

CHAPTER I

INTRODUCTION

1.1 Research Background

English, which serves as a lingua franca, is considered to be essential for international communication (Kurniati et al., 2021). Mastery of English is considered important at SMA N 1 Seririt so that students are equipped with the necessary skills to interact with people from different linguistic backgrounds. However, the findings of interviews in preliminary observation with English teachers in this school indicate that the lack of teaching resources, such as printed books, significantly hinders the quality of teaching and student engagement. This shortage makes it more challenging for students to develop fundamental English skills, including vocabulary, tenses, and pronunciation.

In this context, the teaching approach used by teachers is also a concern, as is the quality of the instruction they provide. Male teachers tend to use direct teaching methods and exercises more often. Female teachers are more likely to apply modern student-centered strategies. Preliminary observations suggest that gender influences pedagogical approaches; while both genders employ techniques consonant with contemporary methodologies, there are discrepancies in the manner in which they elucidate the subject matter. These differences underscore the need for further research on how gender affects student learning outcomes and teaching quality.

Moreover, many parents harbor reservations regarding the merits of education provided by conventional approaches. This characteristic prevents schools from keeping up with technological developments and the demand for 21st-century

skills, as well as the social changes brought about by the modern world. This approach to teaching is more complex than expected (Setiawan, 2020). Therefore, it is essential to examine the teaching approaches employed by teachers at SMA N 1 Seririt.

This study aims to determine the teaching methods chosen by male and female English teachers at SMA N 1 Seririt. The study is expected to provide deeper insights into how gender affects learning approaches and student learning outcomes. It will also help develop a curriculum that better considers gender variables. Consequently, this study can contribute to enhancing student learning outcomes and supporting teacher career advancement.

The government developed the Merdeka Curriculum in response to global circumstances, focusing on 21st-century skills such as communication, creativity, collaboration, and critical thinking (Alghamdi & Al-Ghamdi, 2021). The conventional educational paradigm has been rendered obsolete, as these competencies are indispensable for furnishing students with the capacity to address challenges in the future (Ramamonjisoa, 2024). Critical thinking enables students to analyze data, solve problems, and make wise decisions in complex environments. Success depends on the ability to collaborate and interact with others in the workplace, where communication and cooperation are essential for achieving goals and overcoming challenges. The encouragement of creativity in students results in the generation of new ideas and the stepping outside of their comfort zones. In a rapidly changing work environment, this quality is increasingly valued. By integrating these competencies into their pedagogical approaches, educators empower students to thrive in a rapidly evolving and dynamic global environment.

In the modern era, a broader field than just the ability to write and read is encompassed by literacy. It also includes the ability to keep up with technological developments. It includes the ability to keep up with scientific advancements. It includes access to information. (Prawira et al., 2023). To help teachers adapt to flexible curricula, many new teaching methods and strategies have been developed (Anisah & Qamariah, 2023). Cooperative learning is one example. So is computer-assisted learning. Language-assisted learning is another example. So is project-based learning. Blended learning is a possibility. So is discovery learning. Contextual learning is an option. Problem-based learning is also a possibility. Learning through images and pictures is another option. These are some examples of these teaching methods (Larsen-Freeman & Anderson, 2013). Teachers need to help students adapt to diverse needs because of new curricula and strategies. Teachers must implement strategies to ensure academic engagement and a comfortable learning environment.

The efficacy of this pedagogical approach is well-documented (Savitri et al., 2022). Mahayanti et al. (2020) state that the educational paradigm has changed significantly, shifting from a teacher-centered to a student-centered model. Rather than focusing on the teaching process, the focus is now on the learning experience. Gender is also a significant factor, as indicated by numerous studies. This is evident in many aspects of a person's life. One example is how they speak. Another example is how they dress. How a person approaches learning is also an example. The way they interact with students is another example. Their own approach to learning is yet another example. Gender is very important. Teachers' preferences for teaching methods can be influenced by differences. This is according to Song et al. (2022).

