

**HIGH SCHOOL STUDENTS' PERCEPTION AND EXPECTATION ON  
ENGLISH TEACHER COMPETENCIES IN MAJENE**



**A Thesis**

Submitted in Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in English Education Study Program

Tarbiyah and Teaching Training Departement  
State Islamic College of Majene

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## PENGESAHAN SKRIPSI

Skripsi yang berjudul “ **High School Students’ Perception and Expectation on English Teacher Competencies in Majene**” yang disusun oleh **Mulkia Qurrata Ayun, NIM. 10256119014**, mahasiswi Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah dan Keguruan STAIN Mejene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Selasa, 20 Agustus 2024, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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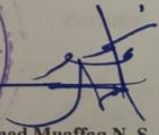
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Researcher,

**Mulkia Qurrata Ayun**  
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## ABSTRACT

**Researcher** : Mulkia Qurrata Ayun  
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**Title** : **High School Students' Perception and Expectation on English Teacher Competencies in Majene**

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This research is grounded in the significance of the teacher's role in English language instruction, highlighting the differences in students' perceptions and expectations of teacher competence that may affect the quality of learning and learning outcomes, and indicating that the varying positive and negative perceptions in Majene reveal several aspects of teaching that need improvement. This research aims to identify and understand students' perceptions and expectations of English teachers' competencies in three public high schools in Majene, namely SMA Negeri 1 Majene, SMA Negeri 2 Majene, and SMA Negeri 3 Majene. This research used a qualitative approach with purposive sampling to select 17 students as participants. The selection criteria were based on students' academic achievement and level of engagement in English classes. Data were collected through focus group discussions (FGDs). The results showed variations in students' perceptions, with the majority showing positive perceptions of teachers' ability to create an interesting learning atmosphere through humour and varied learning methods. However, some negative perceptions also emerged, especially towards teachers who were considered too relaxed and did not utilise diverse learning media. Positive perceptions raise students' expectations of teacher performance, while negative perceptions point to areas that need improvement. The conclusion of this study emphasises the importance of teachers meeting students' expectations on aspects of pedagogic, professional, social and personal competencies to improve the quality of education and student learning outcomes in Majene. Teachers need to continue to develop creative and effective approaches to teaching to fulfil students' expectations and improve those aspects that still require improvement.

**Keywords:** Expectations, Focus Group Discussions (FGDs), Academic Achievement

## ABSTRACT

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**Reg Number** : 10256119014  
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Penelitian ini didasari oleh pentingnya peran guru dalam pembelajaran Bahasa Inggris, dengan menyoroti perbedaan persepsi dan ekspektasi siswa terhadap kompetensi guru yang dapat mempengaruhi kualitas dan hasil belajar, serta menunjukkan adanya variasi persepsi positif dan negatif di Majene yang mengindikasikan beberapa aspek pengajaran yang perlu ditingkatkan. Penelitian ini bertujuan untuk mengidentifikasi dan memahami persepsi serta ekspektasi siswa terhadap kompetensi guru Bahasa Inggris di tiga SMA Negeri di Majene, yaitu SMA Negeri 1 Majene, SMA Negeri 2 Majene, dan SMA Negeri 3 Majene. Studi ini menggunakan pendekatan kualitatif dengan purposive sampling untuk memilih 17 siswa sebagai partisipan. Kriteria pemilihan didasarkan pada prestasi akademik dan tingkat keterlibatan siswa dalam kelas Bahasa Inggris. Data dikumpulkan melalui diskusi kelompok terfokus (DKT). Hasil penelitian menunjukkan adanya variasi persepsi siswa, dengan mayoritas menunjukkan persepsi positif terhadap kemampuan guru dalam menciptakan suasana belajar yang menarik melalui humor dan metode pembelajaran yang bervariasi. Namun, beberapa persepsi negatif juga muncul, terutama terhadap guru yang dinilai terlalu santai dan kurang memanfaatkan media pembelajaran yang beragam. Persepsi positif meningkatkan ekspektasi siswa terhadap kinerja guru, sedangkan persepsi negatif menunjukkan area yang perlu diperbaiki. Kesimpulan dari penelitian ini menekankan pentingnya guru dalam memenuhi ekspektasi siswa pada aspek kompetensi pedagogik, profesional, sosial, dan pribadi untuk meningkatkan kualitas pendidikan dan hasil belajar siswa di Majene. Guru perlu terus mengembangkan pendekatan kreatif dan efektif dalam pengajaran guna memenuhi harapan siswa dan memperbaiki aspek-aspek yang masih memerlukan perbaikan.

**Kata kunci:** Ekspektasi, Diskusi Kelompok Terfokus (DKT), Prestasi Akademik

## CHAPTER I

### INTRODUCTION

#### A. Research Background

In Indonesia, English plays an important role in communication efforts and is a bridge to the outside world. According to Fatihaturasyidah & Septiana (2019), mastering English is a must because it has become a global language used to interact with people around the world. In the context of education, English learning is given to students from elementary to college level as one of the important subjects. Moreover, as stated by Misbah et al. (2017), English is considered the most important language in communication and is the main language in the global education scene. Therefore, mastery of English is considered essential to effectively engage in academic discourse and communication on a global scale.

In addition, students from junior high school to university are required to study English as a foreign language. The main benefit and goal is for students to be able to read and speak in English. Students who are proficient in English will gain many advantages, including intellectual growth, social and political communication, economic understanding, cultural awareness, and even in everyday life (Andayani, 2022). However, difficulties in learning English are still common among students. Challenges in learning English can come from the students themselves (internal factors), teachers, and supporting facilities (external factors) (Ariastuti et al., 2014).

According to Silalahi et al. (2022), English learning difficulties for students are various, one of which is lack of interest due to challenges in understanding when

the teacher explains in class. As English teaching agents, English teachers play an important role in encouraging students to learn English for efficient and quality education. Learning language knowledge, which involves reception, intellectual transformation, and memorization, can cause frustration for students, making them less familiar with the language (Salim & Setiyadi, 2013). Therefore, teaching English is not an easy task.

Based on the above, an ideal teacher is a crucial element in English language instruction. According to Kozikoglu (2017), an ideal teacher should create a warm, lively, and interactive environment in the classroom to develop understanding, humor, and communication skills. A quality teacher is competent in their field and supports the learning process for their students (Yunus, 2016). A good teacher must be capable of managing effective and efficient learning for students. The role of an English teacher as a foreign language instructor appears to be more challenging as they are tasked with teaching a subject that is a primary competency for students entering higher education and the workforce. Therefore, the reason why teacher quality should take precedence over other priorities is because the quality of the teacher has a significant impact on student learning outcomes.

Teachers must possess good competencies in the English language learning process. Competence is a set of knowledge, skills, and behaviors that teachers must have and master (Dudung, 2018). According to Tabi'in (2017), teacher competence is the ability and right of teachers to carry out their duties as educators. Teacher competence encompasses pedagogical competence, social competence, personality competence, and professional competence (Suprihatiningrum, 2013). Competent

teachers will carry out teaching tasks in the classroom with enthusiasm and enjoyment, making the learning process meaningful, and students consistently acquiring new knowledge every time they enter the classroom to learn.

Furthermore, in 21st-century education, a teacher is an educator, mentor, coach, and curriculum developer who can integrate and create conducive learning conditions. They should make learning enjoyable and engaging, provide a sense of security, allow space for students to think actively, creatively, and innovatively while exploring and collaborating on their abilities through various media and learning resources (Muyasaroh, 2016). Teachers must be able to integrate various subjects into one, create challenging learning conditions for students' creativity and activities, motivate students, use instructional media, and leverage information technology and various learning resources to achieve the expected learning objectives. Additionally, they should be able to address various student issues. Problems in learning need to be identified to facilitate their resolution.

Based on the results of the researchers' initial observations, in August 2023 which were carried out at MTs Guppi Majene, researchers found students who were less focused on learning English so they left during the learning process, students who were sleepy during the learning process. In addition to this, some students like to chat with their friends compared than listen to the explanation of the material from the teacher. From the results of student interview, information was obtained that students' lack of interest in participating in learning was due to their perceptions and expectations that did not match what they wanted. One of their expectations is that when the teacher teaches they easily understand the material, learning is fun,

the classroom atmosphere during the learning process is not boring, and motivated because they will learn an international language outside the national language they often use. However, in reality in the learning process, students' expectations do not match what they expect, thus making students less interested and motivated in learning.

Based on the above problems, the researcher wishes to further research and explore in a scientific paper in the form of a thesis with the title "High School Students' Perception and Expectation on English Teacher Competencies in Majene".

### **B. Research Problem**

Based on the background of the problem in this research, the formulation of the problem is as follows:

1. What are high school students' perception on English teacher competencies in Majene?
2. What are high school students' expectation on English teacher competencies in Majene?
3. What is the relationship between high school students' perceptions and expectations on English teacher Competencies in Majene?

### **C. Research Objective**

Based on the formulation of the problems that the researcher compiled, the purpose of this research is to determine high school students' perceptions and expectations of English teacher competencies in Majene.

