. An environment conducive to joyous learning can additionally improve students' emotional and

social well-being, leading to a beneficial impact on their academic achievements (Durlak et al., 2011).

Helmi (2017) elaborates on students' viewpoints regarding the attributes of an excellent educator. According to the study, a commendable teacher, from the students' perspective, is one who aids them in surmounting learning obstacles, exhibits impartiality, refrains from assigning excessive homework or overwhelming them beyond their capabilities, demonstrates empathy, communicates gently without favoritism, attentively considers students' desires, refrains from coercion, and avoids intimidating other students. These many viewpoints show that each student has their own opinions regarding the requirements that teachers should meet in order to be effective educators. The opinions of male and female pupils in junior high and high school were therefore compared in this study.

The challenge of establishing an enjoyable learning environment for students is challenging for educators since it calls for innovative and creative learning practices that can maximize students' learning goals. Additionally, educators must be able to adjust with the times. Numerous things have changed, including the educational system, such as the one that is currently being implemented in Indonesia. Since the COVID-19 virus has been less common since March 2021, educational institutions have changed the curriculum, which has led to a shift from online or remote learning to a hybrid approach that blends face-to-face instruction with online instruction. The learning environment will alter as a result of this change in the educational system because it will take time for students and teachers to get used to routine activities again. Teachers must therefore create

instructional tactics that can help students learn well while having fun. A conducive learning environment will make students feel comfortable during the learning process, supporting learning activities that make it easier for students to achieve their potential, according to Nana Sudjana and Ahmad Rivai (in Febriani, 2021). The learning environment is made up of social, natural, and artificial environments. There are several things to think about when teaching, including employing efficient learning techniques, creating a pleasurable learning environment, and adjusting to shifts in the educational system. A fun and engaging learning environment should be prioritized by teachers, who should also make sure that the teaching techniques they employ are successful in producing the necessary learning results.

The ability of educators to innovate is essential to fostering a positive learning environment where students can comprehend the course material. The innovation in question is a notion or idea that can be accepted intellectually and deployed via technology through specific stages. Innovations are made to address societal issues and enhance conditions. In the process of teaching, educators need to carefully consider various essential aspects to design learning activities and strategies aligned with the desired learning outcomes. Furthermore, it is important to maintain a balance in utilizing information technology to support the learning process (Widyasari, 2022). In order to make studying more engaging and prevent students from getting bored, skills in utilizing learning resources are also crucial. Brigs defines media as any tangible tool that might encourage learning in (Khasinah, 2013). Utilizing a variety of media will boost students' learning

outcomes by motivating them to learn and enabling a two-way engagement between teachers and students.

Numerous studies have been undertaken to examine students' perspectives on what constitutes a good and proficient teacher. One such investigation, carried out by Devilito P. Tatipang, Maissy J. Manuas, et al. (2022), titled "English Students' Perceptions of the Traits of Effective English Teachers," revealed that students attribute high levels of engagement to effective English teachers. Furthermore, the study indicated that gender did not significantly influence young students' views on the attributes of effective English teachers. Additionally, socio-affective skills emerged as a crucial characteristic defining an effective English teacher, as identified by the study's findings.

Another scholar has delved into student perceptions regarding effective teaching. Quieli & Nammi (2022) conducted a study aimed at understanding how Thai teachers and students perceive the traits of outstanding English language educators. Their research revealed that while both students and teachers deemed classroom competence, pedagogical acumen, and overall professionalism as pivotal attributes of effective English language instructors, students placed a greater emphasis on affective aspects compared to teachers. Specifically, students highly valued teachers' recognition of their abilities, limitations, needs, and interests, along with their empathy, approachability, and fairness.

In their study titled "Traits of Successful English Educators for Millennials," Andi Wirantaka and Putri Anggia Wahyudianawati (2021) identified certain attributes of effective English teachers. Regarding socio-affective skills, an effective English educator in the millennial age must boost student motivation for

learning, foster a positive classroom environment, cultivate strong rapport with students and colleagues, and grasp the unique characteristics of each student.

Iman Alzobiani (2020) conducted research titled "Perceptions of Saudi EFL Students and Teachers Regarding Effective Teaching Qualities." Employing descriptive and analytical approaches, the study utilized a questionnaire to gather data. Discrepancies between students and teachers were revealed, with students expressing a preference for instructors who excel in delivering clear instructions, facilitating better comprehension.

