

CHAPTER I INTRODUCTION

This study explores the students' perceptions of the characteristics of good and effective English teachers based on gender differences in SMP Negeri 1 Banjar. This chapter consists of the background of the study, problem identification, limitations of the study, research questions, research objectives, and research significance.

1.1. Background of the Study

In the learning process, the teacher is one of the factors that influence student achievement, student attitudes, and student success (Zamani, R., & Ahangari, 2009). The term "teacher" refers to someone who works in a school or other educational setting and teaches or channels their expertise. (Naibaho, 2019). The educator serves as the primary figure and knowledge provider in students' learning journey. It takes a crucial role in the continuity of student learning as a facilitator, learning manager, demonstrator, mentor, motivator, and assessor. Teaching is a demanding job because, beyond preparing and delivering lessons, educators must also manage their classrooms, utilize effective teaching strategies, and work with students from diverse backgrounds (Naibaho, 2019). To be a good and effective teacher, one must have the quality and ability to teach students. Indeed, being a good and effective English teacher will be different from teachers in other fields of study because the position of English in Indonesia is not as the student's mother tongue or national language but as a foreign

Language. Therefore, appropriate teaching skills and strategies are needed to be a good and effective teacher, starting with vocabulary, grammar, and student skills in speaking English.

To get students interested in learning English, English teachers need to provide an engaging and enjoyable learning environment. The selection of teaching methods and strategies is one of the main focuses for teachers to suit the conditions and situations in the learning process. The success of students in mastering English depends on how the teacher conveys the material correctly and builds a good and effective learning environment. Hence, an effective English instructor needs to navigate the intricacies of the subject matter, lesson content, teaching methodologies, and the impact of the teacher's demeanor on the learning process (Lee, 2010). Teachers must also know how to guide students in the right direction so that they can understand all subject matter in English and use it properly (Naibaho, 2019).

According to Naibaho (2019), becoming an English teacher is not easy because the teacher also has to deal with several things, such as the curriculum, the provision of learning materials, and even the different characteristics of students. Teaching is multifaceted, requiring not only the transmission of knowledge but also adeptness in lesson planning, application of pedagogical techniques, and adept management of diverse student traits and behaviors (Jabri, 2017). Therefore, becoming a teacher requires careful preparation to understand the things that will be needed as a reference when starting teaching. The quality of the teacher determines

the quality of education, so a teacher must have special qualifications to become a professional teacher (Taniredja & Abduh, 2016).

Competence is one indicator that places people of good and exceptional quality. As stated in Permendiknas No. 16/2007, Teachers are expected to possess four essential competencies: pedagogical, personal, social, and professional. Personal competency reflects traits like maturity, wisdom, leadership, moral integrity, and the capacity to serve as a positive role model. Pedagogical competence entails understanding students, planning and executing lessons, providing guidance, and evaluating learning outcomes to optimize potential. Social competency involves effectively interacting and connecting with students, parents, colleagues, and the broader community. Professional competency encompasses a deep understanding of the subject matter, including its content, structure, and methodology. To meet these competencies, teachers must understand the curriculum, concepts, methods, and materials they teach, and tailor the learning process to suit students' needs and characteristics while adhering to the curriculum (Jabri, 2017).

In addition to completing the four fundamental competencies, the teacher must also fulfill the standards of a good and effective teacher. Teachers perceived as good and effective are likely to garner trust, wield a positive influence, and be linked to enhanced student academic achievements (Deporter, 2005). According to Brown (2004), a good English teacher possesses certain traits, including technical knowledge, pedagogical skills, interpersonal abilities, and personal qualities. A

professional teacher should be able to assist students in learning the various aspects of language use, using activities and teaching techniques to help students acquire knowledge and skills related to various subject areas. They should also be able to comprehend students' motivations, feelings, and interpersonal interactions (Gardner, 2001; Stronge et al., 2011). A good teacher is a teacher who can help students become the best. Teachers must be knowledgeable about the subjects they teach and be able to help students understand by explaining concepts, be able to inspire and motivate students, be patient and understand that every student is different, be gentle and fair in dealing with all students, and be a robust role model who instils an impression a lifetime in the minds of students both in pedagogy and attitudes (Zamani, R., & Ahangari, 2009). Good teachers who teach in class are said to be good teachers for students if they have the following teaching characteristics: show fairness, have a positive perspective, good preparation, use a personal touch, have a sense of humor, be creative, admit mistakes, forgiving, respecting students, maintaining students' high expectations, having a sense of compassion, and being able to increase a sense of belonging to students (Babai Shishavan, 2010). In a previous study about good teachers, Ida (2017) stated that a good teacher helps students understand the material, is attractive and objective, pays attention to the students, assists them with their problems, and encourages them. They do not believe that giving out a lot of homework, playing during class, dealing with the most gifted students, maintaining school regulations, being consistent, disciplining students, and routinely monitoring their progress are

