

## **Good and Effective EFL Teachers from the Perspectives of Secondary School Students in Bali: Gender-Based Study**

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### **Abstract**

This study was conducted in order to investigate the students' perceptions about good and effective English teacher. Apart from that, it also aims to find out whether there are significant differences between male and female students in categorizing how English teachers can be called good and effective teachers. Descriptive qualitative research will be used to collect data. The subjects of this research were eighth-grade junior high school students at SMP Negeri 4 Petang. A total of 75 students were asked to fill out a self-range questionnaire and 20 students (10 female and 10 male) were appointed for the focus group discussion session. The results revealed female students' perceptions of good teachers who prioritize a fun and interesting learning atmosphere, while male students focused on a teacher who cares about all students. Both female and male students value a teacher who can make learning enjoyable and engaging, using ice-breaking activities and other interactive methods to maintain interest. However, in relation to the male and female students' perception regarding effective teachers there were some differences in their preferences regarding teaching strategies and how to increasing motivation in learning. Male students think that the motivation provided by words does not affect their interest in learning English. They are more motivated while practicing directly. Meanwhile, for female students quotes really motivate them to learn English, in addition to other learning activities. Both female and male students value teachers who are well-prepared for their lessons and can manage their time effectively to ensure that the material is covered in a timely manner.

**Keywords:** Good English Teacher, Effective English Teacher, Gender

### **Abstrak**

Penelitian ini dilakukan untuk mengetahui persepsi siswa tentang guru bahasa Inggris yang baik dan efektif. Selain itu juga bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan antara siswa laki-laki dan perempuan dalam mengkategorikan bagaimana guru bahasa Inggris dapat disebut sebagai guru yang baik dan efektif. Penelitian kualitatif deskriptif akan digunakan untuk mengumpulkan data. Subjek penelitian ini adalah siswa kelas VIII SMP di SMP Negeri 4 Petang. Sebanyak 75 siswa diminta mengisi kuesioner rentang diri dan 20 siswa (10 perempuan dan 10 laki-laki) ditunjuk untuk sesi diskusi kelompok terfokus. Hasil penelitian menunjukkan persepsi siswa perempuan terhadap guru yang baik mengutamakan suasana pembelajaran yang menyenangkan dan menarik, sedangkan siswa laki-laki fokus pada guru yang peduli terhadap semua siswa. Baik siswa perempuan maupun laki-laki menghargai guru yang dapat membuat pembelajaran menyenangkan dan menarik, menggunakan kegiatan pemecah kebekuan dan metode interaktif lainnya untuk mempertahankan minat. Namun terkait persepsi siswa laki-laki dan perempuan mengenai guru yang efektif terdapat perbedaan preferensi mereka mengenai strategi mengajar dan cara meningkatkan motivasi belajar. Siswa laki-laki beranggapan bahwa motivasi yang diberikan melalui kata-kata tidak mempengaruhi minat mereka dalam belajar bahasa Inggris. Mereka lebih termotivasi ketika berlatih secara langsung. Sedangkan bagi siswi, quotes sangat memotivasi mereka dalam belajar bahasa Inggris, selain kegiatan belajar lainnya. Baik siswa perempuan maupun laki-laki menghargai guru yang mempersiapkan pelajarannya dengan baik dan dapat mengatur waktu mereka secara efektif untuk memastikan bahwa materi dibahas tepat waktu.

**Kata Kunci:** Guru Bahasa Inggris Yang Baik, Guru Bahasa Inggris Yang Efektif, Gender

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## **INTRODUCTION**

Teachers have a role that determines the success of the teaching and learning process in the classroom. The teacher as the main subject plays a role in transferring knowledge to students, plans,

directs and implements learning activities that are based on efforts to impart a certain amount of knowledge to students at school. Ardiyanto (2019) state that a teacher has a responsibility to assist students in acquiring knowledge, competence, and life values. To be successful in their daily encounters, teachers should be good and effective. Become a good and effective English teacher will be different from teachers in other fields of study because in Indonesia, English is the foreign language that is taught for primary and secondary school. With the status of English as a foreign language in Indonesia, the application of English for language practice is rarely used by Indonesian students (Lauder, 2008). Therefore, teachers must have qualified teaching skills to be able to become successful teachers in providing learning, especially in learning English.

