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GENDER DIFFERENCES IN PERCEIVING THE VALUES OF GOOD AND EFFECTIVE ENGLISH TEACHER

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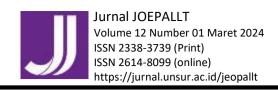**Universitas Pendidikan Ganesha, Bali**

ABSTRACT

This study aims to investigate how female and male students view the meaning of a good and effective English teacher and use descriptive qualitative as design for this study. The study was conducted in SMP Negeri 1 Gerokgak with three class representatives, which consist of 120 students. The data were collected through open ended questionnaire by providing 10 statements regarding the characteristics of good English teacher and 10 statements for effective English teachers. The final data collected were 83 valid data with 43 female students and 40 male students from 102 questionnaire that already filled in by the students. Female students were more reliant on emotional perception in deciding on the values that constitutes a good teacher, focusing on empathy, understanding, and sensitivity. However male students seem more realistic about being a good teacher. Male students need teacher who knows their competency level. Both genders believe that a flexible and adaptable approach is essential for an effective English teacher, as they can adapt to unexpected challenges and ensure a successful learning process for both male and female students.

Keywords: English teacher, Effective teacher, good teacher, Perceptions, Gender

INTRODUCTION

In the learning process, the teacher is the main subject who is a source of knowledge. They play an important role in transferring knowledge to their students. The term "Teacher" itself can be explained as a profession that teaches or channels their knowledge as someone who works in a school or educational institution (Naibaho, 2019). Becoming a teacher is a complex job because in addition to being responsible for delivering lessons, teachers must also be able to manage the

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classroom, apply pedagogical skills in class, and be able to work together with different characteristics of students (Naibaho, 2019). The effectiveness of methods of teaching depends on a variety of factors, including the circumstances in which they are utilized. The effectiveness of methods of teaching depends on a variety of factors, including the circumstances in which they are utilized. Professional competency, or having a deeper and broader understanding of the content being taught, is the final teacher competency. There are two categories of characteristics of English language teachers in learning, namely effective teachers and good teachers.

According to Gibbs (2002) cited by (Moreno Rubio, 2009), an effective teacher must be focused, flexible, and innovative in developing learning approaches and prepared for all possible failures in the process. Teachers have a significant influence on students' learning achievement and have clear learning goals and teaching targets. Considering these factors, teachers must be able to apply effective strategies to achieve their teaching objectives. Effective teachers focus on student achievement. If an effective teacher is someone who applies effective learning strategies to achieve learning goals, then a good teacher also focuses on achieving learning goals by applying enjoyable learning strategies. Research suggests that if students are engaged and motivated to learn, they are more likely to enjoy learning and retain information (Skinner & Belmont, 1993). Increasing students' motivation can also achieve by creating pleasant learning environment.

To create innovative learning, teachers need to pay attention to several important components when implementing the learning process in order to be able to plan learning activities and strategies that are appropriate to the learning objectives. According to Gherasim et al. (2011), the classroom environment can influence students' motivation and learning objectives, which can have an impact on learning performance and achievement. Students' motivation in learning English can also influence by their perception about their English teacher. Students' perceptions of teachers have an impact on their motivation and enthusiasm for learning (Wichadee Orawiwatnakul, 2012). According to Sidhu (2003), student perceptions is the perspective of the learner toward a situation that occurred throughout the learning process. Different characteristics of learners can be viewed from various perspectives, ranging from gender differences.

Gender differences are one of the characteristics of learners that can be identified. Some studies show several prominent differences between males and females, both in terms of participation in the learning process, learning styles, and learning outcomes. Based on research conducted by (Masruri et al., 2014), This perception will help teachers understand what students expect from them and enable them to develop themselves accordingly. Given the importance of information on students' perceptions of effective English teachers, this study aims to investigate how females and males view the meaning of a good and effective teacher. Through

this research, students are given the opportunity to express their opinions and expectations about an effective teacher, so the information provided will help teachers improve the quality of their teaching to meet their students' needs. The perceptions of all SMP Negeri 1 Gerokgak 8th grade male and female students regarding the characteristics of good and effective English teachers were compared in this study.