Eckert and McConnell (2013) examined how gender distinctions in linguistic conduct between males and females are evident, highlighting substantial disparities in their methods of communication in different circumstances. According to their research (Kahrs, H., 1967), men tend to focus on activities and show dominance in non-intimate situations, while women are more often involved in conversations and prioritize social interaction. Male teachers use simple resources and media, such as textbooks or YouTube, and assign limited, interactive, location-based activities. On the other hand, a variety of media is used and more topics are covered in the tasks assigned by female teachers, who are considered to be more creative. Female teachers usually give students one-on-one tasks to help them learn on their own. This demonstrates an increase in creativity and variety in female teachers' learning approaches (Soraya, 2020).

This study can add to the current literature on the influence of gender in education, a developing field of research that requires more empirical evidence. The identification of differences in teaching strategies based on male and female teachers is expected to result in new strategies for improving teaching and student learning outcomes at SMA N 1 Seririt.

1.2 Problem Identification

In interviews with English teachers at SMA N 1 Seririt, it was found that there were no printed books or other teaching resources available, which significantly hindered effective teaching and student engagement. These shortcomings made it more challenging for students to master basic English skills, including vocabulary, tenses, and pronunciation. Male teachers more often used direct teaching and exercises. On the other hand, female teachers tended to employ modern, student-

centred strategies. Preliminary observations revealed that gender influenced the teaching strategy; male and female teachers employed strategies in line with modern approaches, albeit with some variations in their explanations. These differences suggested that further research was needed on how gender affected student learning outcomes and the quality of their teaching.

Therefore, the curriculum needed to match global education standards and prepare students to face future challenges. Considering gender variables in this study was expected to provide a more comprehensive picture of the teaching strategies at SMA N 1 Seririt. In addition, it helped expand the literature on the influence of gender in education. To improve learning outcomes and support teachers' professional development, this research could serve as a basis for more efficient curriculum development.

1.3 Limitation

Several limitations of this study should be noted. Firstly, this study cannot establish a solid theoretical framework, as there is limited literature discussing gender preferences in teaching strategies. There is insufficient data on how gender affects teachers' choices for teaching strategies. As a result, the analysis conducted is limited and may only partially reflect the situation in the field. In addition, this study only took a small sample of teachers at SMA N 1 Seririt, so the results may not be more generalizable to a broader situation.

1.4 Research Questions

1. How are the teaching strategies used by the English male teacher in SMA N 1 Seririt?

2. How are the teaching strategies used by the English female teacher in SMA N 1 Seririt?
3. How do the teaching strategies used by English male and female teachers differ in SMA N 1 Seririt?

1.5 Research Objectives

1. To describe the preferences of male English teachers in SMA N 1 Seririt.
2. To describe the preferences of female English teachers in SMA N 1 Seririt
3. To describe the differences in English teacher preferences for teaching strategies in SMA N 1 Seririt.

1.6 Research Significance

1.6.1 Theoretical Significance

This study has theoretical value for English teachers in Indonesia as a whole, especially for English teachers at SMAN 1 Seririt, Buleleng. The theory of teaching English as a Foreign Language (EFL) is enriched by knowing the teaching strategies used by teachers at SMAN 1 Seririt. This is important because the school context and environmental factors can influence the strategies chosen for teaching. This research provides a more specific and contextual contribution to the development of English learning strategy theory in relation to teacher gender and teaching variables at SMAN 1 Seririt.

1.6.2 Practical Significance

1.6.2.1 For Teacher

This research is important for English teachers at SMAN 1 Seririt because it provides insights into effective teaching strategies based on the preferences of male and female teachers. Understanding the most

frequently used and effective strategies in this school environment will allow teachers to develop their skills more effectively, improving the English learning process.

1.6.2.2 For English Language Education Department

This study provides an overview of the teaching strategies employed by teachers at SMAN 1 Seririt, which is particularly useful for prospective teachers who plan to work in the Buleleng region or similar schools. These strategies can enrich teaching materials and teacher training, making them more relevant to real-world situations..

1.6.2.3 For Further Researchers

This study provides useful empirical data for further research examining the role of gender in selecting English learning strategies in senior high schools, such as SMAN 1 Seririt. The results can inform the development of more contextualized, effective, and appropriate learning strategies for students and teachers in a school setting.