In specifically the characteristics of effective teachers have qualities in influencing student learning and achievement. As stated by Shishavan & Sadeghi (2009); Brophy & Good (1986); Witcher, Onwuegbuzie, & Minor (2001) teachers must be able to motivating students to learn, inspire students to love learning, facilitating students to learn optimally, apply appropriate instructions, good time management, teach according to students' need, supervise students' learning, concern about student' progress, give opportunities to students to learn concept in context, give opportunities to do a lot of practices. An understanding of how to apply the strategies and knowledge of these methods is needed to be able to apply them effectively and achieve learning objectives. On the other hand a good teacher focus on implementing fun learning strategies in achieved the learning objectives, so that students enjoy or do not feel burdened during learning activities. The characteristics of good teachers according to Thompson, Greer, and Greer (2004) in (Shishavan & Sadeghi, 2009) 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, creative, admitting mistakes, forgiving, respecting students, maintaining students' high expectations, having a sense of compassion, and being able to increase a sense of belonging to students. Discussing about good and effective English teachers, students have criteria about how characteristics of good and effective English teachers based on their own perceptions.

To be a good and effective teacher for students, a teacher needs to know the character of the students themselves. By knowing each student's character differences, by knowing the character of students, it will be easier for teachers to create a suitable learning. Gender differences are one of the characteristics of students that can be identified during the learning process. Studying the characteristics of good and effective teachers from a learner's point of view can indirectly be used as a reference to assist teachers in improving the quality of their teaching in an effort to meet students' needs. Therefore, in this study researchers will focus on examining more deeply about good and effective teachers through the perspective of male and female students at the secondary school level

### ***Theory of Perception***

Perception is the process of taking in information by the five senses, then processing it, and interpreting it to become a view (Mulya & Almah, 2020). Perception can also be defined as a meaning

shown by someone between their past experiences and stimuli received through their five senses (Sumali, Surasni, & Khair, 2021). Perception shapes how humans understand other people and their world as well as the various choices they make in their lives. In summary, perception can be summed up as the process of an individual selecting, organizing and interpreting information inputs to create meaningful images.

According to Mola (2021), perspective is divided into two types, namely positive and negative. In a lesson, students with different genders certainly have their own positive perspective and negative perspective. Both are formed by three main components, namely selection, interpretation, and rounding. A perception is also influenced by other things such as age regarding learning, methods, or the characteristics of the teacher.

### ***Definition of Good English Teacher***

According to Brosh (1996), good EFL teachers are those who focus on understanding, mastering the language, preparing interesting lessons, helping students to be independent, and dealing with students fairly. Witcher (2003) divides these characteristics into three main categories: instructional competence, personality, and teacher-student relationships. Instructional competencies, including teachers' abilities to create student-centered classrooms, provide sufficient content knowledge, and maintain a professional demeanor, were the most valued of the three categories by students. Teacher personality, on the other hand relates to the individual traits that instructors bring to the classroom, and can be understood including their level of patience and understanding, the warmth they display, their willingness to get to know their students, and so on. In general, good teachers of all disciplines share the same qualities that make them good 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. Specifically, Borg (2006) states that these differences can be said to include the contrast between native and non-native speakers of English, focus on skills rather than goals, the centrality of communicative abilities in the classroom, and the and the adoption of different teaching methods.

### ***Definition of Effective English Teacher***

Shishavan and Sadeghi (2009) proposed that the key elements of effective language teachers include knowledge of the language, and pedagogy and the teacher's personality. In relation to effective teachers, pedagogical knowledge requires teachers to be able to guide students, have the ability to organize, explain and clarify, as well as generating and maintaining interest, motivating students, providing positive reinforcement, allocating more time for preparation and delivery, and effective teaching of classroom materials by integrating technology. In addition, effective teachers must basically have classroom management skills that are defined as practical and the procedures teachers use to maintain an environment in which teaching and learning can occur. Teachers who can create a comfortable learning environment for students and can make students successful in learning simply by displaying their abilities and skills are also called effective teachers. To be an effective English teacher, teachers must possess specific skills, such as teachers must be fair in classroom,

reduce students' anxiety, and good in classroom management (Low et al., 2014; Reddy & Gopi, 2013).

### ***Theory of Gender***

In their work, a teacher is always dealing with students who have many differences from one another. Individual differences that are often associated with learning is gender. Gender is a concept used to define differences between male and female from a non-biological perspective (J Arbain, N Azizah & IN Sari, 2015). From a gender perspective, several studies have stated that in the learning process, on average, male are less focused on the material being studied in class. Some male students sometimes tend to pay less attention in learning. Male students prefer extracurricular and sports subjects. In contrast to female students, female students tend to prefer language learning compared to sports learning (Rohmah, 2014). There are several advantages of female over male in the following task ability: motor skills, being able to work in various tasks simultaneously, spelling, fluency in word processing, reading body language expressions. While the advantages of male compared to female are: the ability to speak and discuss, process vocabulary, concentrate and focus more broadly, skillfully, creatively. Some of the characteristics of male and female students cause some differences in learning styles, student achievement levels, and perspectives in learning.

