

# CHAPTER I

## INTRODUCTION

### 1. 1 Background of the Study

Education is a process that helps students become independent learners, where the educator as a teacher formulates a learning plan that will be achieved following the competence of students. The instructor serves as both the primary topic and a knowledge source. Because school education is made up of several sub-systems, a teacher of English must be able to inspire pupils to learn in addition to imparting information. This is because learning English involves more than just teaching students the material, namely the teacher as a human resource who plays an important role in improving the learning process in schools and has a great responsibility in providing education, especially in conveying knowledge to children everywhere (Naibaho, 2019). The conditions in which teaching approaches are used are among the many variables that affect their efficacy. However, studies have shown that no one approach can guarantee improved student results due to the vast range of student actions throughout the learning process (Young & Wayne, 2003; Marzano et al., 2001; Hattie, 2009). The teacher is not only a teacher who dominates the class, but also a facilitator and motivator for students. Motivation in the world of education is necessary. In order to stimulate, motivate, and drive learning activities, motivating learning is crucial to the student learning process. One way to characterize motivation in educational activities is the general force that propels students to engage in learning activities, maintains the continuity of those activities, and gives them direction so they may accomplish the learning subject's objectives.

The tactics and methods that students use to learn must be taken into account, as well as the circumstances and settings in which they are employed. The ability of the instructor to provide an efficient and flexible learning environment that meets the requirements of the students will determine how well the pupils learn English. Instructors may point pupils in the proper way so they can comprehend

and effectively use all English learning resources (Naibaho, 2019). Teaching is a difficult profession because in addition to imparting knowledge in front of students, teachers also need to be able to plan lessons, employ pedagogical techniques in the classroom, and collaborate with a variety of student characteristics (Jabri, 2017). Meanwhile, the caliber of instructors has a major impact on the caliber of education (Taniredja & Abduh, 2016). This is why teachers are made a top priority in all changes or new policies made in the world of education. This condition is of course experienced by teachers at SMA Negeri 1 Banjar. With the large number of students namely 760 students consisting of three grades, namely 10th, 11th, and 12th compared to adequate English teachers with a total number are four teachers, following existing conditions in schools even though all of them are civil servants teachers experience difficulties in teaching English and facilitating the learning process according to students' needs. Because it is certain that students' achievements in learning are different depending on how a teacher teaches in the classroom. The general conduct required of a teacher in the performance of his official responsibilities is known as the teacher's role. A teacher's position in the home, the classroom, and society is multifaceted. One of the teaching components is the teacher's involvement in the teaching and learning process, namely the core of the formal education process in schools in which interactions occur between various other components such as content/subjects and students. Thus, it can be concluded that teachers are crucial to the execution of the teaching and learning process in classrooms. Consequently, the learning process greatly depends on the qualities of a competent and efficient instructor, especially in English because when the teacher can provide an effective learning process and receive positive responses or perceptions from students, the learning objectives can be achieved.

Research says that students tend to be happier and remember the information they get better because they get motivation from being involved in learning activities (Skinner & Belmont, 1993). It is not only the teacher's responsibility to carry out teaching and learning activities, students may also be involved. Better pupils will be produced by instructors who often provide activities that help students learn the subject matter than by professors who only explain things and don't offer ongoing support. Besides that, positive and pleasant environmental

factors for students can also have a positive impact on student's social and emotional attitudes, which means that students can have a positive impact on their academic skills (Durlak et al., 2011). According to Thompson, Greer, and Greer (2004) in Shishavan & Sadeghi, (2009) Students perceive that effective teachers possess a variety of traits, including being fair, optimistic, well-prepared, personal, humorous, creative, willing to accept responsibility for their mistakes, forgiving, upholding high standards for their students, compassionate, and able to foster a feeling of community among their students (Shishavan, 2009). The characteristics described by 2 Thompson et al. (2004) recommended that in order to get a favorable reaction from students, instructors should be able to develop a focused teaching topic termed "caring for students".

According to Permendiknas No. 16/2007 in (Jabri, 2017) outlines the four abilities that a teacher has to possess: pedagogical, social, professional, and personal competency. Understanding the techniques, concepts, teaching curriculum and materials, and professional development are some of the things that teachers must take into account in order to meet the requirements of the four competencies of being a professional teacher (Jabri, 2017). Teachers need to be proficient in both creating lesson plans and carrying out learning goals, which is no less important, teachers must be able to update learning materials according to the structure of the knowledge to be communicated and capable of creating learning procedures that are tailored to the needs of students and the resources available.