#### **D. Research Significances**

The results of this research are expected to provide the following benefits :

1. Theoretically

The results of this research expected to contribute theoretically to finding high school students' perceptions and expectations on English teacher competence. It also will be considerations and evaluations for principals, teachers, and even the government. Then, it is expected to organize the teaching and learning process in accordance with what is expected by students.

2. Practically

The results of this research can also be beneficial in practical terms, namely:

- a. For teachers, this research will provide information about teacher competence in the learning process in terms of student perceptions. So that it will be input, consideration, and evaluation for further learning in the future.
- b. For students, this research is expected to increase their interest and motivation in learning English.
- c. For future researchers, this research is expected to provide references and information to other researchers.

**E. Research Scope**

Based on the background and identification of the problems described above, the researcher limits the scope of the research to stay focused on the issues that will be studied. This research focuses on high school students' perceptions and expectations of English teachers' competence in Majene.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related Research Findings

Base on the result of previous studies, researcher obtained several previous studies related to this research as follows:

1. The research was conducted by Halim (2021), with the title “Teacher Talk: Student’s Perception and Expectation in ELT Classroom”.

This research investigated, (1) students’ perception towards teacher talk that happened during the teaching and learning process, and, (2) students’ ideal expectations about their English teacher. This was a descriptive qualitative research. The results indicated that (1) students’ perception towards teaching style, such as teaching method, motivating, giving feedback were almost negative and (2) students’ ideal expectations that an English teacher should be more effective, efficient interactive and creative for creating more interesting classroom atmosphere.

2. The research was conducted by Shaheen et al. (2016) with the title “Students’ Perceptions about Motivating Factors Related to Teachers Behaviour at Secondary School Level”.

This research aimed to investigate students' perceptions of the driving factors associated with teacher behavior at the secondary school level. The results showed that teachers' relationships with students were considered very inspiring and motivating. In addition, there were significant differences in male and female students' views on teacher personality,

classroom situation, and learning resources.

3. The research was conducted by Kusumawati (2018) with the title, "A Study of Students' Perception on Lecturers Competence in Teaching English (Descriptive Study at Fifth semester Students' of English Education Departement in Muhammadiyah University of Makassar)".

The purpose of this research was to find out the students' perceptions of lecturers' competence in teaching English grammar and speaking in the English Education Study Program at Universitas Muhammadiyah Makassar. The results of this research indicate that students' perceptions of the pedagogical competence of lecturers include planning, delivery, and assessment shows that students' perceptions of the competence of English lecturers in the fifth semester of semester about lecturers' planning is good, while delivery is good and for assessment is excellent.

4. The research was conducted by Nugrahanti (2015) with the title, "Students' Perceptions of English Teachers' Teaching Competence and Academic Self-Efficacy as Predictors of The Emergence Motivation To Learn English In Students of SMP Kristen 1 In Surakarta".

The purpose of this research is to determine students' perceptions of English teachers' teaching competence and academic self-efficacy as predictors of the emergence of learning motivation in Christian Junior High School 1 students in Surakarta City. This research used a quantitative method with a stratified random sampling technique and regression analysis method. The results of this research show that the coefficient of the Beta value of

students' perceptions of English teachers' teaching competence is 0.268 with a value of  $t = 3.301$ , so it can independently be an emergent predictor of learning motivation.

Based on several previous studies mentioned above, researcher found similarities and differences with this research. Overall, the similarities with previous research are some of the variables used, namely there are perceptions, expectations, and teacher competencies. The most basic thing is that this research covers three research focuses at once, namely expectations, perceptions and teacher English competencies. This research will be conducted on high school students in Majene, namely SMA Negeri 1 Majene, SMA Negeri 2 Majene, and SMA Negeri 3 Majene. This research aims to determine high school students' perceptions and expectations of teachers' English competence.

## **B. Pertinent Ideas**

### **1. Perception**

#### **a. Definition of Perception**

Perception is an activity that involves observing, selecting, organizing, and interpreting stimuli from the surrounding environment (Diana et al., 2021). This connection is made with the senses of sight, hearing, smell, touch and taste (Asrial et al., 2020). According to Thesis et al. (2018), states that perception is to connect, integrate, and understand a diverse range of information from many organs of the body that a person uses to identify things or objects. Perception is the experience one has

after participating in an activity that has common characteristics, such as observation, research, response, potential, memory, thinking, feeling, and motive (Nurqaidah & Hendra, 2020). From the various opinions about, it can be concluded that perceptions is a process where there is an act of connecting, integrating, and understanding various information from various organs of the body then entering the mind. If students have a good perception of the educator, it will have an impact on students' enthusiasm for learning in class.

b. Factors of Perception

According to Rini (2015), there are some factors that affect the perceptions:

1. Internal factors

Internal factors that affect perception come from each person.

Consists of several items such as physiological, attention, interest, experience, memory, and emotional.

2. External factors

Depend on the characteristics of the object and the environment involved.

Perception is determined by functional and structural factors (Fuady et al., 2017) , the explanation as follows :

1. Functional factors come from needs and experiences, as well as those classified under personal factors.

2. Structural factors stem from the characteristics of the physical stimulus and the effects on the individual's nervous system.

c. Types of Perceptions

According to Shandi (2020) , perception divide into two, those are positive and negative perceptions :

1. Positive perception is a perception that describes all knowledge and responses that continue to be used while trying to use it. This will continue by activating or accepting and supporting the object that is perceived.
2. Negative perception is a perception that describes all knowledge and responses that are not in harmony with the object in perception. It will proceed with passivity or reject and oppose the perceived object.

## 2. Expectation

a. Definition of Expectation

Expectation is something that someone expects from something (Aryanti & Adhariani, 2020). Expectancy theory states that an individual tends to act in a certain way with the expectation that the action will be followed by a certain outcome and the attractiveness of that outcome for the individual (Alpasha, 2022). Expectancy theory states that if someone wants something and hopes to get something, they will be very motivated to get what they want (Wicaksana & Rachman, 2018). Expectation is the belief that a specified effort will result in a particular performance (Lloyd & Mertens, 2018).

From several definitions of expectation, it can be concluded that expectations have a significant role in influencing individual behavior. Expectancy theory explains that individuals tend to act based on their expectations of certain outcomes, and the attractiveness of these results has an impact on individual motivation. If someone has desires and hopes for something, this becomes a strong factor in encouraging individual motivation to achieve what he wants. Thus, expectations are not only a psychological aspect but also play an important role in shaping individual attitudes and actions in an effort to achieve the expected goals or results.

#### b. Factors of Expectation

According to Abdul Rehman et al. (2019), there are some factors that affect the expectations:

1. Expectancy, a person's perception about the extent of effort which results in a certain performance.
2. Instrumentality, a person's perception about the extent to which performance at a certain level will result in the attachment of outcome.
3. Valence, how desirable each of the outcomes available from a job or organization is to a person.

### 3. Teacher Competencies

Teacher competence is a combination of personal, scientific, technological, and social abilities which together will form the teacher profession (Febriana, 2021). Competency is a set of mastery of abilities, skills, values, and attitudes that must be possessed, lived, and mastered by the English

teachers obtained from education and experience who can carry out their teaching duties professionally (Faisal, 2019). Teacher competence is always related to teachers' knowledge, skills, and attitudes (Amalia, 2021). Competence is a person's ability to apply or use knowledge, skills, abilities, behaviors, and personal characteristics to perform complex tasks in specific roles and positions (Sulaiman & Ismail, 2020).

From some of the above opinions it can be concluded that Teacher competence not only includes personal, scientific, technological, and social aspects, but also affects the shape of the teaching profession as a whole. In the context of English language teaching, teacher competencies include abilities, skills, values, and behaviors acquired from education and experience, with the main purpose of teaching professionally. At the core of teacher competencies are the knowledge, skills, and attitudes that are integral to a teacher's identity.

Teacher competence strongly emphasizes three elements namely, knowledge, skills, and attitudes (Omar et al., 2020). Besides in Law No: 14 of 2005 concerning teachers and lecturers, Chapter IV paragraph 10 emphasizes that to be able to carry out the duties of teachers must have four core competencies namely, Pedagogic competence, personality competence, social competence and professional competence (Gintings, 2010).

a. Pedagogic Competence

Pedagogic competence is an ability related to understanding the characteristics of students, mastering theories and principles of learning, curriculum development, learning activities, developing students' potential,

communication skills with students, and assessment and evaluation skills (Susanto et al., 2020). Pedagogic competence includes the teacher's ability to organize the student learning process and develop students' potential optimally (Lubis, 2018). According to Habibullah (2012) this pedagogical competence divided into ten core competencies or sub-competencies that teachers should master, namely:

- 1) Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects.
- 2) Mastering learning theories and educational learning principles.
- 3) Developing curriculum related to the subjects taught.
- 4) Organizing learning that education.
- 5) Utilizing information and communication technology and communication technology for the benefit of learning.
- 6) Facilitating the development of learners to actualize their various potentials.
- 7) Communicate effectively, empathically, and politely with learners.
- 8) Organizing assessment and evaluation of learning processes and outcomes.
- 9) Utilizing the results of assessment and evaluation for the benefit of learning.