all necessary. This is corroborated by the study conducted by Murphy et al. (2004) study, which identified the top five attributes of an exceptional teacher as the capacity to connect with students, patience, empathy, approachability, motivation of students, and adeptness in maintaining discipline.

Given that the caliber of education hinges on the caliber of educators, meeting the criteria for effective teaching should coincide with the imperative of ongoing teacher development. Effective instructors possess attributes that impact student learning and attainment. This entails adeptly addressing student misconduct, fostering a dynamic and engaging classroom setting, and delivering precise instructions to facilitate and sustain focused group activities, thereby minimizing distractions and maintaining students' concentration on learning (Zamani, R., & Ahangari, 2009). An effective teacher is one that their students will never forget and value. Teachers impact students' lives for a long time, and the best educators motivate their charges to achieve greatness. Zamani and Ahangari (2016) in his research added effective English teachers exhibit several key characteristics: firstly, they foster students' self-confidence; secondly, they maintain classroom discipline effectively; thirdly, they create a conducive and pleasant learning environment for class activities; fourthly, they encourage students to express their thoughts and opinions by actively listening to them; finally, they engage students in the lesson and capture their attention effectively. Other than that, an effective teacher should be goal-oriented, adaptable, and creative in developing teaching methods, and

ready to address potential errors during the learning process. Teachers significantly influence student performance and have clear learning and teaching objectives (Gibbs, 2003; Moreno Rubio, 2009). Indeed, the learning process has learning objectives planned by the teacher. Besides planning how to achieve learning objectives, the teacher must also address any challenges that arise during the learning process. To achieve learning objectives, teachers must use tactics that are not only visually appealing but also effective for students. In general, effective teachers prioritize achieving learning objectives by developing a pleasant learning environment, but they also prioritize the efficiency of learning procedures to do so. Teachers establish clear learning objectives and teaching targets, which greatly influence students' academic success. In light of this, teachers must employ practical methods to achieve these learning goals. Student achievement is the primary focus of effective teachers.

When discussing good and effective English teachers, students hold their own perceptions of them. To be considered good and effective by students, a teacher must understand the characteristics of the students themselves. By knowing each student's character differences, the teacher can also quickly determine appropriate learning strategies for these students. The attributes of a student encompass individual facets such as interest, motivation, learning style, attitude, cognitive abilities, and baseline skills (Hamzah B. Uno, cited in Hanifah et al., 2020)). Students' distinctive traits can be observed through various lenses, including gender. Hence, teachers

should pay heed to understanding students' learning traits, as learners of diverse ages and genders exhibit their learning attributes and preferences.

According to Wichadee Orawiwatnakul (2012), students' motivation and enthusiasm for learning appear according to how the teacher teaches in class according to their perceptions. Students' views of teachers influence their motivation and eagerness to learn. Student perceptions entail learners' outlook on situations that unfold during the learning journey (Permatasari, 2012; Sidhu, 2003). Therefore, a student's perception mirrors their understanding of what they have learned or encountered. Teachers who are considered good and effective will garner trust, exert a positive influence on students, and correlate with improved student learning outcomes (Deporter, 2005). Since their motivation to learn might be interpreted based on how they feel about their English teachers, learning achievement can be influenced by this. It's vital for educational research to explore the correlation between students' perceptions of their teachers and the academic outcomes or quality of learning achieved. High levels of student achievement are often associated with a teacher's favorable reputation among their students. How the teacher is perceived by students depends on various factors such as the teacher-student relationship, instructional style, student communication skills, and the learning environment or atmosphere. A teacher must also be aware of the character traits of their students to instruct them well. By knowing the differences in the character of each student, the teacher can also quickly determine the right learning strategy for that student.

