

CHAPTER I

INTRODUCTION

1.1 Research Background

In the learning process, the teacher being the main subject as a source of knowledge in learning activities. Teachers must possess both broad insights and qualified teaching skills in order to provide their students a comprehensive understanding, since they have the ability to link knowledge. With extensive teaching experience and broad insight, it will encourage the teacher to become successful in providing learning. In learning English, the teachers not only play a role in motivating students in learning so that students' enthusiasm for learning English also increases. The contexts and environments of the learning process must be compatible with the instructional strategies and methods employed. The capacity of teachers to provide an efficient and flexible learning environment that meets the needs of their students is critical to their success in studying the English language. The teacher must to be able to guide students in the proper way so they may comprehend and effectively use all English language learning resources (Helmi, 2017; Naibaho, 2019).

In order to boost their students' excitement for learning English, English teachers must be able to motivate their students. Studies have indicated that students are more likely to learn and retain knowledge if they are motivated and involved in the process of learning (Skinner & Belmont, 1993). A pleasant and engaging learning environment can also help students feel more socially and emotionally connected, which will improve their

academic performance (Durlak et al., 2011). According to Thompson et al., (2004) students conceptualize teachers who teach well if they have some characteristics such as showing fairness, having a positive point of view, good preparation, using personal touch, having a sense of humor, creative, admitting mistakes, forgiving, respecting students, maintaining high expectations of students, having compassion, and being able to increase a sense of belonging for students. In order to receive a good response from students, the characteristics described by Thompson suggested that teachers should be concentrated on a teaching topic called caring for students.

Becoming a teacher is a challenging profession because in addition to imparting knowledge, teachers also need to manage classroom dynamics, implement pedagogy, and engage with students' different characteristic (Jabri, 2017). As the quality of a teacher directly affects the quality of an education, becoming a professional teacher requires a teacher to possess a certain set of competences. According to Permendiknas No. 16/2007, teacher should have 4 basic competencies which includes pedagogical competence, personal competence, social competence, and professional competence (Jabri, 2017; Taniredja & Abduh, 2016). To fulfill these competencies, there are several things that must be considered by the teacher, such as understanding the curriculum and teaching materials, learning concepts, teaching methods, the structured materials will be taught as well as designing the learning process based on the students' characteristics and adapted with the learning materials. Therefore, becoming an English teacher is not an easy task because teachers also must

face several challenges, such as the curriculum, delivering learning materials, and even the characteristics of different students (Naibaho, 2019).

As a part of accomplishing four basic competencies, the teacher required to be good and effective. Brown (2004) stated that a good English teacher possesses specific attributes encompassing technical proficiency, pedagogical competence, interpersonal adeptness, and personal traits. A competent teacher is capable of guiding students in mastering diverse language aspects, employing varied activities and instructional methods to facilitate the acquisition of knowledge and skills across subject domains. Additionally, they demonstrate an understanding of students' motivations, emotions, and social dynamics (Gardner, 2001; Stronge et al., 2011). On the other hand, Aziz et al (2012) revealed that good teacher is the teacher who has a good time management so that estimated time for the learning process can be used efficiently. This is supported by the study conducted by Helmi (2017) which elaborated that good teacher should treat students fairly and equally, well-adapted, have a good sense of humor, have a good time management, charismatic, creative, and accept the students' comments and criticism. Moreover, Shishavan & Sadeghi (2009) emphasized that effective teachers possess the capacity to cultivate positive relationships with students, bolster their confidence, and uphold discipline within the classroom..

Teacher self-improvement should be balanced with the fulfillment of effective teachers' criteria, as the qualities of education is depend on the qualities of the teachers. An effective teacher needs should be attentive,

adaptable, and creative in devising learning methodologies, while also ready to address any potential setbacks along the way (Gibbs, 2003; Moreno Rubio, 2009). Other study revealed that an effective teacher should prepare the lesson well, using effective teaching methodology, having a high level of English proficiency, teachers' command of the target language, and having classroom management skills (Brosh, 1996; Meksophawannagul, 2015; Park & Lee, 2006; Quietti & Nanni, 2022; Ramazani, 2014; K. S. & H. B. Shishavan, 2009).

Regarding the learning process, an effective teacher must possess not only a solid understanding of teaching strategies but also a balanced understanding of how to apply those strategies and procedures in order to accomplish the intended learning goals (Alton-Lee, 2003; Moreno Rubio, 2009). Therefore, the formulation of learning strategies should pay attention to the students' characteristics so it will be appropriate with student needs. According to Hamzah (as cited in Hanifah et al., 2020) Individual qualities such as the students' interests, motivation for learning, learning styles, attitudes, ability to think critically, and initial abilities might be regarded as their characteristics. Furthermore, diverse perspectives can be used to analyze the features of different learners, such as age and gender differences. Girls tend to have faster language development where they could speak faster and have more vocabularies than boys. Align with this, American women have a more polite way of making please, expressing criticisms, and expressing opinions compared to boys (Fajaruddin et al., 2021).