#### b. Personality Competence

Personality competence, teachers are required to be able to improve their character and be steady, wise, noble, and become role models (Rusilowati & Wahyudi, 2020). The teacher's personality will determine the success or failure of students in the implementation of learning (Arifudin et al., 2022). Therefore, the educator will appear as a figure who should be obeyed by his advice, words and orders and imitated by his attitude and behavior.

According to Hakim (2015) measurement of personal competence include:

- 1) A steady and stable personality, which is measured by indicators of acting by norms (law), social norms, enjoying working as a teacher and having consistency in acting;
- 2) Mature personality, measured by indicators of showing independence in acting as a teacher;
- 3) A wise personality, which is measured by indicators of displaying actions that are beneficial to learners, schools, and society and showing openness in thinking and acting;
- 4) An authoritative personality measured by indicators of measured by indicators of having attitudes and behaviors that have a positive effect on students who are respected;

- 5) Competencies related to noble morals as measured by indicators of acting following religious norms and behaviors that are exemplified by students.

c. Social Competence

Social competence is the competence of a teacher in communicating, associating, and socializing with the surrounding community (Vianora et al., 2023). Teacher social competence is the social ability of teachers which includes the ability adapt to the demands of work and the surrounding environment when carrying out their duties as teachers and social communication skills either with students, fellow teachers, principals, administrative staff, even with community members (Ahmad, 2019). Social competence is the nature, attitude, behavior, or willingness and ability to build knots of cooperation with others that are relatively stable when facing problems in the workplace formed through synergy, self-concept, internal motivation, and social knowledge capacity (Chouhan & Srivastava, 2014).

According to Rusijono et al. (2020) the teacher's social competence indicators include :

- 1) Being inclusive, acting objectively, and not discriminating due to considerations of gender, religion, race, physical condition, family background, and socioeconomic status.
- 2) Communicating effectively, empathetic ally, and politely with fellow educators, education personnel, parents, and the community.

- 3) Adapting to the place of duty throughout the territory of the Republic of Indonesia which has social-cultural diversity.
- 4) Communicating orally and in writing.

d. Professional Competence

Professional competence is the teacher's ability to master the subject matter that is developed broadly and deeply, and the teacher can choose appropriate learning methods and models, understand knowledge about assessment, and plan learning to achieve learning objectives (Hidayat & Patmisari, 2023). Professional competence is mastery of standard material and managing classes, being able to use media as a learning resource, having exemplary and leadership in learning and being able to manage learning programs well (Dermawan et al., 2021). Teacher professional competence is a teacher who has special abilities and expertise in the field of teaching so that he can carry out his duties optimally (Suryani, 2022).

According to Kristiawan & Rahmat (2017), teacher professional competencies includes:

- 1) Mastering the structure and material of the subject curriculum.
- 2) Mastering the substance of the subject and its scientific methodology.
- 3) Mastering and utilizing information and communication technology in learning.
- 4) Organizing subject curriculum material.
- 5) Improving the quality of learning through class action research.

Furthermore, the Digital Competence of 21st Century Educators relates to the educator's ability to use information and communication technology based on pedagogical principles by realizing its implications for educational methodology (Prayogi Dwi Rainda & Rio, 2019). Tetyana Blyznyuk divides the digital competencies of educators into several forms, (1) information, educators have data literacy skills (the ability to search, select, sort, evaluate, and manage information suitable for learning), (2) communication is the skills to interact, engage, share, and cooperate through digital technology, (3) educational content creation is the ability of educators to create digital learning content (learning application programs, interactive presentations, learning animations, etc.), (4) security, educators have the ability to ensure protection against the impact of technology products on students in the learning process, (5) educational problem-solving, solving problems, and overcoming can identify respond and technology needs needed in learning, able to identify the weaknesses of digital technology in the learning process. learning, and creativity in utilizing technology products in learning positively (Blyznyuk, 2019).

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research employed a qualitative approach to gain a deep understanding of the participants' experiences. Based on this consideration, the researcher was confident that the qualitative method was the most appropriate choice for addressing all the research questions. The selection of this method was driven by the need to explore the meaning and context of each student's experience, as their perceptions and expectations are subjective and cannot be measured solely through numerical data. Furthermore, the exploratory nature of the research questions required an approach capable of answering "how" and "why" questions, making the qualitative method the most suitable to provide a comprehensive and in-depth understanding of English language teachers' competencies from the students' perspective.

#### **B. Research Participant**

This research was scheduled to be conducted in the second semester of the 2023/2024 academic year. The research participants were representatives of students from grades X to XII, selected from three schools accredited with an A grade and recognized as leading schools in Majene, namely SMA Negeri 3 Majene, SMA Negeri 2 Majene, and SMA Negeri 1 Majene. The selection of participants was carried out using the purposive sampling method.

In the process of selecting participants, the researcher used specific criteria to assess the students' level of interest in learning English. From each school, the

researcher selected two participants for each grade level, one student with high interest and one student with low interest in English. The total number of participants involved was seventeen students.

The criteria for assessing students' interest included academic achievement, such as the highest and lowest grades in English subjects as reflected in their report cards, as well as their level of engagement in learning activities, including active or less active participation in English classes. This purposive approach was intended to capture variations in students' interest in English within the school environment that served as the focus of this study. The description of participants is presented in Table 3.1.

**Table 3.1 Description of Research Participants**

No	School	Grade	Criteria	Description
1	SMA Negeri 1 Majene	X	Highest Score	Achieved the highest English score, active in learning activities.
2	SMA Negeri 1 Majene	X	Lowest Score	Achieved the lowest English score, low classroom participation.
3	SMA Negeri 1 Majene	XI	Highest Score	Demonstrates high enthusiasm for learning.
4	SMA Negeri 1 Majene	XI	Lowest Score	Shows low interest in English.
5	SMA Negeri 1 Majene	XII	Highest Score	Active in discussions and speaking practice.
6	SMA Negeri 1 Majene	XII	Lowest Score	Limited involvement in learning activities.
7	SMA Negeri 2 Majene	X	Highest Score	Actively participates in language-based activities.
8	SMA Negeri 2 Majene	X	Lowest Score	Rarely participates in English classes.
9	SMA Negeri 2 Majene	XI	Highest Score	Shows high interest in learning.
10	SMA Negeri 2 Majene	XI	Lowest Score	Shows low interest in English subjects.
11	SMA Negeri 2 Majene	XII	Highest Score	Active in various academic activities.

No	School	Grade	Criteria	Description
12	SMA Negeri 2 Majene	XII	Lowest Score	Minimal engagement in learning.
13	SMA Negeri 3 Majene	X	Highest Score	Actively participates in discussions.
14	SMA Negeri 3 Majene	X	Lowest Score	Rarely engages in English learning.
15	SMA Negeri 3 Majene	XI	Highest Score	Has good learning motivation.
16	SMA Negeri 3 Majene	XI	Lowest Score	Low participation in learning activities.
17	SMA Negeri 3 Majene	XII	Highest Score	Active in both classroom and extracurricular learning activities.

### C. Research Instrument

The research instrument involved the researcher as the main instrument, with the Focus Group Discussion (FGD) guide as an additional instrument. Data collection was conducted through the FGD technique, which was an open group discussion guided by a moderator, where the researcher acted as the moderator. To ensure the effective implementation of the FGD, the number of participants is limited to 7-12 people (Sugarda, 2020). In the context of this research, the total number of participants was 17. Therefore, the FGD was divided into two groups of 8 to 9 participants each.

The researcher led and facilitated group discussions with students to gather information regarding their perceptions and expectations concerning the competence of English language teachers. During the FGD, several questions were posed to the participants to gain a deeper understanding. Each question was carefully formulated to ensure that the obtained data was relevant to the research objectives. The moderator guided the discussion to ensure that each participant

actively contributed and provided their views on English language teacher competence.

FGD guide was developed to ensure that the discussion remained focused on the research topic, namely students' perceptions and expectations regarding the competence of English language teachers. The questions used in the FGD were designed in an open-ended manner to allow students to express their views freely and in depth. The table below presents the list of FGD questions used in this study:

**Table 3.2 FGD guide**

Focus	Questions
<b>Perception</b>	1. What are your opinions regarding the English teachers' competence at your school?
	2. What are your opinions about effective teaching methods used by English teachers?
	3. What are your opinions about the use of media by English teachers in teaching?
	4. What are your opinions regarding English teachers' mastery of subject matter in teaching?
<b>Expectation</b>	1. What kind of English teacher do you expect?
	2. How should an English teacher teach?
	3. What kind of use of instructional media do you expect during English learning activities in the classroom?
	4. How should an English teacher demonstrate mastery of subject matter when teaching?

