

# CHAPTER I

## INTRODUCTION

This study aims to explore the students' perceptions regarding the characteristics of good and effective English teachers based on gender differences in SMA Negeri 2 Singaraja. This chapter has covered the background of the study, problem identification of the study, limitation of the study, research questions, research objectives, and research significance,

### 1.1 Background of the Study

The teacher in the teaching and learning process is the main subject and source of knowledge. In English learning, teachers should not only be able to motivate students but also increase students' enthusiasm for learning English. The teacher's routine in the classroom not only has a great impact on students' learning achievement and enthusiasm for learning English, but also on their positive psychological state (Depoter, 2005). Some of the main psychological factors that influence the learning process are students' intelligence, motivation, interest, attitude, and talent (Magdalena, 2020). The intelligence, interests, attitudes, and talents possessed by each student must be different, so an English teacher must be able to prepare learning methods that suit the needs of his or her students to be able to motivate them to learn. The application of appropriate learning methods by English teachers will be able to motivate students to learn, so that the learning that has been prepared will be successful.

To be successful in their daily encounters, teachers need to be both good and effective. While there is no clear distinction between a good and effective

teacher, there are some reasons to believe that the notion of a 'good' teacher may refer to a teacher's personal and social values that result in an attractive, comfortable, and conducive learning environment where students feel excited and motivated to learn (Harris & Sass, 2009). This is in line with Orlando (2023), who states that there are some qualities that make a good teacher, namely having a sense of belonging to the community in the classroom, being friendly, enthusiastic, caring, being able to set high expectations for all students, having a love for learning, being able to adapt when learning does not go well, and being able to collaborate regularly with colleagues.

Meanwhile, being an effective teacher is likely to be related to teachers' success in teaching and learning, where teachers use their knowledge and skills to support students to achieve desired learning goals (Stronge, 2018). In addition to this, an effective teacher must be able to create an optimal learning environment by making rules and procedures, managing groups, supervising and carrying out class activities, and dealing with deviant behavior (Khaulah, 2022). Zamani and Ahangari (2016) add several characteristics of effective English teachers such as: (1) building students' self-confidence; (2) having the ability to maintain class order; (3) having the ability to provide a pleasant environment for class activities; (4) motivating students to voice their thoughts and views by paying attention to them; (5) having the ability to involve students in the lesson and the ability to keep their attention.

Thus, being a good teacher tends to be subjectively assessed by students, whereas being effective is more likely to be measurable as it is linked to the achievement of learning objectives and expected competencies (Laine et al., 2010). In more detail, Brown (2004) states that good and effective teachers are successful teachers because they possess all the characteristics related to technical expertise, pedagogical ability, social ability, and personal qualities. Good teachers can refer to a teacher's personal and social values, while effective teachers can refer to a teacher's technical expertise and pedagogical ability. In addition, Stronge (2007) points out that these abilities and skills help students acquire information and skills relevant to different areas of learning, including social skills, which are the ability to understand what others believe, feel, and are motivated by. This suggests that teachers play a major role in the all-round development of students' knowledge, skills, and character.

According to Dewaele (2018), the role of the teacher in the language acquisition process is more complex, as they must also manage the classroom's emotional climate, create a supportive environment for language learning, build connections among students, and ideally, share information with confidence and enjoyment. Brown further explained that, in general, the teacher's role is as an organizer, motivator, director, transmitter, mediator, and evaluator (Brown, 2001). Each student has his or her own characteristics and learning preferences, so a quality teacher is one who can accommodate learning differences in the classroom (Taniredja & Abduh, 2016) and work effectively to achieve targeted competencies for their students. It is easy to

understand that teacher quality has a significant impact on the quality of education. This is the reason why the main concern addressed in relation to the quality of education is the quality of teachers and the quality of teacher education (Zamani, 2001:51).