THEORETICAL FRAMEWORKS

Theory of Perceptions

Perception is the process of receiving information through the five senses, then processing and interpreting it into a view Mulya & AImah, 2020 in (Raja, 2020). Perception can also be defined as a meaning shown by a person based on their past experiences with stimuli received through their senses (Surasni & Sumali, 2022). Align with Robbins (2005) state that perception means process of how people interpreted and organized t

There are no sources in the current document. Their sensory impressions to get the meaning of their environment. That means that perception is a process of human's sensory to interpret the meaning of the object. Perception is influenced by several factors such as personal effect, which refers to the differences in each individual's perceptual ability that affects the perception that will be produced, cultural effect which refers to the place where someone lives where the culture of their environment will influence their perception in seeing something, and physical effect which refers to the natural conditions of an environment (Hamzah & Nasri, 2020).

Theory of a Good Teacher

The characteristics described by (Yousuf, 2007) suggest that teachers should focus on the theme of caring for students to get a positive response from students. However, it should be noted that a good teacher's strategy should align with the learning goals. Teachers should use strategies that are not only attractive but also effective in achieving learning goals. A good teacher must be related to two important components in the teaching and learning process which are the teacher's knowledge of the subject matter and the skills that help teach the subject. In addition, a good teacher can encourage positive student emotions as well as critical thinking and creativity, be sensitive to students' feelings and maintain respect (Wichadee & Orawiwatnakul, 2012). A good teacher is described as an active teacher. They are encouraged to make good use of their time for doing lessons, presenting skills, leading class activities to help students acquire new concepts

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(Clarke & Watts-Taffe, 2013). In general, good teachers of all disciplines share the same qualities that make them good or effective instructors. However, English teachers differ from teachers of other subjects in a number of ways, which may be related to the nature of English as a subject.

Theory of an Effective Teacher

Effective teachers are an important component of the educational process that teachers must understand to improve their teaching for their students. According to (Shishavan, 2009) an effective teacher is a teacher who can encourage his students to learn and develop a love of learning while providing them with excellent instructions and assistance in understanding the material. In addition, an effective teacher is referred to as an "active" teacher who makes the best use of class time, presents content in a way that suits student needs, oversees student programs and development, and provides opportunities for students to place newly learned concepts and concepts. Likewise, effective language teachers for students, according to Pierson and McNeil (2000), are teachers who are able to develop learning content, pedagogy, and technology simultaneously. English teachers must use strategies and assist students in realizing their full potential because it is thought that if they can foster a positive learning environment, students will feel motivated and stronger (Maulana et al., 2017). Kounin (1970) added that effective teachers are those who accurately deal with inappropriate student behaviour, control competing or developing events, move smoothly in giving instructions, maintain the right tempo, and maintain group concentration. Skills expected of an effective teacher, according to Kounin (1970), include the ability to handle inappropriate student behaviour in an acceptable way, develop and manage a stimulating and competitive environment, give clear instructions, keep pace and maintain group work focused.

Theory of Gender

In recent years, gender has been redefined as a social construct that begins with the process of how gender is established and redefined in the practice of daily life and interactions where each gender engages in its gender activities. Gender is no longer considered as individual qualities that derive from men and women. Of course, each person's practice, way of life, and opinions or conversation is what makes this reciprocal. Conclusion, 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 differently and have different mindsets about some things (Poggio, 2006).

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METHOD

This research is using descriptive qualitative design. This research is survey research. According to Fossey et al (2002) qualitative research aimed at answering questions which mainly aim to developing an understanding of the meaning and experiential aspects of human life and the social world. The use descriptive qualitative design approach is expected to obtain an in-depth and comprehensive picture of students' perceptions regarding the characteristic of good and effective English teachers based on gender differences in students at SMP Negeri 1 Gerokgak. The data was collected through open ended questionnaire by providing 20 statements in total (10 statements regarding the characteristics of good English teacher and 10 statements regarding the characteristics of effective English teacher). The questionnaire was distributed through paper based, another data collection technique that the researcher use is interview which conducted through FGD *(Focus Group Discussion)* this technique used by asking several questions related to the questionnaire that have been done by the students to strengthen the result of their answer. The subject in this study are 8th grade students at SMP Negeri 1 Gerokgak with three class representatives, which consist of 120 students.