The researcher, as the main instrument, ensured a clear understanding of their role in guiding and facilitating the discussion, as well as systematically documenting the responses and feedback from the participants. The use of FGD techniques and the division of participants into two groups were expected to provide more in-depth and representative results regarding students' perceptions and expectations of English teachers' competencies in Majene (Sugarda, 2020).

#### **D. Technique of Data Collection**

In this research, data was collected through the FGD method. This group discussion aims to collect various ideas, views, perceptions, and aspirations from the respondents. FGD was chosen because this technique allows participants to actively express their opinions while responding to the views of other members as well as questions from the facilitator. In addition, FGDs are also effective in generating diverse information in a relatively short time. In this study, FGDs were conducted to explore students' perceptions and expectations of teacher competence. This research took place in the afternoon, from 3 pm to 4 pm, on Saturday and Sunday, March 8-9, 2024 at the PKK Building.

The steps for conducting the FGD are as follows:

1. Initially, the researcher contacted teachers in each school to request recommendations for potential participants in the study. participants were students in grades X-XII. The criteria used to measure students' interest included academic achievement, including the highest and lowest grades in English subjects as seen from students' report cards, as well as students' involvement in learning activities, such as active and less active participation in English classes. After obtaining the list of names, the researcher then contacted each student with the help of their respective teachers. Next, the researcher explained to the students about what would be done during the FGD. Once the students agreed to participate in the present study, the researcher scheduled the FGDs. The FGDs were held in

the PKK Building to ensure students felt free to express their opinions. The FGD lasted for 1 hour.

2. The FGD was facilitated by the researcher as the moderator. The session commenced with an opening address and introductions, including the names and roles of participants. The moderator then explained the objectives of the FGD and read out the guidelines. Subsequently, questions were posed to the nine respondents, who took turns responding. Confirmations and summaries of opinions were presented directly at the end of each discussion before moving on to the next question. Throughout the FGD process, the researcher (moderator) was assisted by a note-taker responsible for documenting the discussion outcomes, and another colleague recorded the proceedings.
3. After the discussion was over, the researcher summarized the FGD meeting and provided a summary of the FGD results.

#### **F. Techniques of Data Analysis**

Data analysis was a technique used by researchers to manage data obtained from samples so that the material could be explained in a way that could be understood by researchers and others. Data analysis was the activity of discussing and understanding the data in order to find meaning, interpretation, and certain conclusions from the overall data in the research (Saleh, 2016). In this research, the researcher used the data analysis technique (Miles et al., 2018). This technique included three stages: reduction, data display, and conclusion drawing/verification.

### 1) Data Reduction

The first step in analyzing qualitative data was data reduction. Data reduction involved summarizing, selecting essential elements, and focusing on important aspects. Initially, the researcher gathered data regarding students' perceptions and expectations of English teacher competence through guided group discussions. Subsequently, the researcher transcribed the data and selected information from the obtained audio and video recordings. Video recordings were played multiple times, and then chosen based on relevant responses to the discussion questions. Afterward, the selected data was transcribed or converted into written form. Any irrelevant information or answers were discarded, while relevant responses were coded and categorized.

### 2) Data Display

This data presentation was an organizational assembly of information, in the form of a complete description and narrative, which was arranged based on the main points findings contained in data reduction, and presented using logical and systematic researcher language, so that it was easy to understand (Nugrahani & Hum, 2014). Then Sugiyono (2013) stated that through data collection, the data was organized, and arranged in a relationship pattern so that it would be easier to understand.

### 3) Conclusion Drawing/Verification

The final step in qualitative analysis was conclusion drawing. In research, concluding was carried out continuously during the research period which was initially unclear until it became clear. Conclusions had to include strong evidence. Therefore, researchers had to compile a good data presentation so that conclusions could be drawn. Conclusions were drawn by comparing data.

## **BAB IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Findings**

In this research, data processing and analysis were carried out in accordance with the methods established by the researcher in the previous chapter. Data were obtained through the FGD process as a data collection method. The data collected included students' perceptions and expectations of the four competencies of English teachers, namely pedagogical, professional, social, and personality competencies.

#### 1. High school students' perception on English teacher competencies in Majene

Perception is the way individuals interpret things after the sensing process because of the stimulus that is influenced by the object, and each individual must have a different perception because perception itself is subjective depending on the feelings and thinking abilities of the individual. The results of these perceptions can be negative or positive perceptions. The following are the results of FGD with respondents about students' perceptions of the competence of English language teachers in Majene:

##### a. Pedagogic Competence

Pedagogical competence refers to the teacher's ability to manage student learning, including understanding students, planning and implementing the learning process, assessing learning outcomes, and developing students to actualize their potential. The results of the FGD with students as research respondents showed that their perceptions of English teachers' pedagogical competence varied. This research found both positive and negative perceptions from students. The following are the results of the

classification of pedagogical competence indicators based on statements from students:

#### 1) Mastering Student Characteristics

Positive perceptions:

A: "I am very happy with the way my teachers teach because they often insert jokes or contemporary jokes, so we don't feel bored during class."

PR: "In my opinion, the teaching competence of the English teacher at school is very good. The methods he uses make us feel comfortable and the class feels alive when he teaches. He is a pleasant person."

NF: "In my opinion, teachers at my school teach well. I can understand the material taught because the teaching methods used are usually individual and rarely involve group work."

AF: "I think the teaching is very good because teachers group students based on their learning methods, such as kinesthetic, visual or auditory students."

Negative perceptions:

K: "Honestly, I find it very difficult to understand English. I am not interested in English. If there was a school that didn't teach English, it would be better."

IB: "I think the teacher's teaching is not good because I rarely pay attention. I do not understand English and the teacher teaches in English, so it is even harder to understand."

## 2) Mastering Learning Theories and Educational Principles

### Positive perceptions:

P: “The media use in English learning at my school is perfect. We already use the Merdeka Curriculum, which includes many examples. For example, in the student worksheet (LKPD), there is a barcode on each material. By scanning the barcode, we can access Google and YouTube links that explain the material in more detail. In my opinion, the use of media in English learning at my school is excellent.”

J: “In my opinion, the teaching methods of English teachers at my school are very varied and creative. In addition to using books, teachers also utilize technology, such as assignments on HP, so we do not feel bored with books alone. Sometimes, just using a cell phone is enough.”

A: “The use of media by our teachers is very varied, ranging from books, music, videos, animations, quizzes, and so on. This makes us not feel bored because of the variety in learning media.”

### Negative perceptions:

RF: “In my opinion, the quality of teaching in my school is quite good in terms of materials. However, the teaching method itself can be said to be poor.”

## 3) Developing the Curriculum

### Positive perceptions:

P: “The use of media in English learning at my school is excellent because it includes many examples. In our school, we have implemented the Merdeka Curriculum.”

Negative perceptions:

RF: "Although we use the Merdeka Curriculum, the teaching methods applied are still not effective."

#### 4) Organizing Effective Learning

Positive perceptions:

JN: "In my opinion, the English teacher at my school is excellent and his teaching method is not boring. He uses various methods, such as taking us out of the classroom if we feel bored, although in the classroom he is still serious and does not play games in the learning process."

R: "I think the teaching methods at my school are very good. Teachers teach seriously and explain the material with clear examples of how to do it."

Rz: "Just like UL said, our teacher also uses methods such as watching cartoons, like Kung Fu Panda, and then translating the text."

Negative perceptions:

NF: "The teaching methods applied are usually individual and rarely involve group work."

#### 5) Utilizing Information and Communication Technology

Positive perceptions:

P: "In my school, we have implemented the Merdeka Curriculum, which allows the use of media in learning. For example, in the student worksheet (LKPD) there is a barcode that can be scanned to access Google and YouTube links."

J: "Sometimes we only use HP in learning."

AF: "Sometimes we also use speakers for listening activities."

Negative perceptions:

IB: "The teacher's teaching method using English makes it more difficult for me to understand the material."

#### 6) Facilitating Learner Development

Positive perceptions:

AF: "The teacher groups students based on their learning methods, such as kinesthetic, visual, and auditorial students."

A: "The teaching method is very good because I can understand the material well, and my friends also easily understand the teacher's explanation."

Negative perceptions:

RF: "The teaching method does not support student development because it is too task-focused."

#### 7) Communicate Effectively, Empathically and Politely

Positive perceptions:

WI: "In my opinion, the teachers at my school are quite good. The teaching method is fun and not boring, and the delivery of the material is done well."

CI: "In my opinion, the teacher's ability is good because the explanation is easy to understand and when giving the material, the atmosphere is not too tense so it does not make us bored."

Negative perceptions:

RF: "I felt that the teacher was discriminatory, focusing only on smart students."

IB: "The teaching method is not good, especially because I don't understand English and can not speak English well."

8) Organizing Assessment and Evaluation of Learning Processes and Outcomes

Positive perceptions:

NF: "Assignments are usually individual."

Negative perceptions:

FR: "In my opinion, I lack mastery of assessment and evaluation because I give more assignments than explain the material."

9) Utilizing Assessment and Evaluation Results for Learning Purposes

Positive perceptions:

AF: "Teachers adjust learning methods based on student characteristics."