The ability to set up the classroom in a way that promotes learning is one of the abilities that a teacher should possess. Despite all the explanations of the competencies that an educator must possess, one more competency that should be taken into account is the educator's personality. This is because the educator must be able to comprehend the learning environment in order to provide the proper attitude and select instructional materials that will increase student productivity. By applying some of these things, a teacher can become a professional teacher. There are two categories of characteristics of English teachers in learning, namely effective teachers and good teachers.

In the learning process there are learning goals that the instructor has prepared. In addition to planning how the learning process will achieve learning objectives, of course, the teacher must be ready and able to deal with problems or challenges that will be encountered in learning. According to Gibbs (2002) quoted by (Moreno Rubio, 2009), When creating a learning strategy, a good teacher has to be determined, adaptable, creative, and ready for any setbacks that may occur. Instructors set clear goals for their students' learning and have a big impact on their academic success. Teachers need to be able to include tactics that work into their teaching because of these characteristics. Student accomplishment is the main emphasis of effective instructors. Knowing teaching tactics by itself is insufficient to become a good teacher, according to Alton-Lee (2003) in (Moreno Rubio, 2009) about student learning processes, curricular goals, various assignments, and situations.

To ensure that all components of learning can run well, a learning strategy is needed for an educator. In formulating a learning strategy, In order to ensure that the methods, techniques, or processes used meet the demands of the students, it is crucial to pay attention to the characteristics of the pupils. Student characteristics may be seen as unique features that include innate talents, thinking skills, attitudes, learning styles, learning motivation, and interests according to Hamzah B. Uno (Hanifah et al., 2020). Students' variations in traits may be seen from a variety of angles, such as gender disparities or other distinctions. Because students of various ages and genders have varying features or learning characteristics depending on the selected learning technique, it is crucial for educators to understand the learning characteristics of their pupils. In this manner, the planned learning techniques may ensure that pupils meet their learning objectives. (Nevi Septiani & Rara Afiani, 2020).

English is regarded as a foreign language in Indonesia. Thus, Indonesian students hardly ever use the application of English for language practice. Stated differently, one of the primary ways Indonesian students acquire English is through their teachers, who instruct them in speaking, grammar, and vocabulary. Teachers need to be able to excite their students to learn English in addition to motivating

them to do so. The conditions and scenarios in which students are learning must be taken into account when selecting learning strategies and methods. The ability of the teacher to design a productive and accommodating learning environment that meets the needs of the students will determine how well the students learn English. Teachers can help students understand all of the English learning materials and be able to use them effectively (Naibaho, 2019). Thus, teaching English is not a simple job as instructors must deal with a variety of issues, including curriculum development, providing instructional materials, and even the unique needs of each student (Naibaho, 2019). Teachers are supposed to be able to understand their students so that students feel more motivated while learning. In addition to being able to choose instructional strategies and methodologies, In the classroom, educators need to be prepared to create a more engaging learning environment. But according to Shishavan (2010), the professional competence of teachers matters more than other capabilities. Because before a teacher can give information to their students about a subject, they must be able to understand the material. Additionally, a study by Ramazani (2014) found that when a teacher possesses high social competence that is, when they are easy to get along with and can converse with their students as if they are close friends students are more interested in learning. This trait can boost students' motivation to learn in the classroom because it makes them feel more connected to their teacher, which improves their ability to absorb the material and makes them more eager to engage in the learning process.

Creating a welcoming learning atmosphere is another way to increase student motivation. Teachers must be innovative to make the learning material understandable to students and to create a positive learning atmosphere. The concept or idea under consideration is one that may be considered and implemented via certain phases of technological application. Innovations are created to improve social circumstances and solve contemporary concerns. In order to design instructional techniques and activities that meet the learning goals, teachers must take into consideration several crucial elements when implementing the learning process to create innovative learning. Furthermore, the utilization of information technology that facilitates learning must be balanced with it (Widyasari, 2022). Proficiency in utilizing educational resources and tools is crucial to avoid student

boredom during the learning process, improve students' comprehension of the material, and increase their enthusiasm for participating in the process.