Data analysis used in this study is using descriptive analysis, where the purpose of this analysis is to describe systematically, factually, and accurately the facts and relationships between the phenomena investigated. The analysis was carried out after the data needed in this study was collected. Data obtained regarding students' perceptions of good and effective English teachers. Based on these data, the process of analysing this research was carried out starting from reading, studying, and analysing data using steps according to Miles and Huberman (2014). The data analysis consists with four stages. The first stage is Data Collection, in this study, the data were collected through perception questionnaire and focus group discussion. The second stage is Data Reduction, In the data reduction, the researcher selected the data by removed or reduced the data which is not related to the focus of the research. The data were transcribed and attempted to select only the data related to the topic on how students perceived good and effective English teacher. For the third stage is Data Display, in this stage, the data reduced and displayed based on the research problem. The selected data coded by F for Female and M for Male in purpose to find the differences between two subjects. In the data display, the selected data is display in the form of evidence from the result of the questionnaire and focus group discussion then the result was explained descriptively to make it clear. The last stage is Conclusion Drawing and Verification, the researcher transfers the data display into conclusion drawing by analysing the findings into discussion and implications.

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FINDING AND DISCUSSION

The final data that the researcher collected and reduce are 83 valid data with 43 female students and 40 male students from 102 in total questionnaire that already filled by the students. The difference of their gender reveal that students have different perceptions about the characteristics of a good and effective English teacher. The data from self-ranked questionnaire indicate that between male and female students has different perception for characteristics of a Good English teacher, but they have the same perceptions about an Effective English teacher.

Table 1. Male Students' Perception about A Good English Teacher

Rank of importance as perceived by the students	Values of a Good EnglishTeacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (m=12 or 30,0%)	Understand the strengths and weaknesses of each student
RANK 2 (m=8 or 20,0%)	Create a fun and interesting learning atmosphere
RANK 3 (m=7 or 17,5%)	Can be a good friend for students
RANK 4 (m=5 or 12,5%)	Cares about all students
RANK 5 (m=5 or 12,5%)	Provide equal opportunities to all students
RANK 6 (m=1 or 2,5%)	Provide opportunities for students to explore their own creative thinking
RANK 7 (m=1 or 2,5%)	Respect the ideas of all students without discrimination
RANK 8 (m=1 or 2,5%)	Provide activities that arouse students' interest in learning English
RANK 9 (m=0 or 0.0%)	Forming group work between students without discrimination
RANK 10 (m=0 or 0,0%)	Remember the names of the students in class

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For this self-rank questionnaire students have to put a number in the left column of the table with the instruction: (Please provide the degree of importance for the following values of a good teacher by writing the number on the left column. 1 is the most important, 10 is the least important). The data reveal that the most important value for a good English teacher is Understand the strengths and weaknesses of each student with highest percentages is 30,0%. This result is consistent with the research by Maria T. Barbaros, et al. (2018) In NYU Steinhardt research, the information gathered assisted teachers in assessing their own strengths and shortcomings in order to enhance instruction, which in turn enhanced students' motivation. The study stressed the value of creating a supportive learning atmosphere, assisting students in understanding the material, and making sure tasks are neither too simple nor too challenging (Barberos et al., 2018). This statement also revealed in the open-ended questionnaire as well as the Focus Group Discussion, students are more enjoy and motivated in learning if the teacher knows their strengths and also weaknesses and can teach them in appropriate way and suit with their ability. The students also have big motivation to learn with another level if they already pass the lower level.

Align with the statements, male students perceive that a good teacher who can Create a fun and interesting learning atmosphere. 20,0% of students considered to increase students' motivation in learning, teachers should able to make the atmosphere of the learning fun and enjoyable. Create a fun and interesting atmosphere also supported by the study by Esen Turan-Özpolat (2020), who found that instructors and students have differing opinions about what makes a classroom engaging or uninteresting. The study also discovered that teachers can have a favourable effect on students' motivation and involvement in the learning process by fostering an engaging and enjoyable environment in the classroom (Turan-Özpolat, 2020). Creating fun and interesting learning atmosphere can engage students in learning, which mean it make all students can learn in fun way and decrease their anxiety or pressure in learning English.

Table 2. Female Students' Perceptions About a Good Teacher.