Negative perceptions:

RF: "I feel that evaluation results are not used enough to improve teaching methods."

Based on the results of the FGD, it was found that twelve participants gave positive responses regarding the English teacher's teaching competence. Four of the participants, such as A, PR, NF, and AF, stated that the teaching methods used by the teacher were enjoyable, not boring, and aligned with the students' learning needs. The teacher was also considered capable of grouping students based on their learning styles (kinesthetic, visual, and auditory), which made the material easier to understand. These findings indicate that the teacher had applied varied, engaging, and student-centered approaches to teaching.

However, there were also negative responses indicating obstacles in the learning process. Students such as K and IB admitted that they had difficulty understanding English, were not interested in the subject, and felt

that the teaching method, which used English entirely, actually made it harder to comprehend. This suggests that some students have not been optimally supported by the teaching methods employed, thus requiring adjustments in language use and instructional approaches to better match the students' initial abilities.

In the aspect of mastering learning theories and educational principles, students such as P, J, and A gave positive feedback, noting that the use of media and technology in learning was highly varied and interesting. The use of student worksheets (LKPD) equipped with barcodes to access online materials, along with music, videos, animations, and quizzes, was considered effective in reducing boredom and increasing motivation to learn. Conversely, RF stated that although the materials were good, the delivery method was poor. This indicates that good content must be supported by appropriate teaching methods in order to optimize learning outcomes.

In terms of curriculum development, P gave a positive assessment by stating that the school had implemented the Merdeka Curriculum effectively through relevant learning media. However, RF expressed a negative view, explaining that although the Merdeka Curriculum had been adopted, the teaching methods applied were still ineffective, meaning that the implementation of the curriculum had not yet fully impacted the teaching and learning process.

From the perspective of organizing effective learning, students such as JN, R, and Rz reported that the teacher was able to manage learning well, using various methods such as taking students outside the classroom when they felt bored, providing clear examples, and using engaging media such

as cartoons that were then translated together. However, NF reported that the teaching methods used were mostly individual-based and rarely involved group work, thus limiting student interaction.

Regarding the utilization of information and communication technology, P, J, and AF provided positive responses, appreciating the use of barcodes on student worksheets, the use of mobile phones, and speakers for listening activities. This shows the integration of technology in supporting learning. On the other hand, IB reported difficulty understanding the material because the teacher taught entirely in English, which became a barrier rather than an aid to comprehension.

In facilitating learner development, AF and A considered that the teacher paid attention to the students' learning characteristics by grouping them according to their learning styles and applying methods that made the material easy to understand. In contrast, RF stated that the teaching methods were too task-focused and did not sufficiently support the students' overall development.

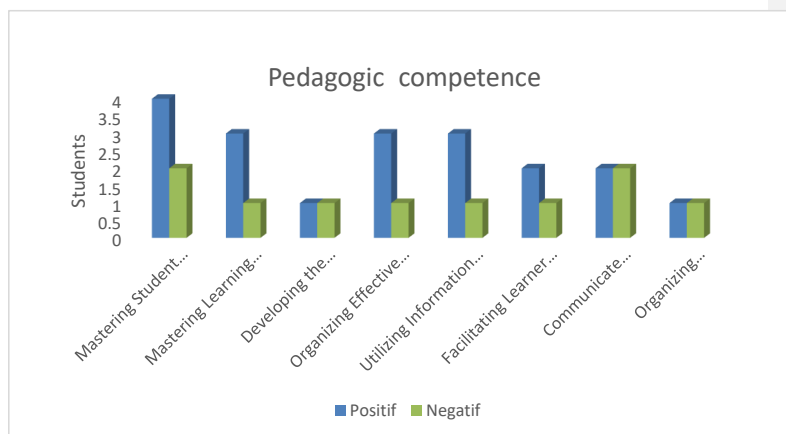
In terms of communication, WI and CI gave positive responses, stating that the teacher delivered material in a way that was enjoyable, easy to understand, and not too tense, thus creating a conducive learning atmosphere. However, RF and IB highlighted issues of perceived discrimination, where the teacher was considered to focus more on high-achieving students, and the methods used were unsuitable for students who struggled with English.

Regarding the organization of assessment and evaluation, NF considered that individual assignments were given routinely, while FR expressed that the teacher tended to assign more tasks rather than explain

the material, thus suggesting that the evaluation process had not been fully optimized. Meanwhile, in utilizing assessment results, AF reported that the teacher adjusted teaching methods based on the students' characteristics, but RF noted that evaluation results were not sufficiently used to improve existing teaching methods.

Overall, these findings indicate that although most students gave positive assessments of the teacher's competence, there remain several aspects that need improvement, particularly in adapting teaching methods to reach students of all ability levels, maximizing the use of evaluation results, and ensuring equitable attention to all students to create an inclusive and effective learning environment.

**Figure 4.1 The result of classification of pedagogical competence**



#### b. Professional competence

Professional competence is the teacher's ability to master subject matter that is developed broadly and deeply and teachers can choose appropriate learning methods and models, understand knowledge about

assessment, and plan learning to achieve learning objectives. This research found both positive and negative perceptions from students. The following are the results of the classification of professional competence indicators based on statements from students:

1) Mastering the Structure and Materials of the Subject Curriculum

Positive perceptions:

J: "The way English teachers teach at my school is very varied and creative. In addition to using books, teachers also utilize technology, such as cell phones, so that students do not feel bored with only books. Sometimes, just using a cell phone is enough."

P: "Teachers' mastery of the material is good because they cannot teach the material if they themselves have not mastered it well."

CI: "In my opinion, the teacher has mastered the material because the way he explains it is easy to understand and uses simple language. When we ask questions, the teacher can provide answers that suit our needs."

EG: "The teacher's mastery of the material is quite good because she uses English in teaching."

RF: "My teacher has mastered the teaching method well. Despite using English, the teacher is able to explain the material fluently."

IB: "The teacher is very good at mastering the material, because in addition to using English, the material taught is also well memorized."

Negative perceptions:

N: "In my opinion, teachers rarely use modern media such as LCD or cellphones, and mostly use books, because some of my friends come from less developed areas."

EG: "In my opinion, the mastery of the material is not good because the teacher more often explains difficult material, so it is difficult for me to understand because I do not understand English."

RF: "The teacher's teaching methods tend to use English and can be said to be discriminatory, because the focus is more on smart students."

2) Mastering Subject Matter and Scientific Methodology

Positive perceptions:

J: "Our teachers are very good at mastering the subject matter. The media used is also not outdated, as mentioned by P."

P: "I feel very comfortable communicating with our teacher. She is always open to listening to questions and feedback from students, and creates a friendly and supportive classroom atmosphere."

W: "Our teacher has mastered the subject matter very well. The method of collecting assignments via WhatsApp, using English, provides a good experience of interacting in English for all students. The teacher also speaks in English with students on a daily basis."

Negative perceptions:

NF: "My English teacher's teaching method is practically 50:50. Even though the teacher asks if students understand, some students still don't understand the material and struggle when given assignments."

K: "The situation I experienced was similar to NF, where some students did not listen to the teacher's explanation and were more concerned with gossiping than the subject matter."

RI: "Some students may not understand the material but feel embarrassed to ask the teacher, which keeps them from getting the clarification they need."

R: "I do not feel comfortable communicating with my teacher. I find it difficult to open up or ask questions because teachers sometimes look serious or unfriendly."

3) Mastering and Utilizing Information and Communication Technology in Learning

Positive perception:

W: "Our teachers are very good at information technology. For example, some assignments are collected via WhatsApp, and the teacher uses English in the communication. This provides a good experience for students in interacting using English. In addition, teachers also speak in everyday English with students."

Negative perception:

N: "In my opinion, teachers more often use book media and rarely utilize tools such as the LCD or cellphone, maybe because my friends come from less developed areas."

4) Organizing Subject Curriculum Materials:

Positive perception:

J: "The way English teachers teach at my school is very varied and creative. In addition to using books, teachers also utilize technology, such as cell phones, for assignments, so students do not feel bored. Sometimes just using a cell phone is enough."

Negative perception:

N: "In my opinion, teachers more often use book media and rarely utilize tools such as LCD or HP, which may be due to the background of students who come from less developed areas."

Based on the results of the FGD, regarding the aspect of mastering the structure and content of the curriculum, seven participants provided positive responses because the teachers were considered to have good mastery of the material. This was reflected in explanations that were easy to understand, the use of simple language, and the ability to answer questions according to students' needs. Six participants also mentioned that the teaching methods were varied and creative, including the use of technology beyond textbooks, which helped reduce boredom during learning. In

addition, the use of English in delivering the material was considered to support the improvement of students' language skills. On the other hand, there were negative responses indicating limitations in the teachers' use of modern media. Learning relied more on books and rarely utilized LCD projectors or mobile phones, making the material appear monotonous. Some students also felt that the material taught was too difficult to understand due to their limited English proficiency, and there was an impression that teachers focused more on higher-achieving students, creating a sense of discrimination.