## **METHOD**

### ***Research Design***

This study uses a descriptive qualitative research design. In this research, researcher will conduct survey research. The researcher chose to use this design because the researcher would obtain an in-depth and comprehensive picture of students' perceptions regarding the characteristics of good and effective English teachers based on gender differences in students at SMP Negeri 4 Petang.

### ***Participants***

The subjects of this study were class VIII consist of VIII A, VIII B, and VIII C students for the 2022/2023 academic year in SMP Negeri 4 Petang. This study involved 75 students as participants. Students will be given paper-based questionnaire, male and female students will fill in the self-range perceptions questionnaire and then will take part in a focus group discussion. The participants in focus group discussion were selected randomly (10 male students and 10 female students). Male and female students were asked questions about how are a good and effective teacher based on respective views. This session will be carried directly in classroom.

### ***Data Analysis***

In qualitative research, conceptualization, categorization, and the description is developed on the basis of the "event" obtained when field activities take place. Hence, between activities data collection and data analysis cannot be separated one each other. Both take place simultaneously, the process cyclical and interactive, not linear. In this research the process of analyzing data using steps according to Miles and Huberman, including the following:

**Data reduction**

Data reduction is a process of selecting, summarizing, and focusing on important things, and rough data transformation that emerged from the written records in the field. In this study, data reduction was carried out when the researcher had obtained rough data in the field regarding the perceptions of male and female students about good and effective English teacher at SMP Negeri 4 Petang.

**Data display**

Presentation of data is as a collection of information arranged in such a way as to provide the possibility to draw conclusions and take action (Ulber Silalahi, 2009: 340). The data display in this study, namely the researcher presented data about the perceptions of male and female students regarding the characteristics of good and effective English teachers at SMP Negeri 4 Petang.

**Conclusion drawing and Verification**

The last step in qualitative data analysis according to Miles and Huberman is conclusion drawing and verification. Drawing conclusions involves taking a step back to consider what the data being analyzed means and to assess its implications for the question at hand. Conclusions that were initially unclear will escalate into more detail.

**RESULTS AND DISCUSSION**

This part consist of findings and discussions that describes the data collected through self-range questionnaires and focus group discussions regarding good and effective teachers based on female and male students' perceptions.

Table 1. Female Students' Perception About a Good English Teacher.

<b>Rank of importance as perceived by the students</b> 1-2-3-4-5-6-7-8-9-10	<b>Value of a Good English Teacher</b>	<b>Description</b>
<b>RANK 1 (f = 9 or 26.5%)</b>	Create a fun and interesting learning atmosphere	Teacher use ice breaking to make learning more interesting.
<b>RANK 2 (f = 7 or 20.6%)</b>	Cares about all students	A good teachers fair in making group without differentiate between low ranking and high ranking.
<b>RANK 3 (f = 4 or 11.8%)</b>	Forming group work between students without discrimination	A good teacher is a teacher who is fair in forming groups and in selecting group members
<b>RANK 4 (f = 3 or 8.8%)</b>	Can be a good friend for students	A good teacher should be a good friend so that students can interact and be closer to the teacher, and feel comfortable being taught by the teacher.
<b>RANK 5 (f = 3 or 8.8%)</b>	Provide equal opportunities to all students	A good teacher must provide the same opportunity to students making students happy and fair, but for students who are good at English, they feel it is less effective in improving their English skills.

RANK 6 (f = 3 or 8.8 %)	Provide opportunities for students to explore their own creative thinking	A good teacher should provide opportunities to express ideas, even if they deviate slightly from the material, but can respect these opinions.
RANK 7 (f = 2 or 5.9 %)	Respect the ideas of all students without discrimination	A good teacher must be able to accommodate all students' ideas without distinguishing between rank, gender and kinship relationships.
RANK 8 (f = 2 or 5.9%)	Remember the names of the students in class	A good teacher must remember students' names as a form of attention given to students
RANK 9 (f = 1 or 2.9%)	Provide activities that arouse students' interest in learning English	Every time I feel bored or sleepy, the teacher gives me ice breaking for 15 minutes, and it makes me more enthusiastic and interested in learning English.
RANK 10 (f = 0 or 0.0%)	Understand the strengths and weaknesses of each student	A good teacher don't have to be able to understand students' strengths and weaknesses.

