

Chapter 1

Introduction

This chapter provides the basic information of the research. It expresses things that become the background of this research, including signifying the selection of research topic. This chapter is divided into some heading such as the background, the research question, the aim of research, the significance of research and the scope of research.

Background of the Study

The research on the educational side has been significantly developed to a higher level of research. The research is no longer focus on the students or the process of the teaching and learning, it is broader than those aspects. It is believed that one of the indicators to achieve the successfulness of the education is by understanding the students' perception on how the teaching and learning process should be carried out.

Students' perception towards the teaching and learning process is considered as crucial aspect in order to have a bright and clear identification and investigation on certain degree of educational improvement that should be taken into account.

Students' perception deals with the students' point of view or perception related to the teaching and learning process. Thus, understanding the students' perception towards the teaching and learning process, it is expected that the goals of educational system empowerment could be achieved.

“Perception itself is defined as the process of receiving selecting, organizing, interpreting, judging, and giving reactions through stimulation of the senses” (Pareek in Harmaini, 2012, p.99). Thus, the students’ perception in its relation to the teaching and learning process is related to the process of giving reactions and interpreting through the stimulation given by the teachers as the object which is being investigated.

An interesting discussion that grows and blows up in the recent researches related to the educational side and the students’ perception is the issue of gender differences in teaching and learning process. There are some opinions of the educational researchers’ who believe that the gender differences may give some effects to the students’ learning activities.

Moreover, according to Erikson (2001, p.284-286) male and female have differences each other in psychosocial and focused on adaptive abilities of ego. Those differences could be identified on the way they act on speaking, sitting, walking, belief, feeling and so forth. For instance, female teachers are more sensitive and more attentive to the students than male teachers. That is why some students feel more comfortable and confident with female teachers, but it can make students less obedient because of their attitude and nature that they have, while male teachers in general have a strong attitude. Because of such an attitude, students feel less courageous and less confident to male teachers. Consequently, the condition can make the students less obedient and less daring to the male teachers, and hence, it is needed to discuss these perceptions

of students about teachers who have different gender. The discussion can reveal their opinions or perception.

Furthermore, gender is used to identify the differences between male and female. It closely relates to the non-biological aspects. It refers to on how people act on their social interaction by involving the psychological aspect of each person. Moreover, according to some previous researchers, it is revealed that gender differences may give different impacts to how the human brain processes the information. In its relation to the teaching and learning process, gender differences of the teachers may effect on how students' processes the information which is given by the teachers during the teaching and learning process.

Moreover, language and gender differences have a solid relationship. The distinction between men and women is reflected in their language. It is realized that there is a specific language that is used by men and women. For instance women and men develop different language use patterns. In some cases, women tend to focus on the affective functions of an interaction more often than men. They tend to use linguistic devices that stress solidarity more often than men. They also tend to interact in ways that will maintain and increase solidarity, while (especially in formal contexts) men tend to interact in ways that will maintain and increase their power and status and are stylistically more flexible than men. These different pattern of language used between men and women may affect the teaching and learning process.

Thus, understanding the students' perception towards teachers' gender differences in teaching speaking will help the educational institutes and also teachers to develop better teaching and learning activities that will also give significant contributions to the students' achievement. With the great understanding on the students' perception towards the teachers' gender differences the obstacles that may face by the teachers during the teaching and learning process may could be solved in the goals of the educational system will be obtained, thus by considering those aspects, this research is carried out.

There are several previous studies concerning to this case which is significantly relevant is a study conducted by Ari Febriyanto (2013, p.39) entitle "Gender Differences in Teacher and Students' Perception of Students' Ability in Language Learning". The study also investigated whether teachers perceived male and female students differently with respect to language learning. Meanwhile, this study outlined the major issues of teachers' gender differences in teaching speaking class based on the point of view of the students which elaborated deeply about how the teachers' gender differences may affect the students' learning outcomes. In addition, the other previous research composed by Dee (2006, p.69) entitled "Teacher's Gender Affects Boys and Girls" was also tried to investigate the gender- specific role model in teaching and learning process. He further explains that gender differences play a different important role to build up students' ability because basically a student tends to view that male and female teacher have different points of views In addition, this research will investigate the students' perception of teachers' gender differences in

teaching speaking. It is believed that this study can be a good reference for zooming in specific research at English study program. This study also will give a hierarchical and straightforward and deeper investigation on how the teachers' gender differences affect students' ability and achievement as well.

Research Question

From the previous studies above, the research questions can be presented in the following;

What are the students' perceptions toward teachers' gender differences in teaching Speaking?

Aims of Study

Based on research question formulation above the objectives research can be present as follow.

This research is to find out students' perception about teachers' gender differences in teaching speaking.

Significance of Study

The importance of research related to students, teachers, further research, and policy makers. For students, this study aims to determine the importance of their roles and education determines their perceptions about gender differences in teaching, whether effecting on student learning or not. Teachers in this study can also see what factors

that affect students in the learning process, depending on what the teacher's gender or other factors that effect. Hence, we will get the results quite treating our curiosity about students' perceptions of gender differences on the teacher and what factors that affects. Recommended for lecturers to be more understand the character of students in the teaching process. In addition, the teacher is more cleverly in developing systems that exist in the classroom teaching, and know more about the character of the students. For further research, this study can be a guide for other similar studies, and most importantly, the findings will be used as a starting point for other research. This study could be the assessment for all lecturers in order to improve their professionalism in teaching.

Delimitation

This research focused on students' perceptions of their teachers' views of psychosocial aspects, which held by teachers, that is emotional aspect such as attitude, character, personality, and so on. The sample of this research goes to the students of English department academic year 2012.