According to Park and Lee (2006), the primary quality that teachers should possess is teacher competence or pedagogical skill. In order for students to feel more motivated during the process of learning, teachers are expected to be able to comprehend their students. To be prepared to create a more engaging learning environment in the classroom, teachers must also possess the ability to select instructional strategies and methodologies. On the other hand, Shishavan (2010) found that the ability or professional competence of teachers is more important than other competencies. Because a teacher must be able to understand the material they will provide first before they provide information related to the material to their students. Furthermore, according to Thompson and Greer (2004), students understand teachers who teach well if they demonstrate a variety of qualities, including demonstrating fairness, having a positive attitude, using an individual approach, having a good sense of humor, being innovative, accepting mistakes, being tolerant, understanding students, maintaining high expectations for students, having empathy, and being able to increase students' sense of belonging. The characteristics described by Thompson et al. (2004) suggest teachers focus on a teaching theme called caring for students to get a positive response from students.

Students' perceptions of teachers impact their motivation and enthusiasm for learning (Wichadee Orawiwatnakul, 2012). This is in line with Sidhu

(2003), who said that students' perception is how they interpret what they have learned or done. Perception is the process of organizing and interpreting sensory data to gain knowledge about the environment and oneself (Davidoff, 1987). Furthermore, according to Krech and Crutchfield (1977), one's perceptions may be influenced by a number of factors: (1) cultural background (perceiving the meaning of an object, situation, or message using the cultural values s/he grew up with); (2) past experience (meanings are perceived based on personal experiences related to the things or topics under discussion); (3) embedded values (perceiving something based on its usability, goodness, beauty, and satisfaction, which is embedded with norms of right or wrong, good or bad, etc.); (4) news (perceiving something or information based on the growing knowledge gained from media or other easily accessed sources); and (5) gender (understanding something based on the traits and behaviors attached to men and women that are socially and culturally shaped). Given that perception is reinforced by one's cultural background, past experiences, embedded values, growing information, and gender, it is understandable that every individual student develops his or her own perceptions about the meaning and characteristics of a good and effective English teacher. It is then very important to explore what's on the mind of the individual student with regard to what makes an English teacher good and effective.

A good and effective teacher uses methods and strategies that suit students' learning needs, learning styles, and learning conditions and situations to be able to increase students' enthusiasm and motivation to learn (Dunn & Griggs,

2000). 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 pleasant learning environment can improve students' social and emotional feelings, which means students can have a positive impact on their academic abilities (Durlak et al., 2011). The classroom environment can influence students' motivation and learning goals, which can impact learning performance and achievement (Gherasim et al., 2011). The real challenge that teachers face in their profession is how to deal with various individual differences that include motivation, attitude, interest, learning style, character, and behavior. This is related to research findings that there is no one method that works best for all students in achieving learning goals (Alzebaree & Zebari, 2021). Students' success in mastering English depends on how teachers are able to create an effective learning atmosphere that suits students' needs. Being an English teacher is a complex job because, in addition to being competent in a foreign language, he or she must also be responsible for delivering learning, being able to organize the class, applying pedagogical skills in the classroom, and working with different student characteristics (Jabri, 2017).

Numerous studies have revealed a number of differences between male and female students characteristics, including differences in learning outcomes, learning methods, and engagement in the learning process. Males typically have convergent learning styles, which are characterized by good problem-solving skills and a preference for assignments that are relevant to their lives. Females typically have a cognitive learning style that prefers

information-gathering tasks (De Loera, 2009). They might imagine seeing real-world problems from a variety of points of view and then connecting those perspectives to build a whole (Arief et al., 2018). Additionally, according to a study by Abdul Hafidz (2019), female students receive higher average grades than male students in terms of learning outcomes. This indicates that female students accomplish academically better than male students. Thus, it is important to discuss the relationship between male and female students' perceptions of their teachers and the educational effects or learning levels they achieve in educational studies because, by knowing what students need, teachers can develop and prepare learning needs to improve students' learning achievements in the classroom.