Regarding the aspect of mastering subject matter and scientific methodology, most students reported that the teachers had good mastery of the material and used relevant, up-to-date learning media. The teachers were also perceived as open to students' questions and feedback, as well as capable of creating a friendly and supportive classroom atmosphere. The practice of collecting assignments via WhatsApp and using English in daily interactions was considered to provide a valuable language-learning experience. However, several students expressed concerns about weaknesses in the teaching methods. Although teachers asked whether students understood the material, some still did not and had difficulty completing assignments. In addition, there were classroom management challenges, where some students paid little attention to lessons and focused on other matters instead. Students who were hesitant to ask questions also faced obstacles in achieving optimal understanding. Some students stated

that they felt less comfortable communicating with the teacher because the teacher sometimes appeared too serious or less approachable, which discouraged them from asking questions.

In the aspect of utilizing information and communication technology (ICT) in learning, the teachers were considered fairly proficient in using technology. The use of WhatsApp for collecting assignments and communicating in English was viewed as enriching students' learning experiences and making the learning process more modern and interactive. Nevertheless, some students noted that teachers still relied heavily on books and rarely used media such as LCD projectors or mobile phones, suggesting that the potential of ICT in learning had not been fully maximized, partly due to students' backgrounds in less-developed areas.

Furthermore in the aspect of organizing curriculum materials, the teachers were regarded as creative in structuring content and using various media, including mobile phones, to support the learning process, which helped prevent boredom among students. However, some students also reported that the use of modern media was still limited, with books remaining the dominant source of learning, making the material seem less varied and engaging.

**Figure 4.2 The result of classification of professional competence**



c. Social competence

Social competence is the ability of educators to communicate and associate effectively with students, education personnel, parents/guardians of students and the surrounding community. This research found both positive and negative perceptions from students. The following are the results of the classification of social competence indicators based on statements from students:

- 1) Inclusivity, Objectivity, and Non-Discrimination Based on Gender, Religion, Race, Physical Condition, Family Background, and Socioeconomic Status

Positive perceptions:

- A: "I am highly satisfied with the teaching methods of my instructors, as they frequently incorporate contemporary humor to alleviate boredom in the classroom."

W: "I also believe that our teacher has successfully fostered an approachable relationship with all students, ensuring that no one feels hesitant to express their understanding of the material. The teacher is regarded as a friendly figure."

P: "I feel very comfortable communicating with our teacher. They consistently demonstrate openness to student inquiries and feedback, creating a welcoming and supportive classroom environment."

Negative perception:

RF: "I perceive that my teacher may exhibit discriminatory tendencies, focusing primarily on students who are perceived as more capable, and using English in a way that seems exclusionary."

## 2) Effective, Empathetic, and Polite Communication with Colleagues, Educational Staff, Parents, and the Community

Positive perceptions:

A: "I am pleased with my teachers' methods, as they frequently use contemporary humor to maintain student engagement."

W: "I also feel that our teacher has built a strong rapport with all students, ensuring that no one feels uncomfortable expressing whether they have understood the lesson. The teacher is seen as approachable and friendly."

P: "I find it very comfortable to communicate with our teacher. They are always open to listening to student questions and feedback, fostering a supportive and friendly classroom atmosphere."

Negative perceptions:

NF: "The teaching approach of my English teacher seems inconsistent. The teacher appears frustrated with students who are inattentive, and despite asking if students understand, they often struggle with assignments."

K: "My experience is similar to NF's, with some students not paying attention to the teacher's explanations and instead focusing on personal conversations rather than the lesson content."

RI: "Some students may not fully understand the material but are reluctant to ask questions due to shyness, leading to ineffective communication."

R: "I find it challenging to communicate with my teacher as they sometimes appear serious or unapproachable, which makes it difficult for me to open up or ask questions."

### 3) Verbal and Written Communication

Positive perception:

P: "I find it very comfortable to communicate with our teacher. They are always open to listening to student questions and feedback, and they create a very friendly and supportive classroom environment."

Negative perception:

RF: “As I mentioned earlier, my teacher uses English in their instruction, which can sometimes seem discriminatory. I apologize if this sounds harsh, but it appears that the teacher focuses primarily on students who are perceived as more capable.”

Based on the analysis, in the aspect of inclusivity, objectivity, and non-discrimination, several students provided positive responses. They perceived that the teacher was able to create an inclusive classroom atmosphere through the use of contemporary humor that reduced boredom, the establishment of approachable relationships, and the demonstration of openness to questions and feedback from all students. This indicates that the teacher not only mastered the subject matter but also practiced the principle of equality in classroom interactions, ensuring that every student had the same opportunity to participate without differences in treatment. However, negative responses were also identified, revealing perceptions of discriminatory tendencies. Some students felt that the teacher focused more on students who were considered more capable, while the dominant use of English was perceived as exclusive for some students, creating the impression of unequal access to understanding the material.

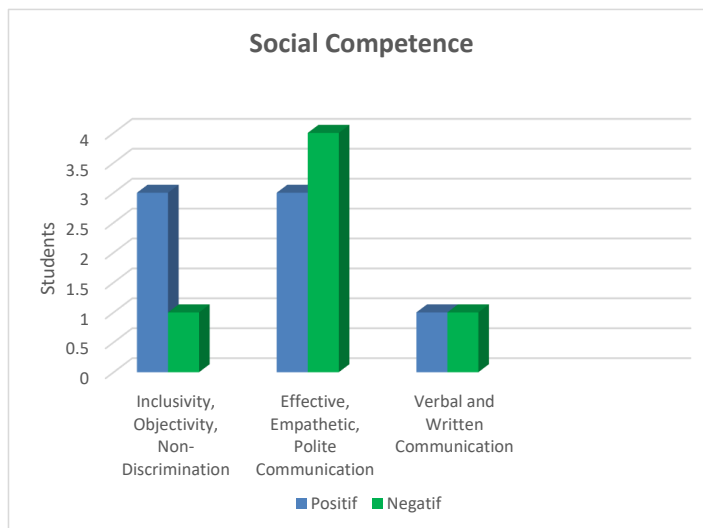
In the aspect of effective, empathetic, and polite communication, positive responses indicated that the teacher was able to maintain student engagement through relevant humor, establish professional closeness that

encouraged students to express their understanding, and create a friendly and supportive classroom atmosphere. This reflects the teacher's sensitivity to student needs and the ability to manage interactions that foster effective learning processes. On the other hand, several negative responses highlighted weaknesses in teaching methods. Although the teacher often inquired about students' comprehension, some still experienced difficulties in understanding the material and completing assignments. Moreover, some students perceived that teachers occasionally showed frustration toward inattentive students, while others were more engaged in personal conversations than in lesson content. Affective barriers, such as students' reluctance to ask questions due to shyness, also hindered optimal two-way communication. Additionally, some students reported feeling uncomfortable communicating with the teacher, describing the teacher as sometimes serious or less approachable, which discouraged them from initiating questions or discussions.

Regarding the aspect of verbal and written communication, positive responses acknowledged the teacher's openness to receiving questions and feedback, as well as the ability to create a supportive classroom atmosphere that facilitated the exchange of information. Nevertheless, negative perceptions revealed that the dominant use of English in delivering material created a sense of discrimination, as some students struggled to follow the lessons and felt that the teacher paid more attention to those perceived as more capable. This suggests that communication strategies that do not

adequately consider the diversity of students' abilities may hinder equitable comprehension and the achievement of learning objectives.

**Figure 4.3 The result of the classification social competence**



#### d. Personality Competence

Personality competence, teachers are required to be able to improve their character and be steady, wise, noble, and become role models. This research found both positive and negative perceptions from students. The following are the results of the classification of personality competence indicators based on statements from students:

##### 1) Stable and Consistent Personality

Positive perception:

J: "In my opinion, our teacher treats all students fairly without favoritism. I feel that he gives equal attention to all students in the class, and no one feels neglected or favored."

AF: "I believe our teacher is very patient. He always provides extra time to explain the material if any student has difficulties, without appearing upset or hurried."

Negative perceptions:

K: "Actually, I feel that not all students are treated fairly by the teacher. Usually, some students are more favored or receive more attention from the teacher, while other students are often ignored."

K: "Honestly, I think the teacher can sometimes be impatient. Especially when students struggle to understand the material, he seems to lose patience quickly and can be somewhat harsh in his explanations."

## 2) Mature Personality

Negative perceptions:

RM: "In my opinion, there is a noticeable difference from the previous two friends' views regarding the teacher's ability. I do not like a teacher who is too relaxed because it can lead to students becoming too lenient and disrespectful toward the teacher due to the overly casual attitude."

R: "I agree with the previous comment that the teacher's too relaxed approach can lead to students not taking the class seriously and not respecting the lessons."

### 3) Wise Personality

#### Positive perceptions:

J: "In my opinion, our teacher treats all students fairly without favoritism. I feel that he gives equal attention to all students in the class, and no one feels neglected or favored."

AF: "I believe our teacher is very patient. He always provides extra time to explain the material if any student has difficulties, without appearing upset or hurried."