Previous research findings indicate that students hold varying perspectives on the characteristics of exemplary English teachers. However, there is a notable gap in the literature regarding the analysis of students' perceptions of good and effective English teachers based on gender, despite gender diversity being a recognizable quality among students. Several studies have highlighted evident disparities between male and female students, encompassing variations in learning outcomes, preferred learning methods, and levels of engagement in the learning process. As per Masruri et al.'s study (2014), differences in the characteristics of male and female students can be discerned through observations in learning environments. In classroom settings, male students demonstrate higher engagement levels in oral communication and discussion activities, whereas female students tend to be more involved in listening to teachers' lectures and explanations during learning sessions. Moreover, boys typically exhibit convergent learning styles, showcasing adept problem-solving abilities and a preference for assignments that hold relevance to their daily lives. Women typically exhibit a divergent learning style, which favors tasks involving information gathering. They tend to visualize

real-world problems from various perspectives and integrate these viewpoints to form a comprehensive understanding (Arief et al., 2018). Furthermore, according to Abdul Hafidz's research (2019), female students consistently achieve higher average grades compared to male students, indicating superior academic performance among female students. Dezolt and Hull (cited in Hafidz, 2019) suggest that girls exhibit a stronger sense of connection to their academic work than boys. Females also demonstrate higher levels of attentiveness in class, exert more effort to engage with their studies, and participate more actively in classroom activities.

Both male and female students have different opinions about what makes a good and effective instructor. An successful teacher for female students is one who can inspire them to learn, assign work that is relevant to the course topic and engaging activities, has a firm grasp of the subject, and can calm nervous pupils down in the classroom. Additionally, female students think that an effective teacher should inspire students, have in-depth knowledge, be creative by using a variety of methods and techniques, and develop a positive rapport with them while maintaining professional distance. Male students believe that an excellent teacher is one who actively listens to their thoughts and lets them express themselves, never loses patience or becomes irate, is self-assured and displays self-control. Effective teachers must also possess a high level of skill, give pupils the chance to learn through engaging tasks and activities, and be able to modify teaching materials (Babai Shishavan, 2010; Metruk, 2021).

According to Wichadee Orawiwatnakul (2012), students' opinions of their teachers have an effect on their motivation and excitement for learning. Trust in

teachers who are regarded as good or effective will increase, they will have a positive psychological influence, and they will be linked to the attainment of learning objectives (Deporter, 2005:40). There aren't many studies out there right now that particularly look at how kids feel about their professors. In addition, there is study that examines how pupils perceive things based on variances in gender or academic ability. According to research, kids depend more on their teachers as a source of professional learning aid the younger they are (Brown: 2001). Adult learners require teachers who are flexible and who provide them options for where, when, and how they learn. Moreover, elementary school students, junior high school students, and high school students each possess distinctive traits (Kaymakamolu, 2018).

Given the disparity and the occurrence, it is essential to investigate within educational research how between students' views of their instructors and the academic outcomes or level of learning achieved. It has been discovered that high levels of student accomplishment are correlated with pupils having positive teacher perceptions. This opinion of the teacher takes into account a number of elements, including the relationship between the teacher and the students, the teaching methodology, the communicative abilities, and the learning environment. Academic accomplishment and the interaction between teachers and students were the subjects of a research by Hamre and Pianta (2001). They discovered that students' good academic achievement is influenced by their positive interactions with teachers. Because students of different gender have varied learning qualities and learning style preferences, it is crucial for instructors to grasp these differences.

As a result, the learning plan developed can ensure that students meet their learning goals (Septianti & Afiani, 2020).

This research can aid teachers in comprehending students' perceptions of the attributes of excellent and impactful instructors from a gender standpoint. Understanding teacher quality is vital as it plays a pivotal role in facilitating effective learning. In order to help teachers improve the quality of their instruction and better meet the needs of their students, it can be helpful to examine the traits of good teachers from the perspective of the learner. Knowing students' needs and how they view a good teacher can also aid in fostering an environment in the classroom that is both emotionally upbeat and academically beneficial. Teachers will be better able to develop as a result of having a better understanding of what students demand from them. Recognizing the significance of insights into students' perspectives on effective English instructors, this study seeks to investigate how both women and men interpret the attributes of a proficient and impactful teacher. Furthermore, students are afforded the chance to articulate their viewpoints and outline their expectations regarding effective teaching. This input aims to empower teachers to enhance the quality of their instruction, aligning it more closely with the preferences and requirements of their students.

1.2 Research Problem Identification

Becoming a good and effective English teacher is undoubtedly fraught with challenges. The nuances include the matter of what constitutes a teacher being either 'good' or 'bad,' which is often dependent on individual notions. However, that which resonates with student A in a positive way may not necessarily apply to same for student B thus making the evaluation process rather complicated. But the

difference between a good teacher and an effective one can offer some clarity in this field.

One can define the effectiveness of teaching English through various criteria, which shows an attainment level on behalf of a teacher to guide students in fulfilling learning goals systematically and engagingly. This efficacy, in contrast with the vague concept of being ‘good’ makes for greater objectivity. Identifying these signs allows English teachers to perfect their delivery methods, improve the level of education they deliver and promote individual growth based on what has been specified as a competent and efficient teacher by his or her learners.

