

CHAPTER 1

INTRODUCTION

This chapter provides an introduction to the research topic, including its background, significance, and objectives. It outlines the research problem, research questions, and the scope of the study. Additionally, it presents an overview of the thesis structure.

1.1 Research Background

In the learning process, the teacher is the main subject who is a source of knowledge. They play an important role in transferring knowledge to their students. The term "Teacher" itself can be explained as a profession that teaches or channels their knowledge as someone who works in a school or educational institution (Naibaho, 2019). The effectiveness of methods of teaching depends on a variety of factors, including the circumstances in which they are utilized. However, research has shown that with a wide variety of student behaviors in learning, no single method can ensure better student outcomes (Hattie, 2009; Marzano et al., 2001; Wayne & Young, 2003). Becoming a teacher is a complex job because in addition to being responsible for delivering lessons, teachers must also be able to manage the classroom, apply pedagogical skills in class, and be able to work together with different characteristics of students (Naibaho, 2019). Meanwhile, according to Taniredja and Abduh (2016), the quality of teachers has a significant impact on the quality of education. This condition is of course also experienced by teachers at SMP Negeri 1 Gerokgak. With a large number of students and adequate English teachers, teachers find it difficult to teach

English and facilitate the learning needs of each student. Because student learning achievement will certainly be different from how teachers teach in the classroom. Therefore, the primary concerns that need to be addressed in order to enhance educational quality are the quality of teachers and the quality of teacher education (Zamroni, 2001:51).

Qualified teachers are those who are good and effective in their instructional teaching and learning process. According to Gibbs (2002) cited by (Moreno Rubio, 2009), an effective teacher must be focused, flexible, and innovative in developing learning approaches and prepared for all possible failures in the process. Teachers have a significant influence on students' learning achievement and have clear learning goals and teaching targets. Considering these factors, teachers must be able to apply effective strategies to achieve their teaching objectives. Effective teachers focus on student achievement. According to Alton-Lee (2003) in (Moreno Rubio, 2009) regarding the learning process of students, curriculum goals, double tasks, and context, having knowledge of teaching strategies is not enough to become an effective teacher. If an effective teacher is someone who applies effective learning strategies to achieve learning goals, then a good teacher also focuses on achieving learning goals by applying enjoyable learning strategies. Research suggests that if students are engaged and motivated to learn, they are more likely to enjoy learning and retain information (Skinner & Belmont, 1993). Teachers who implement fun and engaging learning strategies, such as games and simulations, will keep students motivated and interested in the learning material. Additionally, a positive and enjoyable learning environment can

improve students' social and emotional well-being, which means they can have a positive impact on their academic skills (Durlak et al., 2011). Therefore, teachers must have excellent teaching skills to be successful in providing instruction and learning process in proper way, especially in English language teaching.

Increasing students' motivation can also achieve by creating pleasant learning environment. In order to create a pleasant learning environment, the ability of educators to innovate is necessary so that the learning material can be understood by the learners (Narayanan, 2018). The innovation referred to is a concept or idea that can be accepted as a result of thought and can be adopted using technology applied through certain stages. Innovations are created to solve existing problems and improve a situation in society. To create innovative learning, teachers need to pay attention to several important components when implementing the learning process in order to be able to plan learning activities and strategies that are appropriate to the learning objectives. In addition, it must be balanced with the use of information technology that supports the learning process (Widyasari, 2022). Skills in using learning media and facilities are also important so that the learning process becomes more interesting and does not make students bored and they will be able to receive the information provided better and will be more enthusiastic about carrying out the learning process. Other studies have shown that if students are involved in learning and are motivated to learn, they will be happier to learn and retain information well (Skinner & Belmont, 1993). In addition, a positive and fun learning environment can improve students' social and emotional feelings, which means

that students can have a positive impact on their academic abilities (Durlak et al., 2011). According to Gherasim et al. (2011), the classroom environment can influence students' motivation and learning objectives, which can have an impact on learning performance and achievement. Students' motivation in learning English can also influence by their perception about their English teacher.