Students' motivation and excitement for studying are influenced by how they see their lecturers (Wichadee Orawiwatnakul, 2012). Sidhu (2003) states that student perceptions are the perspective of the learner on an issue that came up throughout the course of the learning process. Consequently, a pupil's interpretation of what they have learned or accomplished is based on their perception. Teachers who are considered good and effective will get a good response from students which will lead to positive psychology for students and of course affect the achievement of student learning outcomes (Deporter, 2005:40). Research says that various factors causing low English learning outcomes are that teachers are less able to foster students' learning perceptions in learning. The relationship between students' perceptions of their professors and the academic effect or quality of learning attained should be the focus of education research. Positive student impressions of their instructors are connected with high levels of student accomplishment. The rapport between an instructor and a pupil, the teacher's style of instruction, the student's communication abilities, and the environment or learning atmosphere are all factors that go into how the teacher is perceived. Perception is important, even without a certain agreement on the concept of learning English. In practice, when teaching and studying English, students encounter a variety of challenges related to comprehending the topic. These challenges then affect students' comprehension, which is challenging. The significance of learning facilities' roles in the educational process as well as effective ways of teaching teachers for students needs to be understood by educators so that they can take various forms of action or assistance to students. There aren't many studies out there right now that concentrate on how pupils see their professors. Furthermore, studies that examine students' perspectives are predicated on variations in age, gender, and educational attainment. According to research, kids rely more on their teachers to offer them with professional learning support when they are younger (Brown, 2001). Teachers who can provide a flexible learning environment one in which students are allowed to choose the best times, places, and methods for their own learning are essential for adult learners.

Furthermore, pupils in elementary school, junior high school, and high school exhibit distinct attributes (Kaymakamoğlu, 2018).

One distinct quality of pupils is their gender differences. Numerous studies have shown a number of notable distinctions between men and females, ranging from variations in learning outcomes and learning styles to variances in how much each gender participates in the learning process. based on studies carried by (Masruri et al., 2014) Based on observations of the active learning environment, it is possible to discern variations in features between male and female students. For example, in a given class, male students are typically more engaged in oral conversation and engagement. In contrast, female students in other classrooms were seen to be actively participating in learning activities by actively listening to the teacher's explanations and lectures. Boys often have a converger-type learning style, which is characterized by a strong aptitude for problem-solving and a preference for assignments that are relevant to their lives. According to Arief et al. (2018), women often have a diverger-type learning style, meaning they favor learning activities that gather knowledge and have the capacity to envisage seeing actual events from a variety of viewpoints before connecting them into something cohesive. Additionally, Abdul Hafidz's 2019 study found that female students' average grades are higher than male students' averages in terms of learning outcomes. This demonstrates that female pupils outperform male students in the classroom. The study's findings support the assertion made by Dezolt and Hull (in Hafidz, 2019) that female students feel more engaged with the subject matter, pay more attention in class, strive to be more active in it, and participate more in it than do male students.

Regarding what qualities define a good and successful teacher, male and female students have different perspectives. Proficiency in the subject topic, ability to display subject matter competence, ability to engage female students in interesting activities, and ability to handle students' anxiety in the classroom are all characteristics of great instructors. Furthermore, female students believe that an excellent teacher should inspire students, be kind and considerate of their uniqueness, have a wealth of knowledge, be inventive in their approach and

technique use, and build a strong rapport with them while maintaining a professional distance. For male pupils, an excellent teacher is someone who exudes confidence and self-assurance, never loses patience or gets angry, actively listens to their thoughts, and lets them express themselves. Additionally, skilled teachers must be able to adapt the course contents and provide students with chances to learn via pertinent assignments and activities (Babai Shishavan, 2010).

Given that the quality of instructors has a big impact on promoting successful learning, it would be very helpful for teachers to know what gender views pupils have on what makes an effective teacher. Examining effective teacher traits from the viewpoint of the learners can act as a kind of oblique needs analysis, helping educators raise the bar on teaching so they can better serve the needs of their students. Furthermore, a classroom climate that is both intellectually and emotionally effective may be fostered by thinking like a competent teacher and understanding what the needs of the students are. This impression will help teachers better develop themselves in accordance with students' expectations. This research intends to explore how men and women define a successful English teacher, given the significance of data on students' impressions of these educators. Teachers will be able to better fulfill the needs of their students by using the information offered by this study, which allows students to voice their ideas and expectations about what makes a successful teacher. In this research, the opinions of both male and female 11th grade students at SMA Negeri 1 Banjar about the qualities of competent English instructors were compared.