Rank of importance as perceived by the students	Values of a Good EnglishTeacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (f=13 or 30,2%)	Cares about all students
RANK 2 (f = 8 or 18,06%)	Create a fun and interesting learning atmosphere

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RANK 3 (f = 8 or 18,6%)	Understand the strengths and weaknesses of each student
RANK 4 (f =4 or 9,3%)	Provide activities that arouse students' interest in learning English
RANK 5 (f =3 or 7,0%)	Forming group work between students without discrimination
RANK 6 (f =3 or 7,0%)	Respect the ideas of all students without discrimination
RANK 7 (f = 2 or 4,7%)	Can be a good friend for students
RANK 8 (f =1 or 2,3%)	Provide equal opportunities to all students
RANK 9 (f =0 or 2,3%)	Remember the names of the students in class
RANK 10 (f =0 or 0,0%)	Provide opportunities for students to explore their own creative thinking

For the female students the researcher found that female students have highest percentage for the characteristic of a good teacher that cares about all the students. This finding different from the male students. Cares that the female students mean from the Focus Group Discussion is how the teacher can have the empathy and care about their condition as well as their psychology in the learning process, they assumed that if the teacher have this characteristic, it can increase students' motivation and comfortable while learning English. About this finding its supported with the study by Ali Haider and Shafia Jalal (2018) they found that students view a good teacher as someone who is personable, responsive, understanding, sympathetic, accommodating, constantly aware of the unique needs of each student, and cognizant of the psychology of all students. The essay highlights that good teachers are attentive, understanding, sensitive to the unique needs of each student, and cognizant of the psychology of the whole class (Haider & Jalal, 2018).

The second highest percentages its similar with the male students' perceptions. 18,6% of the female students agree that create a fun and interesting learning atmosphere is also important to being categorize as a good teacher. The differences or gap between male and female students about their perceptions is on the less important characteristics. For the male students the less important characteristic is remember the students' name, from the Focus Group Discussion

they assumed that this characteristic not significantly increase their motivation in learning. In contrast, female students assumed the less important characteristic is Provide opportunities for students to explore their own creative thinking. The reason revealed in Focus Group Discussion that by creating a fund learning is already engage them in thinking creatively while learning process.

Table 3. Male Students' Perceptions About an Effective Teacher.

Rank of importance as perceived by the students	Values of a Good EnglishTeacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (m=11 or 27,5%)	Prepare lessons well and control class time wisely
RANK 2 (m=5 or 12,5%)	Use a language level appropriate to the student's abilities
RANK 3 (m=5 or 12,5%)	Provide lots of examples and exercises
RANK 4 (m=5 or 12,5%)	Provide motivation to encourage students' enthusiasm for learning
RANK 5 (m=4 or 10,0%)	Teach students according to the lesson plan
RANK 6 (m=4 or 10,0%)	Provide appropriate material based on the student's needs
RANK 7 (m=4 or 10,0%)	Provide activities that can check student progress
RANK 8 (m=1 or 2,5%)	Explain the real benefits that can be obtained from studying a particular topic in learning English
RANK 9 (m=1 or 2,5%)	Provide opportunities for students to learn effectively
RANK 10 (m=0 or 0,0%)	Inform the assessment procedures in the classroom

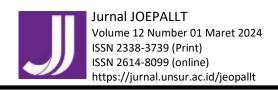**Table 4. Female Students' Perceptions About an Effective Teacher.**

Rank of importance as perceived by the students	Values of a Good EnglishTeacher
1-2-3-4-5-6-7-8-9-10	

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RANK 1 (m=11 or 25,6%)	Prepare lessons well and control class time wisely
RANK 2 (m=8 or 18,6%)	Provide lots of examples and exercises
RANK 3 (m=7 or 16,3%)	Use a language level appropriate to the student's abilities
RANK 4 (m=5 or 11,6%)	Provide appropriate material based on the student's needs
RANK 5 (m=4 or 9,3%)	Provide opportunities for students to learn effectively
RANK 6 (m=4 or 9,3%)	Provide activities that can check student progress
RANK 7 (m=2 or 4,7%)	Provide motivation to encourage students' enthusiasm for learning
RANK 8 (m=1 or 2,3%)	Explain the real benefits that can be obtained from studying a particular topic in learning English
RANK 9 (m=1 or 2,3%)	Inform the assessment procedures in the classroom
RANK 10 (m=0 or 0,0%)	Teach students according to the lesson plan