Considering the gap, this research focused more on the characteristics of a good and effective English teacher, especially according to students' perceptions based on gender differences in Bali. Gender is a social process that people go through in order to behave in line with the definitions used every day. As a result, it is extremely possible that people of both genders would conduct themselves differently and have different mindsets about some things (Poggio, 2006). In a study, students of different genders certainly had their own perceptions about learning, methods, or teacher characteristics (Makarova & Ryan, 1998). Thus, it is important for the teachers to know how their students perceive their teachers so that teachers can later develop and prepare learning according to their students' needs. Considering the importance of students' perceptions of the characteristics of a good and effective English teacher, this study was investigated to find out how the

perceptions of students of different genders define the characteristics of a good and effective English teacher.

This research used descriptive qualitative research, in which the sample or research subject was 11th Grade students at SMA Negeri 2 Singaraja. From the preliminary research that has been done, SMA Negeri 2 Singaraja as one of the national senior high schools in Bali was finally chosen because SMA Negeri 2 Singaraja was one of the national schools in Buleleng, which includes English in their subjects. Male and female students of the 11th Grade at SMA Negeri 2 Singaraja were chosen as research subjects because the 11th Grade students already had experience with or knew their teachers while studying at school. The purpose of this study was to explore further the students' perceptions about the characteristics of a good and effective English teacher based on gender differences. Through this research, it was hoped that, in the end, language teachers or educators, even in other fields, would have a broader reference regarding the characteristics of good and effective English teachers according to students, especially based on their gender differences, so that teachers could later prepare and develop learning media according to the needs of students. In addition, it was also hoped that this research would be able to provide fresh information for other researchers who want to research more deeply about how students perceive their teachers, especially regarding the characteristics of good and effective English teachers.

## **1.2 Problem Identification of the Study**

Becoming a good and effective English teacher certainly has its own challenges. Sometimes a good teacher for student A is not necessarily good



from the perspective of student B. This is because whether a teacher is good or not involves subjective judgments. Meanwhile, an effective teacher can be seen from a number of indicators that generally lead to teacher competency in being able to lead students to achieve learning goals in a systematic and fun way. Many studies on the characteristics of good and effective teachers have been conducted throughout the world. This is supported by Quietl & Nanni's (2022) study. The results of this study shows that while both students and teachers valued classroom skills, pedagogical knowledge, and general professionalism as the most important qualities of effective English language teachers. On the other hand, research conducted by Sakkir et al. (2021), which investigated the characteristics of a good teacher and found that a good EFL teacher must be friendly, have good pronunciation accuracy, and have practical classroom management skills.

Knowing the characteristics of good and effective teachers can help English teachers improve their learning strategies and quality. This is how teachers can develop themselves in order to fulfill what students perceive to be the requirements for a good and effective teacher. Therefore, it is important to know how students perceive their teachers in terms of the characteristics of good and effective teachers. Student perceptions are 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 (Sidhu, 2003). Students' perceptions can be influenced by several things, for example, the environment and the gender differences between them. Students of different genders certainly have their

own perceptions of their teacher. This is supported by research by Arief et al. (2018), who found that female students were quicker to receive information from their teachers by listening to explanations well; on the other hand, male students tended to be quicker to receive information from their teachers by carrying out active activities in class, such as joint discussion activities. Therefore, it is important for teachers to know the perceptions of their students, so that this perception will help them understand what students expect from them.