## **1.2 Problem Identification**

This study was carried out at one senior high school in Buleleng regency as a part of a broader investigation. The school was chosen based on its location and the administration's approval to participate in the study. The study environment chosen for the collection of data on students' opinions of excellent and successful English instructors was SMA Negeri 1 Banjar. The path to becoming a proficient English teacher requires overcoming some obstacles. One of these is the disparity



in how different students see their teachers; from student B's point of view, a good teacher may not always be beneficial for student A. This results from students' subjective evaluation of a teacher's quality. In the meanwhile, a number of signs point to a teacher's effectiveness, which is often shown by their capacity to guide pupils toward learning objectives in an organized and enjoyable manner. As a result, evaluating a teacher's efficacy objectively rather than just on good or negative outcomes is possible. English instructors may enhance the quality and tactics of their instruction by understanding the traits of excellent and successful educators. This is because, from the viewpoint of the pupils, instructors will be able to better grasp what is expected of them and serve as a resource for self-improvement so they can fulfill the requirements of being a competent and successful teacher. The perception of what makes a competent English instructor might vary depending on the age and gender distribution of the pupils. These two factors allow for the demonstration of disparities in opinions about what makes an excellent and successful English instructor.

### **1.3 Research Limitation**

This study employs a basic research design, with the primary goal being to investigate, from the perspectives of both male and female students, what qualities make a successful teacher in the context of teaching English in high school. The qualities of a successful English instructor differ depending on the gender. Students of various sexes in a course undoubtedly have their views regarding learning, techniques, or the teacher's qualities, according to Makarova & Ryan (1998). When it comes to teaching and learning activities, pupils will be focusing on the teacher's approach to them, their technique or strategy, their understanding of the subject matter, and their character or personality. This study will be carried out in order to gather pertinent data in senior high schools, especially SMA Negeri 1 Banjar. The results of the research will have a positive influence on teacher education, especially in educating prospective teachers to become ideal teachers from the student's perspective.

#### 1.4 Problem Formulation

Based on the background of the study that has been explained above, the problem formulation of this study is as follows:

- 1.4.1 How are the perceptions of male and female students about good English language teachers at SMA Negeri 1 Banjar?
- 1.4.2 How are the perceptions of male and female students about effective English language teachers at SMA Negeri 1 Banjar?
- 1.4.3 How are male and female students different in their perceptions about good and effective English language teacher in SMA Negeri 1 Banjar?

#### 1.5 Research Objectives

The problem formulation that was previously provided and the description given above allow for the determination of multiple research goals, which are as follows:

- 1.5.1 To describe the perceptions of male and female students about good English teachers at SMA N 1 Banjar.
- 1.5.2 To describe the perceptions of male and female students about effective English teachers at SMA N 1 Banjar.
- 1.5.3 To explain differences in students' perceptions of good and effective English teachers based on gender differences in SMA N 1 Banjar.

#### 1.6 Research Significances

Research that explores the characteristics of an ideal teacher (good and effective) is still rare in Indonesia but is mostly done in developed countries. This indicates that research exploring the characteristics of an ideal teacher (good and effective) can help education in Indonesia be better. To connect and match student learning requirements with the professional help that instructors must give in order to achieve optimum learning outcomes, it is important to understand the qualities

of an ideal teacher from the viewpoint of the students. Because of the following theoretical and practical advantages, it is imperative that this study be done:

### **1. 6. 1 Theoretical Significance**

The qualities of an ideal teacher in the setting of Indonesia in general or Bali in particular will be influenced by an understanding of the requirements for an ideal teacher from the viewpoint of the learner. The scientific contribution to the subject of English language instruction is strengthened when gender factors are included in the classroom.

### **1. 6. 2 Practical Significance**

#### **a. For Researcher**

It is anticipated that this study will be a helpful resource for putting the author's understanding of the qualities of a competent and successful English teacher from the viewpoint of the students into practice.

#### **b. For teachers**

It is anticipated that this study will benefit educators as they work to become proficient and successful English instructors..

#### **c. For further researches**

Based on variations in gender and age group, this study is anticipated to provide empirical support for future research on students' perceptions of what makes a good and successful teacher.