From the two table about Male and Female perceptions above, the highest percentages are in the same characteristics that is Prepare lessons well and control class time wisely, with the 27,5% male students and 25,6% female students assumed the characteristic as the most important for being an effective English teacher. This result supported with the study by Raynesa N. Emiliasari and Ida Siti Jubaedah (2019) they investigated about how the important preparing lesson plan that consist with the how the learning process will be ruined and the time management in each stage. A good lesson plan and good time management can make learning process run effectively (Emiliasari & Jubaedah, 2019). This finding also revealed from Focus Group Discussion, both of male and female students assumed that if the teacher has good preparation about the learning plan the activity and also the learning process will have clear instruction and if the teacher have good time management than their learning process will run effective not too early to start and not too late to ended.

The male students also agree that the effective English teacher should Use a language level appropriate to the student's abilities. Creating a supportive

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environment by using appropriate language level for students can engage all students to understand about the learning material. This statement also discussed on the Focus Group Discussion, male students agree that if the teacher use English level that not relate with students' abilities, the students feel difficult to understand the material and what they have to do in the learning process. Therefor, male students feel will more effectively learn if the teacher can use appropriate language level in the classroom. This result different with the female students' perceptions, female students assumed that provide lots of examples and exercises can make them learn effectively. The follow up discussion in Focus Group Discussion state that if the teacher give lots of examples and exercise, they can more understand about the topic or the material. Since English is a foreign language, they feel it is necessary for them to learn with authentic example and exercise to make them familiar with English.
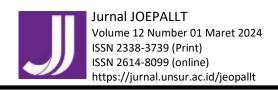
The less important characteristics for male and female students also different. While male students choose Inform the assessment procedures in the classroom as less important, female students choose Teach students according to the lesson plan. Male students assumed through open ended questionnaire and Focus Group Discussion that informing assessment procedure not really affect their learning process. Rather than informing about the assessment, teacher can inform the punishment in the learning process to make them learn and avoid any misbehaviours among the students. However, female students state that Teach students according to the lesson plan is not effective way for English teacher, teacher should flexible and modify the learning process if their lesson plan has unexpected trouble while teaching. That's the reason those female students state in open-ended questionnaire and Focus Group Discussion.

From the findings that showed above its state that female students have emotional point of view in perceiving a good English teacher. However, male students are more realistic about how a good teacher should be. Compared to the characteristics of good English teachers, both male and female students have differences in their perceptions of the most important characteristics. As for the characteristics of effective English teachers, both male and female students showed the same perception and chose the same percentage number of significant to the same characteristics in both open-ended questionnaire and Focus Group Discussion.

CONCLUSION

The learning process is a complex task for teachers, who must manage classrooms, apply pedagogical skills, and work with diverse students. Effective teachers are focused, flexible, and innovative in developing learning approaches,

preparing for failures while good teacher is way to achieve learning motivation through enjoyable learning and psychological approach to the students. Students' perceptions of their English teachers also impact their motivation and enthusiasm for learning. Gender differences, such as males and females, play a significant role in the learning process. Understanding students' perceptions of effective English teachers can help teachers develop themselves accordingly. This study aims to investigate how females and males view the meaning of a good and effective teacher, allowing students to express their opinions and expectations. This information will help teachers improve the quality of their teaching and meet their students' needs.

As the result, female students have a higher perception of a good teacher than male students, focusing on empathy, understanding, and sensitivity to students' unique needs. They believe that a good teacher should be personable, responsive, and aware of the psychology of the class. Female students also agree that creating a fun and interesting learning atmosphere is important. However, male students believe that remembering students' names is less important than providing opportunities for creative thinking. This difference in perceptions highlights the importance of a well-rounded teacher in the learning process. An effective English teacher is crucial for both male and female students. Both genders believe that a well-prepared lesson plan and effective time management are essential for a successful learning process. Male students believe that using a language level appropriate to the students' abilities can create a supportive environment and help them understand the material. Female students, on the other hand, believe that providing lots of examples and exercises can help them learn effectively. However, male students prioritize informing assessment procedures in the classroom, while female students prefer to teach according to the lesson plan. Both genders believe that a flexible and adaptable approach is essential for an effective English teacher, as they can adapt to unexpected challenges and ensure a successful learning process for both male and female students.
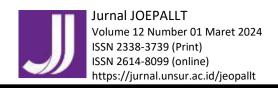
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