The qualities emphasized for a good English teacher may change according to gender of the students. It is also this variable that brings an interesting aspect, revealing the different point of views on what are good and effective English teachers. Recognizing and appreciating such diversity can also enable teachers to customize their practices, creating a more inclusive and flexible educational setting that appeals to varied students’ backgrounds as well as preferences. In fact, coping with the subjective terrain of teaching effectiveness while considering individual perspectives advances English teachers’ pedagogical practices as a continuous developmental process.

1.3 Research Question

The formulation of the problem of the study are:

1.3.1 How are the perceptions of male students about good and effective English teachers at SMAN 1 Tabanan?

1.3.2 How are the perception of female students about good and effective English teachers at SMAN 1 Tabanan?

1.3.3 How are the differences in students' perceptions of good and effective English teachers differ based on gender differences in SMAN 1 Tabanan?

1.4 Research Objectives

Based on the above description and the problem formulation that has been previously presented, several objectives of this research can be determined as follows:

1.4.1 To describe the perceptions of male students about good and effective English teachers at SMAN 1 Tabanan.

1.4.2 To describe the perceptions of female students about good and effective English teachers at SMAN 1 Tabanan.

1.4.3 To explain differences in students' perceptions of good and effective English teachers based on gender differences in SMAN 1 Tabanan.

1.5 Research Significances

The examination of the attributes that delineate an exemplary teacher, encompassing both effectiveness and moral character, seems to be an underexplored area within the educational framework of Indonesia. Despite prevalent research on this topic in developed nations, the lack of similar inquiries within the Indonesian context highlights a noteworthy gap in comprehending the interactions between students and educators. Acknowledging the importance of aligning students' learning requirements with the pedagogical support provided by teachers to achieve optimal learning outcomes, there is a compelling need for research focused on unveiling the qualities of an ideal teacher from the viewpoint

of Indonesian students. So this research is very urgent to do with theoretical and practical benefits as follows:

1.5.1 Theoretical Benefits

This research expected to provide a profound understanding of the criteria that delineate an ideal teacher according to the perspectives of students, thus enriching the characterization of an ideal teacher within the Indonesian educational landscape, with a potential focus on Bali. The inclusion of the gender variable further strengthens the scientific contributions to the field of English language pedagogy, shedding light on nuanced preferences and expectations of male and female students. By contextualizing the criteria for an ideal teacher, this research not only fills a theoretical void but also enhances the cultural and contextual relevance of educational theories within the Indonesian setting.

1.5.2 Practical Benefits

1.5.2.1 For Researcher

This study is expected to be a valuable tool for researchers to implement and apply their understanding and knowledge regarding the characteristics of good and effective English teachers from the students' perspective. By exploring students' perspectives and understanding the criteria of an ideal teacher, this research provides a practical guide for researchers to integrate these insights into their understanding of effective teaching practices.

1.5.2.2 For Teachers

This research are anticipated to offer valuable insights into the dynamics that contribute to being a good and effective English teacher, thereby aiding in their

professional development. The practical implications extend to the broader educational community, as the research seeks to provide tangible guidance for educators to refine their teaching practices, aligning them more closely with the identified characteristics of an ideal teacher.

1.5.2.3 For Future Researchers

This research is positioned to serve as empirical evidence that can inform and guide further investigations into students' perspectives on the characteristics of good and effective teachers, specifically considering the nuances related to gender differences. The research not only lays the groundwork for ongoing academic exploration but also sets a precedent for a more nuanced and localized understanding of teacher effectiveness within the Indonesian educational context. Essentially, the significance of this research lies in its capacity to connect theoretical understanding with practical implementation, thereby nurturing a more effective and culturally resonant educational environment in Indonesia.

1.6 Limitation of the Research

This research is limited to the investigation on what traits describe good and, therefore effective English teachers under conditions of teaching-learning procedure in schools. The aim of the research is to determine different ways that male and female students view. These perceptions will revolve around several important dimensions such as the teacher's way of instruction, his/her student interaction approach, knowledge on subject matter mastery and finally behaviour or personality during teaching-learning activities.

Since the male and female students may have diverse opinions on what constitutes a good and efficient English teacher, this study attempts to reveal these

underlying intricate perceptions. The study seeks to explore the ways in which students, through gender lens, construct attributes of an effective teacher and characteristics that facilitate a positive learning environment.

For this study, the research is conducted in SMA Negeri 1 Tabanan among students on Grade XI. This choice makes it possible to focus on the perceptions of students at a particular level of education, revealing insights into attitudes and assumptions about learning English based directly on what learners experience in an educational environment.

The study will likely involve use of open-ended questionnaire and conduct Focus Group Discussion (FGD) to acquire an insight into subtle differences that male and female students may have. Through this analysis of perceptions, the research endeavors to provide significant contribution into ongoing discussions about efficient English language education with focus on adaptation of teaching methods towards gender diversity.

