

CHAPTER I

INTRODUCTION

In this chapter, the researcher outlines a) the background of the study, b) research problems, c) objectives, d) scope and limitations, e) significance, and f) definition of key terms related to the research.

1.1 Research Background

Teacher quality is widely recognized as influencing student achievement and success in schools. As noted by Batra and Pillai (2023), “quality is often thought of as successful teaching, where students learn what the teacher teaches”. However, in recent years, leading scholars, such as Jackson (2023), have focused on the multidimensional nature of the concept and have defined teacher quality as encompassing two parts: (a) good teaching, which means that teachers meet expectations for the role of teachers (e.g., holding a degree, using age-appropriate methods, upholding the standards of the field of study, and other attributes and practices), and (b) effective or successful teaching, meaning the results of the teacher's actions on student learning and training. In other words, one dimension in the absence of the other dimension cannot fully define teacher quality. Indeed, recent research continues to underscore how pedagogical competencies and professional practices contribute significantly to student learning outcomes (Safri et al., 2024). "The knowledge base on teaching and understanding teacher quality is constantly evolving and changing, with a focus on good and the effective or successful dimensions of teacher quality.

Teacher quality refers to intellectual competence and personal attributes. Intellectual competence involves verbal ability, content, pedagogic, and teaching experience; personal attributes include behavior and respect, enthusiasm, dedication, knowledge, patience, practice, mindfulness, and optimism. Recent research, such as the systematic review by Pérez-Fuentes et al. (2024), affirms the crucial role of both professional knowledge and personal competencies like emotional management, optimism, and empathy in defining teacher quality and contributing to effective teaching. Every teaching context is different, and there are no such thing as “universal” guidelines. Instead, in making teachers aware of the negative as well as positive consequences of the expectations that they form about students’ behavior and performance, scholars such as TNTP (2024) and Mirza and Jabeen (2025) underscore that forming expectations is an inevitable part of the teaching process, with profound impacts on student behavior and academic success.

Teachers should acknowledge this and need to know how they can become more successful in meeting students’ expectations. It should also be emphasized that the suggestions and techniques outlined above are general, and teachers need to adapt them to take into account their specific learning environment. As Darling-Hammond (2020) highlight, effective teaching is deeply contextualized, requiring teachers to tailor their approaches to students’ individual needs and the unique dynamics of their classroom. Teachers should also bear in mind that the component of communicating positive expectations is one of the important things. According to recent research informed by principles of self-determination theory (Ryan & Deci, 2017) and meta-analyses on educational impact (Hattie & Clarke, 2019),

aligning with students' needs and expectations generates a greater level of motivation, classroom participation, and confidence in using the language. Practice and effective teacher feedback can also foster positive attitudes toward the overall learning experience. However, meeting students' expectations may not be easy for some teachers, as students usually have their own expectations about the teaching and learning process in the classroom. Therefore, comfortable classrooms need to be set by the teacher in such a way for students to avoid boredom.

Recent research in English Language Teaching widely acknowledges that many students enter the learning process with initial assumptions about how they learn English, particularly regarding the encouraging techniques or teaching style employed by the instructor. These student assumptions play a significant role in the progress of their learning. Therefore, such expectations hold an essential place in the learning experience, and both student and teacher inspiration have an exceptionally powerful role in fostering learning progress.

Several contemporary studies have already discussed various facets of teacher quality. The first, conducted by Andrada and Delmoro (2024), examines the perceptions of junior high school teachers regarding four research categories that define teacher quality: teacher qualifications, personal attributes, pedagogical practices, and teacher effectiveness. The results indicated that different types of teachers in various settings discussed teacher quality in similar ways, agreeing that strong teacher-student relationships, content mastery, and relevance are key qualities of teaching.

The second study, conducted by Chang and Chen (2023), entitled “The Relationship Between Teacher-Student Interaction, Classroom Climate, and Student Learning Outcomes in Vocational High Schools,” was carried out at twenty-three industrial vocational high schools in Taiwan. Its objective was to explore how “teacher quality” and “teaching effectiveness” differ with students' background variables, to analyze the relationship between “teacher quality” and “teaching effectiveness,” and to explore the predictive power of “teaching effectiveness” with “teacher quality” as the predictor. Using questionnaires for data collection, the research found that in terms of teacher quality, “teacher and student interaction” had the best perception, while “classroom atmosphere management” was perceived as being the most important in teaching effectiveness.

The third study, by Safri et al. (2024), explores pedagogical competencies, highlighting their impact on teacher performance. This research identifies key themes related to teacher performance, emphasizing the pedagogical and personal nature embodied by the teacher. It addresses students' perceptions of the qualities or characteristics of their teachers, the sets of practices teachers use, and students' views on the types of learning activities and classroom contexts in which they are expected to engage. The results show that effective teachers are knowledgeable, well-informed in terms of their subjects and experiences, and well-prepared. They are teachers who demonstrate the capacity to access and draw on an extensive repertoire of possible practices, that is, they have a “bundle of ideas” that can be recalled and used at various times to suit the learning needs of their students.