The way students perceive their teachers influences their motivation and eagerness to learn (Wichadee & Orawiwatnakul, 2012). Teachers perceived as skilled or effective are likely to inspire trust and have a favorable psychological influence, which closely correlates with achieving learning goals (DePorter & Hernacki, 1992). Meanwhile, gender differences may lead to slight variations in how male and female students perceive their teachers as good or effective. On the study conducted by Al-khairi (2015), it was revealed that female participants view consider an effective teacher as the teachers who are always well-prepared and organized, explain using simple language, communicates with the target language, and serves a role model. Meanwhile, male participants consider an effective teacher as a teacher who help students, provide frequent and useful feedback, has expert and up-to-date knowledge on his subject, and welcome students' opinions or suggestions. Currently, there is a limited number of studies focusing explicitly on students' perspectives regarding their teachers. Moreover, research analyzes students' perceptions based on gender differences and age level. Research shows that the younger the students, the higher their dependence on the teacher as a provider of professional learning assistance (Brown, 2004). Adult students need teachers who give them choices and flexibility about where, when, and how they learn. In addition, the age group of elementary school children, junior high school and high school have different characteristics (Al Sabiri & Kaymakamoğlu, 2019). In this study, the perspectives of male and female students at junior high school and senior high school were compared.

It is useful to understand students' perceptions of the qualities of effective teacher from a gender perspective, as teacher quality plays a significant role in fostering effective learning. The teachers can utilize this understanding of effective teachers' qualities from the viewpoint of their students as a needs analysis tool to help them improve their instruction and better fulfill the needs of their students. A classroom environment that is both academically and emotionally beneficial can be established by understanding students' needs and what they consider to be a good teacher. This perspective will enable educators to better grasp the expectations of their pupils and help them grow as individuals. Given the significance of understanding students' views on effective English teachers, this study aims to explore the definitions of good and effective teaching from both male and female perspectives. By allowing students to express their thoughts and expectations regarding effective teaching, this study seeks to equip teachers with valuable insights to enhance their instructional quality and cater more effectively to their students' needs.

1.2 Problem Identification

Conducted within a larger research framework, this study focused on a specific junior high school in Buleleng regency. SMP Negeri 4 Seririt served as the research setting, where data concerning students' perceptions of good and effective teachers. The selection of SMP Negeri 4 Seririt as the research location was based on its geographical location and consent from the school administration to participate in the study. The mismatch between what students expected from their teacher and the reality of the teacher in

the field make this research suitable to conduct in this educational setting. Moreover, the large number of students form larger individual differences and diverse learning circumstances make stronger tendencies for different perceptions between students. The gender and age distribution of the students may influence perceptions about what makes an effective English teacher.

Perceptions about the characteristics of a good English teacher may differ according to the gender and age differences of the students. These two variables allow the disparities in perception on what makes a good an effective English teacher. This perception will enable teachers to grow and accomplish the standard of good and effective English teacher. It will also assist teachers in understanding what the students expect from them so that they can enhance their teaching methods and qualities by being aware of the qualities of good and effective English teacher from the students' perspectives.

1.3 Research Limitation

This study examines the qualities of effective English teachers within the school's teaching and learning environment, as perceived by both male and female students. Specifically, it explores students' assessments of teachers' instructional competence, particularly in English classes. Students' perceptions encompass various aspects, including teaching style, interaction with students, subject mastery, and overall demeanor during teaching and learning interactions. Notably, male and female students may hold differing perspectives on what constitutes good and effective English teacher. To

gather pertinent data, this research was conducted at SMP Negeri 4 Seririt, involving three class representatives from the 8th grade.

1.4 Problem Formulation

Based on the problem identification, the research questions can be formulated as follows:

1. How are the perception of male and female students about good English teacher in SMP Negeri 4 Seririt?
2. How are the perception of male and female students about effective English teacher in SMP Negeri 4 Seririt?
3. How are male and female students different in their perception about good effective English teacher?

1.5 Research Objectives

Based on the research question, several objectives of this research can be formulated as follows:

1. To describe the perceptions of male and female students about good English teacher in SMP Negeri 4 Seririt.
2. To describe the perceptions of male and female students about effective English teacher in SMP Negeri 4 Seririt.
3. To explain the differences in students' perception of good and effective English teacher based on gender in SMP Negeri 4 Seririt

1.6 Research Significances

This research was conducted to provide benefits for the readers. The benefits of this research include:

1. Theoretical Benefits

This research intended to enhance understanding and broaden knowledge regarding the attributes of good and effective English teachers, as perceived by students. It also serves as a potential foundation for future theoretical investigations.

2. Practical Benefits

a. For writers

This research is intended to serve as a valuable reference for authors, aiding in the application of insights gained into the characteristics of proficient English teachers from the perspective of students.

b. For further researchers

This study is anticipated to contribute to the evolution of theoretical frameworks concerning the attributes of competent and impactful English teachers from students' viewpoints, thus benefiting future researchers interested in exploring this area further.

c. For teachers

This research is expected to offer valuable insights to educators striving to enhance their effectiveness as English teachers, thereby contributing to their professional development.