Based on Table 1, the data reveal that the most important value for a good English teacher is create a fun and interesting learning atmosphere. This result is consistent with the research by Rosyidah (2017) who found that fun learning make students feel comfortable and free from fear and bored. As revealed in the open questionnaire as well as the Focus Group Discussion, female students are motivated and their boredom from studying is eliminated through ice breaking activities. Ice breaking is one thing that teachers can do to break things up freeze in learning. Developing English teaching ideas can be done in develop it into learning strategies in class through ice breaking (Prihatini, 2021). The material used in ice breaking, it can be from material that has been given to serve as a review of lesson material that has been given or new material as introductory material lesson in pre-activity.

In addition, students perceive a good teacher as an educator who has the ability to care about all students. From data on Table 1, 20.6% or 7 of 34 female students chose this value as second rank for good English Teacher. Based on the focus group discussion result, a female student said "I like teachers who don't differentiate between low ranking and high ranking, I am more enthusiastic about learning English if the teacher who teaches me is fair in class". This answer is related to the statement by Iskandar (2021) which stated the teacher seems to teach one student in one class, while in one class it is estimated that there are approximately 20-30 students who have uniqueness, abilities and diversity in learning experience. Studying well and behaving fairly will make students feel more appreciated during learning.

The results of the self-range questionnaire regarding good English teachers from female's perceptions are quite different from male's perceptions. These differences can be seen in Table 2 below.

Table 2. Male Students' Perception About a Good Teacher.

<b>Rank of importance as perceived by the students</b>	<b>Values of a Male Effective English Teacher</b>	<b>Description</b>
<b>1-2-3-4-5-6-7-8-9-10</b>		
<b>RANK 1 (m = 14 or 38.9%)</b>	Cares about all students	A good teacher is a teacher who likes to advise students when they make mistakes. "I like it when the teacher asks me to go to the School Medical Room when I'm sick and also gives some advice when I miss class".
<b>RANK 2 (m = 7 or 19.4%)</b>	Understand the strengths and weaknesses of each student	A good teacher will not compare a student's weaknesses with the strengths of other friends, both in studying, playing and making friends.
<b>RANK 3 (m = 3 or 8.3%)</b>	Forming group work between students without discrimination	A good teacher must help smart and less intelligent students to learn together through group formation. Smart and less intelligent students are put into one group to avoid the smart group mocking the less intelligent group.
<b>RANK 4 (m = 3 or 8.3%)</b>	Provide equal opportunities to all students	A good teacher must provide equal opportunities to students while studying, so that students can be more confident when taking part in discussions and quizzes
<b>RANK 5 (m = 2 or 5.6%)</b>	Create a fun and interesting learning atmosphere	Creating an interesting atmosphere such as games in English, singing and playing in ice breaking activities, as well as doing role plays can improve the learning atmosphere.
<b>RANK 6 (m = 2 or 5.6%)</b>	Respect the ideas of all students without discrimination	A good teacher must be fair in responding to or ideas given by students. This justice encourages students to study more actively and have more opinions.
<b>RANK 7 (m = 2 or 5.6%)</b>	Remember the names of the students in class	A good teacher must remember students' names both in class and outside of class.
<b>RANK 8 (m = 1 or 2.8%)</b>	Can be a good friend for students	I prefer to be taught if the teacher invites me to talk like a friend. It made me interested in listening to the lesson material.
<b>RANK 9 (m = 1 or 2.8%)</b>	Provide opportunities for students to explore their own creative thinking	I like it when the teacher gives me the opportunity to think and argue related to the subject matter, even though my answer is a bit deviant, the teacher appreciates it
<b>RANK 10 (m = 1 or 2.8%)</b>	Provide activities that arouse students' interest in learning English	To increase my interest in learning English, I like to learn through using hand phone, watching videos and applying various other technological features.

Data on Table 2 show, the most important value for a good English teacher based on male's perception is care for all students. Regarding on the focus discussion result, a male student give "teachers who respect religious differences make students enthusiastic in learning English" this statement related to Muthohar (2022), that stated with regard to the background and cultural

characteristics of students, religion is one of the cultural diversity found in schools. Based on this awareness, a teacher's concern for small differences in the teaching and learning process is a factor which is very important to foster student learning motivation (Soedjiwo, 2017). Other students also add if good teachers must care about students who don't understand English, and allow using Google Translate in learning English. This result is consistent with the research by Gheytsi, Azizifar, & Gowhary (2015) who found that students who interact a lot with applications on mobile phones can it is easier to understand the contents of English reading texts and make them faster in learning English.