Another study, a systematic review by Pérez-Fuentes et al. (2024), offers valuable insights into desired teaching qualities. This explorative study reveals the linkages between attributes, consequences, and values. The results indicate that teacher education students want teachers to be knowledgeable, enthusiastic, approachable, and friendly. They should possess sufficient communication and teaching skills and be able to choose the most suitable teaching method from a variety of teaching tools. Respondents also mentioned several values that they regard as relevant and desirable: security, well-being, satisfaction, self-esteem, hedonism, and universalism. The study results indicate that students want teachers to be knowledgeable, enthusiastic, approachable, and friendly. Students predominantly want to encounter valuable teaching experiences to be able to pass tests and to be prepared for their profession. This study also shows that students' academic interests motivate them less than the vocational aspects of their studies.

The key difference between these previous studies and the current research lies in its specific focus and research design. While the aforementioned research largely focused on testing the perception of students about teacher quality in general classroom settings, this study concentrates specifically on students' expectations of their teachers and the desired qualities of teachers in FLSP classes. Furthermore, in this study, I utilize an interview technique for data collection to obtain more specific results related to students' expectations of the quality of teachers in English classes. Another reason for conducting this research is that students' expectations have seldom received dedicated attention in the context of English language classrooms.

1.2 Research Problem

1. How do students' perceptions regarding teacher traits influence their engagement and motivation?
2. What teacher qualities do students expect, and how do these relate to perceived learning effectiveness?
3. How do these expectations affect students' academic performance in English courses?

1.3 Research Objective

The objective of this study is to investigate students' perceptions of their teachers' qualities in teaching English, and to understand how meeting these expectations can contribute to better learning outcomes. To examine how students' perceptions of teacher traits impact motivation and engagement.

- 1 To examine the influence of students' perceptions of teacher traits on their engagement and motivation.
- 2 To identify the specific teacher qualities associated with effective English language learning.
- 3 To analyze the influence of these expectations on academic performance.

1.4 Scope and Limitations

This research examines teacher traits, including communication skills, knowledge, approachability, fairness, enthusiasm, and supportiveness, as perceived by students in the Faculty of Teacher Training and Education at the University of Muhammadiyah Malang. Due to the limited sample size and

subjective nature of student experiences, findings may not be generalizable. Furthermore, the study may not encompass all traits that influence learning outcomes.

1.5 Research Significance

1. Improved Student Engagement, Motivation and Academic Outcomes

Meeting student expectations regarding teacher traits can lead to increased student engagement and motivation. When students feel that their teachers are approachable, supportive, and knowledgeable, they are more likely to be actively involved in their learning and achieve better academic outcomes.

2. Enhanced Teaching Practices

Understanding the traits that students value in their teachers can inform teacher training programs and professional development initiatives, ultimately enhancing the effectiveness of these programs. By aligning teaching practices with student expectations, educators can improve their effectiveness in the classroom and create more engaging learning environments.

1.6 Definition of Key Terms

1. Student Expectations

Understanding student expectations of teaching and learning is undoubtedly crucial for HE institutions, as awareness is essential in informing any necessary actions. Tomlinson, A., Simpson, A., & Killingback, C. (2023). In their research, students' expectations are defined as their anticipated outcomes or beliefs regarding future events. The beliefs, desires, and anticipations that students hold regarding the characteristics,

behaviours, and qualities they desire or expect in their teachers. These expectations can encompass a wide range of attributes, including personality traits, teaching styles, communication skills, and levels of supportiveness.

2. Teacher Qualities

Teacher qualities are an essential element in every school, improving student attainment and contributing significantly to student learning (Adams, Quainoo, & Opoku, 2022). The article discusses three critical components of effective teaching: good teaching, successful teaching, and student engagement. Good teaching is described by what teachers offer to the classroom, which includes topic pedagogy, content knowledge, experience, and adaptive competence. It is also defined by what teachers do in the school, such as employing rational and moral methods and including logical, psychological, and moral teaching acts. Successful teaching is distinguished by intense instruction that allows a diverse group of students to learn while addressing the needs of discipline, learning objectives, and learners in a given situation. Student engagement is critical for quality teaching because it involves giving students meaningful opportunities to direct their learning

3. Learning Outcomes

Student learning outcomes vary in several areas, including academic learning achievement, attitude, motivation, and higher-order thinking skills (Wahono, Li, & Chang, 2020). The measurable or observable changes in

knowledge, skills, attitudes, and behaviours that result from educational experiences. Learning outcomes can encompass various domains, including cognitive, affective, and psychomotor skills. They may include achievements such as improved academic performance, enhanced critical thinking skills, refined problem-solving abilities, and improved socioemotional development.

4. FLSP (Foreign Language for Specific Purposes)

FLSP is a mandatory language program for all undergraduate students at the University of Muhammadiyah Malang (UMM), managed by the Language Center (LC). It is designed to equip students with foreign language skills (specifically English) relevant to their specific fields of study and future professional needs. The program is typically conducted in the first year (two semesters) and covers essential skills such as speaking, reading, and grammar to prepare students for academic challenges and the Test of Academic English Proficiency (TAEP)