#### Negative perception:

R: "I feel uncomfortable communicating with my teacher. I find it difficult to open up or ask questions because sometimes he appears serious or unfriendly."

### 4) Authoritative Personality

#### Positive perception:

J: "In my opinion, our teacher treats all students fairly without favoritism. I feel that he/she gives equal attention to all students in the class, and no one feels neglected or favored."

#### Negative perceptions:

RM: "In my opinion, there's a difference compared to my two previous friends regarding the teacher's teaching ability. I do not like a very relaxed teaching style because it can make students act irresponsibly. A very relaxed teacher might be perceived as less authoritative by the students."

R: "I agree with the previous opinion, but I feel that the teacher is too relaxed, which might lead students to underestimate and not respect the teacher."

#### 5) Competency Related to Noble Character

##### Positive perceptions:

J: "In my opinion, our teacher treats all students fairly without favoritism. I feel that he/she gives equal attention to all students in the class, and no one feels neglected or favored."

AF: "In my opinion, our teacher is very patient. He/she always provides extra time to explain material if there are students who have difficulties, without showing frustration or impatience."

##### Negative perceptions:

K: "Actually, I feel that not all students are treated fairly by the teacher. There are usually students who are more favored or receive more attention from the teacher, while others are neglected."

K: "Honestly, I think my teacher can be impatient at times. Especially when there are students who have difficulty understanding the material, he/she seems to quickly lose patience and can be a bit harsh in explaining things."

Based on the FGD findings, in terms of a stable and consistent personality, students expressed diverse perceptions, both positive and negative. Positive responses highlighted the teachers' ability to treat all

students fairly and without discrimination, as well as their patience in providing additional explanations when students experienced difficulties in understanding the material. These findings indicate emotional stability and consistency in addressing students' learning needs. Conversely, negative responses revealed perceptions of unfair treatment, with some students feeling that certain classmates received more attention than others. In addition, the impatience occasionally displayed when students struggled to comprehend the lesson was considered to have the potential to negatively impact the classroom learning environment.

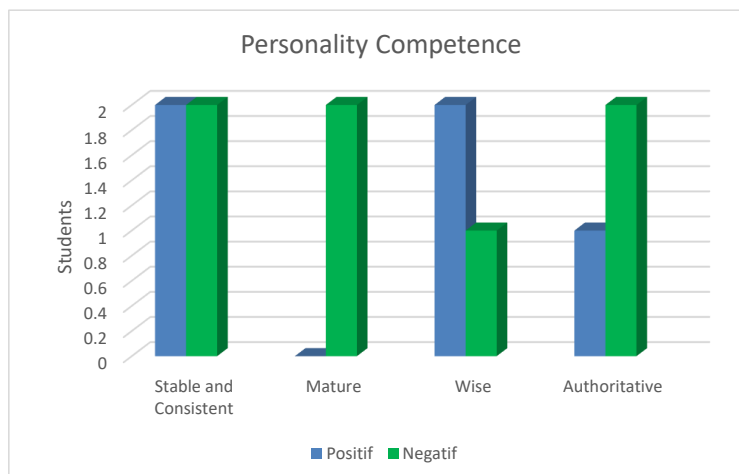
In the context of a mature personality, some students provided negative feedback, indicating that teaching approaches perceived as too relaxed could inadvertently diminish the teacher's authority. Although intended to create a comfortable learning atmosphere, such an approach risks reducing students' seriousness in engaging with lessons, thereby diminishing their respect for the teacher. Furthermore, regarding the dimension of wise personality, most students identified fairness and patience as key strengths, reflected in equitable treatment and calm, supportive guidance when addressing learning challenges. However, some students reported feeling uncomfortable communicating with their teachers, as the teachers sometimes appeared serious or unfriendly, which discouraged them from asking questions or seeking further clarification.

In the dimension of authoritative personality, positive feedback emphasized a balance between authority and fairness, which contributed to

strengthening students' respect for their teachers. Conversely, negative perceptions indicated that a teaching style perceived as too relaxed could reduce the teacher's authority, potentially causing students to underestimate or show less respect toward the teacher. These findings highlight the need for a balance between approachability and professional assertiveness to maintain effective classroom management.

Regarding the dimension of competence related to noble character, students appreciated their teachers' fairness and patience as reflections of integrity and moral professionalism in teaching practice. Nevertheless, concerns persisted regarding occasional perceptions of favoritism and impatience, suggesting that full consistency between ideal, expected behavior and its implementation in classroom dynamics had yet to be achieved.

**Figure 4.4 The result of the classification Personality competence**



## 2. High School Students' Expectation On English Teacher Competencies In Majene

Teacher competence is a supporting factor in the implementation of the learning process. Learners have varied expectations related to English teachers' competence in learning, with the aim of increasing their learning motivation and making English learning more enjoyable. The expectations are the result of students' perceptions of English teachers in SMA Negeri 1 Majene, SMA Negeri 2 Majene, and SMA Negeri 3 Majene, which were expressed based on respondents' responses in the discussion that took place on March 8-9, 2024.

### a. Pedagogic competence

- 1) Mastering the characteristics of learners from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects

N: "Maybe I agree with RI, she tends to focus on one or two students only, so my friends are left behind. My friends are also embarrassed to ask questions because there is no opportunity to do so, and their focus is only on some students. What I like about her is that she teaches in English."

W: "I agree with A, but there are also things I do not like, such as the domination of the more active students, so that the less active ones are left behind. However, I applaud her for being able to compensate for that knowing which students are having difficulties, and being able to correct their mistakes."

R: "The teachers I like are the ones who are serious in teaching, but not rigid. Learning that is too relaxed makes students less focused."

2) Mastering learning theories and educational principles

RI: "I hope the teacher is still serious in teaching, but not too serious. I also want the teacher to be more creative."

R: "It depends on how the teacher delivers the material to the students. Whether or not they are serious depends on the class situation. So, I like a teacher who is serious but not rigid."

3) Organizing learning that promotes education

J: "I hope the teacher will not change and that her teaching method will not be monotonous, because she is exciting."

P: "My wish is that the teacher can continue to teach like that, or maybe there are some things that are developed from his shortcomings."

A: "Our hope has been realized because he is a fun person and can apply a variety of varied media so that we as students are not bored in learning. When he came to our class, we were immediately happy."

AF: "In my opinion, I hope that his teaching method and the media used will be maintained."

FR: “Just like RZ, it would be better if there were more explanations than assignments because sometimes assignments are given more than explanations.”

4) Utilizing information and communication technology for learning purposes

WD: “I hope that the use of laptops, LCDs, etc. is maintained, but maybe we can add application media as a test for students because I personally really like using Quizizz because, in addition to training knowledge, it also trains speed in answering.”

IB: “As mentioned earlier, the use of translation is also good if accompanied by media, and maybe we can also use Quizizz to make learning more exciting.”

5) Facilitating the development of learners to actualize their various potentials

CI: “In my opinion, maybe basic skill exercises such as listening, speaking, and others can be increased.”

EG: “I hope that if you teach English, there should be a translation.”

6) Communicate effectively, empathetically, and politely with students

A: “My favorite English teacher is a teacher who is like my teacher, who applies the use of varied and interactive media, but can also be a friend.

RZ: “In addition to the good learning media, I hope that if given an assignment, it is explained first, because often assignments are given without explanation.”

7) Organizing assessment and evaluation of learning processes and outcomes

FR: “I hope to give more explanations than assignments.”

RZ: “I hope that if an assignment is given, it is explained first because often assignments are given without explanation.”

Based on the FGD results, students expressed their expectations of the pedagogical competencies that teachers should have. They highlighted the importance of teachers understanding the characteristics of students thoroughly, including physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, so that each student gets fair attention. Students also want teachers who have a strong understanding of learning theories and educational principles and can teach the material seriously without being rigid, keeping the learning atmosphere productive without being too relaxed. They expect varied and creative teaching methods to be applied to prevent boredom in learning.

In addition, students emphasize the importance of utilizing information and communication technology to make learning more interactive and interesting. Basic skills training and the use of applications such as Quizizz are considered important to help students develop their potential. Effective, empathetic, and polite communication

from teachers is also highly appreciated, especially providing explanations before giving assignments to ensure students understand the material. Overall, students want a learning process that is not only educational but also able to fulfill their needs and develop their potential optimally.

**Table 4.1 Students expectation of the pedagogical competence**

<b>Pedagogical competence</b>	<b>Students' Perceptions / Expectations</b>
1. Mastering learners' characteristics	Focuses on a few students, teaches in English, serious but not rigid
2. Mastering learning theories & educational principles	Serious but creative, adapts to class situations
3. Organizing learning that promotes education	Teaching is not monotonous, enjoyable, uses varied media, balances explanation and assignments
4. Utilizing information & communication technology (ICT)	Uses laptops, LCD, Quizizz, and translation media to make learning interactive
5. Facilitating learners' potential development	Increases basic skill exercises (listening, speaking), includes translation in English teaching
6. Communicating effectively, empathetically, & politely	Friendly, acts as a mentor, explains assignments before giving them
7. Organizing assessment & evaluation	More explanation than assignments, ensures tasks are clear before assigning

b. Professional Competence

1) Master the structure and content of the subject curriculum

R: "I expect English teachers to have a deep understanding of the material so that they can explain grammar, vocabulary, and speaking skills clearly so that we can understand and master English more easily and quickly."