Moreover, male students perceive a good English teacher who has the ability to understand the strengths and weaknesses of each students. This value chosen by male students as second rank owned by good English Teacher. A male student said “a good teacher never compare students' weaknesses with other people's strengths”. There are some students who are weak in actively participating, and are quicker to grasp the material explained on the blackboard. According to the opinion of Magdalena, Fatharani, Octavia et al. (2016) there are no two, three individuals who are the same in talents, interests, their abilities and learning styles. Besides that, every individual is a developing creature, their development is certainly not the same, that is the difference which requires teachers to act as guides and teachers cannot force the abilities of their students.

To find out the perspective of female and male students regarding good and effective teachers, it can be seen in tables 3 and 4

Table 3. Female Students' Perception About an Effective Teacher

<b>Rank of importance as perceived by the students</b>	<b>Values of an Effective English Teacher</b>	<b>Description</b>
<b>1-2-3-4-5-6-7-8-9-10</b>		
<b>RANK 1 (f = 8 or 23.5%)</b>	Provide motivation to encourage students' enthusiasm for learning	Motivation is very important to increase our (students') desire to learn English. Motivation increases our interest and enthusiasm for learning English. Giving some quotes made me more enthusiasm in learning English.
<b>RANK 2 (f = 5 or 14.7%)</b>	Provide lots of examples and exercises	The teacher must provide lots of examples related to the material being taught to increase students' understanding compared to just providing explanations.
<b>RANK 3 (f = 4 or 11.8%)</b>	Teach students according to the lesson plan	The teachers must teach according to the lesson plan, so that the lesson material (per chapter) goes according to plan.
<b>RANK 4 (f = 4 or 11.8%)</b>	Use a language level appropriate to the student's abilities	In secondary level, teacher must use a language level appropriate to the student's abilities, because not all students can speak English well, so using bilingualism in teaching will make learning more effective.
<b>RANK 5 (f = 3 or 8.8%)</b>	Prepare lessons well and control class time wisely	Learning must have a clear plan, the material taught must be completed on time and not cut into students' rest hours.
<b>RANK 6 (f = 3 or 8.8%)</b>	Inform the	It is best for teachers to inform the procedures



%)	assessment procedures in the classroom	and techniques for assessment in class, this will motivate students to study harder.
RANK 7 (f = 3 or 8.8%)	Provide opportunities for students to learn effectively	Giving students the opportunity to learn on their own, and understanding the subject matter comprehensively is necessary to increase students' understanding.
RANK 8 (f = 3 or 8.8%)	Provide activities that can check student progress	The teacher should creating activities that can determine student progress is useful in reviewing the extent to which students understand the material taught by the teacher.
RANK 9 (f = 1 or 2.9%)	Provide appropriate material based on the student's needs	Students will understand the material more quickly if it is provided according to the student's needs. providing and delivering material that does not suit students' needs makes it difficult for students to learn
RANK 10 (f = 0 or 0.0%)	Explain the real benefits that can be obtained from studying a particular topic in learning English	Female students stated that explaining the real benefits of the material taught is not yet categorized as an effective English teacher, it also does not affect motivating student learning.

From the data on Table 3, the most frequently selected value of an effective English teacher for female students is provide motivation to encourage students enthusiasm for learning. Based on the results of the interview, a female student gave an answer “I like English because the teacher always provides motivation to encourage learning, providing quotes like "you're the most important person in your life so, be yourself, be beautiful” these quotes make me more enthusiastic about learning English." This answer is in accordance with the statement from Apriani & Rizkiana (2018) that providing motivational words (quotes) can also attract students' attention thereby increasing learning motivation. Quotes can be given continuously and varied through variations in sentences at the beginning and end of learning every meeting. The aim is to optimize student learning motivation and maintain it for a long time (Yuliyanto & Rohaeti, 2013).

As well as rank 2, 14.7% female students chose that an effective teacher must provide lots of example and exercise during explain the English material. In relation with this one indicator, Syahputra (2014) stated that the teacher helps students overcome difficulties through guidance and additional learning or practice, and provides extra enrichment for master learning quickly. Beside that, students will more easily understand the material through examples and direct practice during learning activities. Practice can be used to display illustrations or procedures in English lessons, prepare examples in teaching can encourage students' interest in learning a certain topic.