Male and female students exhibit differing perspectives on what constitutes a good or effective teacher in the classroom. In the previous study by Babai Shishavan (2010) and Metruk (2021), it was found that for female students, an effective teacher is a teacher who can motivate students to learn, provide assignments and activities related to the material, and according to the material being taught, master the material and be able to overcome students' fears in the classroom. On the other hand, male students perceive effective teachers as those who attentively listen to students' viewpoints, foster an environment where students can freely express themselves, maintain composure without getting angry, and demonstrate confidence and self-control. Regarding the criteria for a good teacher, Helmi (2018), in his research on student perceptions of the criteria for a good teacher, stated that a good teacher, in the eyes of students, is a teacher who can overcome student difficulties. A teacher does not show favoritism to his students, does not give a lot of assignments and burdens students beyond his ability, is compassionate and gentle, can make friends with students who listen to the wishes of his students, does not complain, does not get angry quickly, can master the class atmosphere while studying, understands character and student behavior, honest, speak politely and accept criticism and suggestions from students. This difference in perspective shows that each student has a picture of the criteria a teacher must have to become an effective educator. Previous studies have revealed the differences between male and female students' characteristics. Jamiah et al. (2016), the social approach is used by (Jamiah et al., 2016) females

who like conversation when learning English and who are adept at social contact and social thinking. In contrast, the compensating technique is used by males who are more rational, active in expressing their ideas and have greater coordination. This is in line with (Green & Com 2007) about how men and women use language differently. They thought that men's communication styles typically indicated that they were information-focused, whereas women's communication styles were relationship-focused.

Teacher quality plays a pivotal role in fostering effective learning environments. It's beneficial for educators to understand students' perceptions regarding the attributes of good and effective teachers, particularly considering gender differences. Exploring these characteristics from the students' viewpoint can serve as an indirect needs assessment, assisting teachers in improving their instructional quality to better cater to student needs. Currently, there's a dearth of research on the attributes of effective English teachers, particularly studies examining student perceptions through the lens of gender differences. Through research on "Students' Perceptions about Good and Effective English Teachers in SMP Negeri 1 Banjar: A Gender-Based Study", In this study, students were invited to share their insights on the characteristics of good and effective English teachers, providing valuable information for teachers to enhance their instructional standards and better meet student needs. The research compared the perceptions of eighth-grade male and female students at SMP

Negeri 1 Banjar regarding the characteristics of good and effective English instructors.

1.2. Problem Identification

Becoming a good and effective English teacher is a challenging endeavor. It's common for students to hold varying opinions on what constitutes a good teacher and effective teacher, with some viewing a teacher positively while others may not. This subjective assessment of teacher quality underscores the complexity of the evaluation process. Effective teachers are often recognized for their ability to design engaging lessons that foster both enjoyment and achievement in learning. Understanding the attributes of a good and effective teacher can empower English educators to refine their instructional methods and strategies. By grasping these perceptions, teachers can better comprehend students' expectations and leverage this insight to cultivate the qualities that students value in exceptional educators. Perceptions of good and effective English teachers can vary between male and female students, potentially influenced by individual study habits and preferences. Investigating the perspectives of both male and female students regarding these characteristics is essential for gaining a comprehensive understanding of what contributes to good and effective teaching.

1.3. Limitation of the Study

This study focuses on the viewpoints of both male and female students concerning the attributes of effective English teachers in the school's teaching and learning environment. Gender differences influence how male and female students perceive what makes an English teacher

effective. Data collection for this study took place at SMP Negeri 1 Banjar, a junior high school.

1.4. Research Questions

The formulations of the problem under the study are:

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

1.5. Research Objectives

The objectives of this study are:

1. To identify the perceptions of female and male students about good English teachers in SMP Negeri 1 Banjar.
2. To identify the perceptions of female and male students about effective English teachers in SMP Negeri 1 Banjar.
3. To analyse female and male students' differences in their perceptions of good and effective English teachers in SMP Negeri 1 Banjar.

1.6. Research Significance

This research is very urgent to be carried out with expected theoretical and practical benefits as follows:

1.6.1. Theoretical Significance

The theoretical significance of this research aims to enhance insight and comprehension regarding the attributes of an effective English teacher as perceived by students, within the broader context of Indonesia or specifically Bali. Including the gender variable

strengthens the scientific contribution to the field of English language instruction.

1.6.2. Practical Significance

a. For writers

This study aims to contribute to developing good and effective teaching practices in English instruction.

b. For further research

This study is anticipated to serve as empirical evidence for future research exploring students' viewpoints regarding the attributes of good and effective educators, particularly concerning gender disparities.