Depending on the gender variations among students, perceptions of what makes a good and effective English teacher might differ. This variable enables us to show the differences in perceptions of the characteristics of a good and effective English teacher. From several previous studies that have been carried out related to the characteristics of a good and effective English teacher, most studies only focus on the students' perceptions regarding the characteristics of a good or effective English teacher, not the characteristics of both a good and effective English teacher, and are not carried out based on gender differences among students. Thus, the context that has not been studied by previous research is the students' perceptions regarding the characteristics of a good and effective English teacher based on gender differences, and it is still rare to find research on good and effective teachers in Indonesia. Since previous studies are rarely found in Indonesia, especially in Bali, this study was focused on male and female students' perceptions regarding the characteristics of good and effective English teachers based on gender differences in Indonesia, especially in Bali, and how the students'

perceptions of good and effective English teachers differ based on gender differences.

### 1.3 Limitation of the Study

Based on the perceptions of male and female students at school, this study was limited to the characteristics of good and effective English teachers in the teaching and learning process in the classroom. What constitutes a good and effective English teacher varies depending on gender. According to Makarova & Ryan (1998), in a lesson, students of different genders certainly have their own perceptions regarding learning, methods, or the characteristics of the teacher. Student perceptions will focus on how the teacher's style is in teaching, the teacher's approach to students, the teacher's mastery of the material being taught, as well as the nature or personality of the teacher during teaching and learning activities. In addition, another limitation of this study lies in the scope, which was only done in SMAN 2 Singaraja, involving all 11th Grade students.

### 1.4 Research Questions

The formulations of the problem under study are:

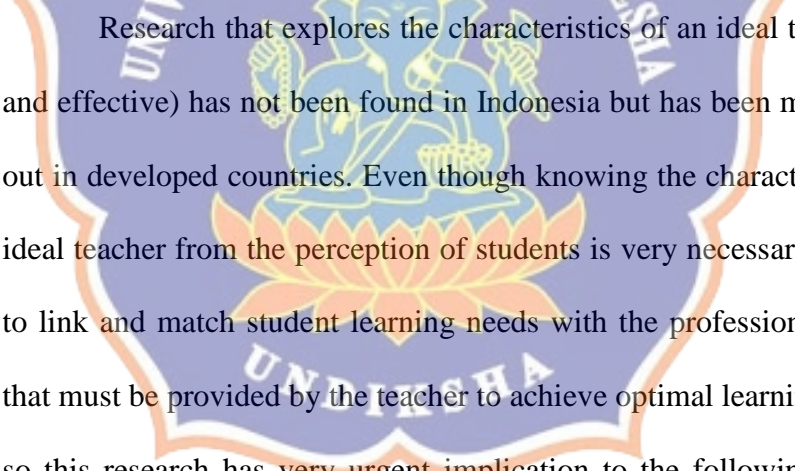
1. How are the perceptions of male and female students in SMA Negeri 2 Singaraja about a good English teacher?
2. How are the perceptions of male and female students in SMA Negeri 2 Singaraja about an effective English teacher?
3. How are male and female students in SMA Negeri 2 Singaraja different in their perceptions of a good and effective English teacher?

## 1.5 Research Objectives

The objectives of this study are:

1. To describe the perceptions of male and female students about good English teachers at SMA Negeri 2 Singaraja.
2. To describe the perceptions of male and female students about effective English teachers at SMA Negeri 2 Singaraja.
3. To describe differences in students' perceptions of good and effective English teachers based on gender differences in SMA Negeri 2 Singaraja.

## 1.6 Research Significances



Research that explores the characteristics of an ideal teacher (good and effective) has not been found in Indonesia but has been mostly carried out in developed countries. Even though knowing the characteristics of an ideal teacher from the perception of students is very necessary in an effort to link and match student learning needs with the professional assistance that must be provided by the teacher to achieve optimal learning outcomes, so this research has very urgent implication to the following theoretical and practical benefits:

### 1.6.1 Theoretical Significance

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 the gender variable, the scientific

contribution in the field of English language pedagogy becomes stronger.

### 1.6.2 Practical Significance

a. For teachers

This study was expected to contribute to the process of becoming a good and effective English teacher.

b. For further research

This study was expected to provide empirical support for future studies on students' perceptions of good and effective teachers based on differences in gender.