Students' perceptions of teachers have an impact on their motivation and enthusiasm for learning (Wichadee Orawiwatnakul, 2012). According to Sidhu (2003), student perceptions is the perspective of the learner toward a situation that occurred throughout the learning process. As a result, a student's perception is how they interpret what they have learned or done. Teachers who are considered good and effective will be trusted, have a positive psychological impact, and are related to the achievement of learning outcomes (Deporter, 2005:40). Since learning achievement can influence by their motivation of learning that can be interpret according to their perceptions about their English teachers. 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. A good perception of a teacher by students has been found to be associated with high levels of student achievement. This perception of the teacher includes several factors such as the relationship between teacher and student, teaching style, communication skills, and also how the environment or learning atmosphere. A study by (Hamre & Pianta, R. C. & Hamre & Pianta, R. C., 2001) examined the link between teacher- student relationship and academic achievement. They found that a

positive relationship between students and teachers has a role in the high academic achievement of students. Therefore, an understanding of students' learning characteristics is important to be considered by educators because students of different ages and genders have their own learning characteristics and strategy choices. Thus, the learning strategy that has been formulated can guarantee students in achieving learning objectives (Septianti & Afiani, 2020). According to Hamzah B. Uno in (Hanifah et al., 2020), the characteristics of learners can be interpreted as individual aspects that include interests, learning motivation, learning styles, attitudes, thinking skills and initial abilities. Different characteristics of learners can be viewed from various perspectives, ranging from gender differences.

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 where those who have this learning style have good problem-solving abilities and prefer to do tasks that are practical. Meanwhile, 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 various different perspectives, and then connect them into a whole (Arief et al., 2018). With the type of the learning style, it also possible they have a different perception about their point of view in learning process especially perceiving the character of their teacher. 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 (Babai Shishavan, 2010) and (Metruk, 2021).

As the quality of teachers is an important factor in promoting effective learning, it would be very beneficial for teachers to know students' views on effective teacher characteristics based on gender perspectives. Studying effective teacher characteristics from the learners' perspective can indirectly serve as a needs analysis to help teachers improve the quality of their teaching in order to meet students' needs. In addition, understanding students' needs and perceptions about an effective teacher can help 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. Given the importance of information on students' perceptions of effective English teachers, this study aims to investigate how females and males view the meaning of a good and effective teacher. Through this research, students are given the opportunity to express their opinions and expectations about an effective teacher, so the information provided will help teachers improve the quality of their teaching to meet their students' needs. Since there is rare research in investigating the students' perception about good

and effective teacher based on their gender, include in SMP Negeri 1 Gerokgak. The perceptions of all 8th grade male and female students in SMP Negeri 1 Gerokgak regarding the characteristics of good and effective English teachers were compared in this study.

1.2 Problem Identification

As part of a larger research, this study was conducted in one junior high school in Buleleng regency. The selection of the school was based on the location and the consent of the school management to be involved in the research. SMP Negeri 1 Gerokgak was selected as the research context from where the data on students' perceptions of good and effective teacher were collected. Effective English teachers are described as teachers who possess qualities such as focus, flexibility and innovation in developing learning approaches. They are also expected to have clear learning goals and targets, as well as the ability to implement effective strategies to achieve those goals. Meanwhile, good teachers are described as teacher who can achieve learning goals by using their personal and social approaches to motivate students in learning process. This character includes building and creating an enjoyable learning environment and creating a positive relationship with students. In addition, creating an enjoyable learning environment is essential to increase student motivation, which can be achieved through innovative teaching methods that make learning materials more understandable and interesting. Investigating students' perceptions of effective English teachers, particularly in the context of SMP Negeri 1 Gerokgak, is crucial to improving the quality of English teaching and creating a conducive learning environment for students.

1.3 Research Limitation

Based on the problem identification of this study, this study was focused on the students' perception about good and effective English teacher based on their gender in SMP Negeri 1 Gerokgak with subject in this study is 3 classes of 8th grade students.

1.4 Problem Formulation

The problem formulation that was described in this study is as follows:

1. How are the perceptions of male and female students about good English language teachers at SMP Negeri 1 Gerokgak?
2. How are the perceptions of male and female students about effective English language teachers at SMP Negeri 1 Gerokgak?
3. How are male and female students different in their perception about good and effective English teacher at SMP Negeri 1 Gerokgak?

1.5 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. To describe the perceptions of male and female students about good English language teachers in SMP Negeri 1 Gerokgak
2. To describe the perceptions of male and female students about effective English language teachers in SMP Negeri 1 Gerokgak
3. To explain the differences in students' perceptions of good and effective English language teachers based on gender in SMP Negeri 1 Gerokgak.