There are significant differences regarding effective teachers between male and female students. These differences can be seen in Table 4 below.

Table 4. Male Students' Perception About an Effective Teacher.

Rank of importance as perceived by the students	Values of a Male Effective English Teacher	Description
1-2-3-4-5-6-7-8-9-10		
RANK 1 (m = 11 or 30.6 %)	Prepare lessons well and control class time wisely	The teacher gives students time to take notes on the material on the blackboard. Teachers enter class on time, so they don't miss break time to complete the material.
RANK 2 (m = 6 or 16.7 %)	Explain the real benefits that can be obtained from studying a particular topic in learning English	The teacher explains the use of English in the future, such as a foundation for studying and working abroad.
RANK 3 (m = 5 or 13.9%)	Provide lots of examples and exercises	Teachers should provide more examples and practice when teaching English in class. "I understand the material (procedure text) more quickly if I practice directly."
RANK 4 (m = 5 or 13.9%)	Provide motivation to encourage students' enthusiasm for learning	"Because of the motivation given by the teacher, I didn't understand at first so I was a little motivated to learn.
RANK 5 (m = 3 or 8.3%)	Provide opportunities for students to learn effectively	I understand the material more easily if I study alone. I can share information and learn effectively through group work
RANK 6 (m = 2 or 5.6%)	Inform the assessment procedures in the classroom	Through information regarding assessment procedures in class, students are more active in asking and answering questions during discussion sessions
RANK 7 (m = 2 or 5.6%)	Use a language level appropriate to the student's abilities	As a junior high school student, students couldn't understand English fluently. teachers should use 80% Indonesian and 20% English during learning activity
RANK 8 (m = 1 or 2.8%)	Provide appropriate material based on the student's needs	Each student's abilities are different, teachers must be able to provide materials and strategies according to students' abilities and needs. Teachers can explain the material briefly in the form of learning videos.
RANK 9 (m = 1 or 2.8%)	Provide activities that can check student progress	Teachers must create various activities to determine student progress. "I am very happy when the teacher holds a game related to English, I can find out the extent of my vocabulary mastery"
RANK 10 (m = 0 or 0.0%)	Teach students according to the lesson plan	The teacher explains the lesson plan at the beginning of each semester, this does not really affect students' motivation to learn English.

As seen in Table 4, 30.6% or 11 of 36 male students chose the most important aspect as effective teacher is prepare lesson well and control time wisely. A male students said if "a teacher must prepare everything well, so that learning is appropriate on time, chapters that have been planned from the start can be completed within the specified time, so that students do not miss material or take student breaks". This result correlate with Meksophawannagul (2015) which states that effective

teachers must prepare well, be organized and should provide all core materials and supplementary materials accordance with the lesson plan.

Furthermore, male students chose explain the real benefit that can be obtained from studying a particular topic in learning English as rank 2 for Effective English Teacher. Based on a student opinion during focus group discussion session, he said "I became more motivated to learn English, when the teacher explained to me that learning English could lead me to study and work abroad". A real example of having an impact on increasing student motivation, as stated by Kulecki (2018), the teacher's ability to use relevant real-world examples in the lessons, clearly understanding related the course content and organizing materials well are the most important characteristics perceived to be an effective teacher.

## **CONCLUSION**

In conclusion, this study aimed to investigate the perceptions of good and effective English teachers among secondary school students, focusing on gender differences. The results revealed female students' perceptions of good teachers who prioritize a fun and interesting learning atmosphere, while male students focused on a teacher who cares about all students. Both female and male students value a teacher who can make learning enjoyable and engaging, using ice-breaking activities and other interactive methods to maintain interest. Male and female also agreed on the importance of a teacher who is fair, provides equal opportunities, and fosters a comfortable learning environment.

However, in relation to the male and female students' perception regarding effective teachers there were some differences in their preferences regarding teaching strategies and how to increasing motivation in learning . Male students think that the motivation provided by words does not affect their interest in learning English. They are more motivated if they learn while practicing directly. Meanwhile, for female students quotes really motivate them to learn English, in addition to other learning activities. Both female and male students value teachers who are well-prepared for their lessons and can manage their time effectively to ensure that the material is covered in a timely manner. Teachers who are fair and treat all students equally, without differentiating between high and low-performing students, are appreciated by both female and male students.

These findings suggest that teachers should adapt their teaching strategies and approaches to cater to the different needs and preferences of male and female students. By understanding these gender differences, teachers can create a more inclusive and effective learning environment for all students.

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