RF: "I hope that teachers follow the curriculum because currently using the Merdeka Curriculum. I hope the teacher implements the Merdeka Curriculum so that learning is more independent."

RZ: "I hope the teacher mastered the material so that when asked, there is no need to google the answer anymore."

2) Mastering the subject matter and scientific methodology

R: "I hope that English teachers have a deep understanding of the material so that they can explain grammar, vocabulary, and speaking skills clearly so that we can more easily understand and master English quickly."

3) Organizing subject curriculum materials

AF: "In my opinion, the teaching method is good. It's just that when there are tasks in the LKPD where the questions are in English, the teacher should explain first so that students are not confused, unless someone asks, then explain."

4) Improving the quality of learning through classroom action research

CI: "In my opinion, it would be better if there were more basic skills exercises such as listening, speaking, and others."

Based on the results of FGD with students regarding teachers' professional competencies, several important points emerged. Students want English teachers to have a deep understanding of the material so that they can explain grammar, vocabulary, and speaking skills clearly to make it easier for them to master English. They also expect teachers to

follow and implement the Merdeka Curriculum effectively so that learning is more optimal and in line with the curriculum. In addition, students want teachers to master the material so that they don't have to Google answers when asked.

In addition, students highlighted the importance of organizing curriculum materials, especially in explaining the assignments given. However, there are no specific comments regarding the use of information and communication technology in the learning process. Finally, students think that the quality of learning can be improved with more practice of basic skills such as listening and speaking, as well as through classroom action research to improve teaching methods.

**Table 4.2 Students expectation of the professional competence**

Professional Competence	Students' Expectations
1. Master the structure and content of the subject curriculum	Teachers should have a deep understanding of grammar, vocabulary, and speaking skills; follow the Merdeka Curriculum to promote independent learning; avoid students needing to search answers online.
2. Master the subject matter and scientific methodology	Teachers must explain grammar, vocabulary, and speaking clearly to help students understand and master English more efficiently.
3. Organize subject curriculum materials	Teaching methods are generally good, but tasks in English (e.g., LKPD) should be explained before students attempt them to prevent confusion.
4. Improve the quality of learning through classroom action research	More practice of basic skills such as listening and speaking is desired.

c. Social Competence

- 1) Being inclusive, acting objectively, and not discriminating based on considerations of gender, religion, race, physical condition, family background, and socioeconomic status

P: "Every human being has flaws, and they may be visible to others.

This needs to be adjusted to the views of others. Hopefully, the teacher can adjust to all students, because if only 10 students get along with the teacher, it does not cover the whole class."

K: "I also do not like it when teachers are too dominant with just one or two students, so I feel embarrassed to ask questions and feel unnoticed."

- 2) Communicate effectively, empathetically, and politely with fellow educators, education personnel, parents, and the community

W: "I agree with A, but there are some things I do not like, such as the domination of more active students so that less active students are left behind. Nevertheless, I appreciate that the teacher can balance the situation. Although she sometimes makes mistakes, she can correct them."

R: "The way the teacher delivers the lesson depends on the class situation, whether it should be serious or tense. I prefer a teacher who is serious but not tense, who can control the classroom situation well."

### 3) Communicate orally and in writing

IB: “The use of translation is also useful if it is accompanied by media, and maybe you can use Quizizz to make learning more interesting.”

Based on the results of the FGD with students regarding their expectations of teachers' social competence, several important aspects emerged. Students expect teachers to be inclusive and objective without discriminating based on gender, religion, race, physical condition, family background, or socioeconomic status. They also consider effective, empathetic, and polite communication with students, parents, and the community to be essential. In addition, students want the use of various communication methods, including media and technology such as Quizizz, to make learning more interesting and effective. However, there were no responses regarding teachers' expectations to adapt to the socio-cultural diversity across Indonesia.

**Table 4.3 Students expectation of the social competence**

Social competence	Students' Perceptions / Expectations
1. Being inclusive and objective, without discrimination	Teachers should treat all students fairly regardless of gender, religion, race, physical condition, family background, or socioeconomic status. Avoid favoritism; ensure all students feel noticed and included.
2. Communicate effectively, empathetically, and politely with educators, staff, parents, and the community	Teachers should balance the classroom situation, manage dominant students, and create a serious but not tense learning atmosphere. Mistakes should be corrected openly, showing responsiveness.

Social competence	Students' Perceptions / Expectations
3. Communicate orally and in writing	Effective use of translation tools and interactive media (e.g., Quizizz) is appreciated to enhance understanding and engagement.

d. Personality Competence

1) stable and consistent personality:

R: "I expect teachers to be more assertive in the future so that students can listen to them more."

P: "What I like is my current teacher. However, I also have a dislike for my English teacher in grade 1, because he was old and unclear in explaining the material and often boring. Unlike the teacher in Grade 2, who had a clear voice and was not often angry."

2) Mature personality:

N: "I expect the teacher to be almost the same as RI. I hope the teacher can reduce the level of seriousness a little because we feel tense when she enters the class."

J: "I have a similar aversion to P, which is the teacher in Grade 1 who, because of her age, sometimes her patience wears thin. However, I like the English teacher in Grade 2 because there are two teachers: one is my father and the other one is fun."

3) A thoughtful personality:

CI: "I expect good teaching methods to be maintained, especially because the teacher does not favor only the smart students, but also pays attention to the students who do not understand English."

4) Authoritative personality:

K: "I do not like it when teachers are too dominant with just a few students, making other students feel unnoticed. I prefer friendly teachers so that I feel comfortable asking questions if there is something I do not understand."

5) Competence related to noble character:

P: "I hope that the teacher will come on time during class time because often we have to wait and find out that the teacher is absent."

Based on the results of FGD with students regarding teacher personality competence, students expect teachers to have several important traits. They want teachers who have a stable and consistent personality, able to act firmly but still effective in communicating with students. In addition, teachers are expected to show maturity with independence in action and not make students feel tense. Wise teachers are expected to be able to provide benefits to students and show openness in thinking and acting. An authoritative attitude is also important, where the teacher has positive behavior and is respected by students. Finally, teachers are expected to

follow religious norms be exemplary in noble morals, and arrive on time to maintain order in the learning process.

**Table 4.4 Students expectation of the personality competence**

Personality competence	Students' Expectations
1. Stable and consistent personality	Teachers should be assertive and clear in explaining material, maintain a calm demeanor, and avoid being boring or overly angry.
2. Mature personality	Teachers should balance seriousness to prevent tension in class while remaining patient and approachable.
3. Thoughtful personality	Teachers should treat all students fairly, not only favoring the smart ones, and pay attention to those struggling with the material.
4. Authoritative personality	Teachers should avoid dominating a few students; instead, maintain friendliness so all students feel comfortable asking questions.
5. Competence related to noble character	Teachers should demonstrate responsibility, such as arriving on time for class and being reliable.

### 3. The Relationship Between Student Perception and Student Expectation of English Teacher Competencies in Majene

The findings of the FGD indicate a significant interrelationship between students' perceptions referring to their current experiences and observations and their expectations, which represent their aspirations for future improvements, regarding the competence of English teachers in Majene. This relationship is discussed in four dimensions of teacher competence as follows:

#### a. Pedagogical Competence

Students generally perceive that English teachers are capable of delivering instructional material, employing certain teaching methods, and utilizing instructional media effectively. Nevertheless, several students noted that the instructional methods applied tend to be monotonous, offer limited variation, and provide insufficient opportunities for active student participation. In contrast, students expressed expectations for the adoption of more varied and interactive teaching strategies, such as the use of games, videos, discussions, and group work, as well as increased opportunities for speaking practice. This alignment suggests that while the existing practices are considered adequate, innovations are needed to enhance student engagement and participation. The expectations emerge from the belief that teachers possess the necessary teaching abilities yet require more creative approaches to maximize the learning experience.

#### b. Professional Competence

The majority of students perceive their teachers as having strong language proficiency, mastery of subject matter, and the ability to respond to questions clearly. However, concerns were raised regarding the speed of explanation and the exclusive use of English in certain instances, which some students found difficult to comprehend. Students therefore expect that instructional explanations be delivered in a more comprehensible manner, utilizing both English and Indonesian as appropriate, and that additional

tutoring be provided for students experiencing learning difficulties. These expectations are rooted in a generally positive perception of teachers' professional competence and reflect a desire for pedagogical adjustments to accommodate the diverse abilities and needs of the student body.

c. Social Competence

Teachers are generally perceived as approachable, respectful, and maintaining positive interactions with students. Despite this, some students reported that teachers occasionally exhibit limited sensitivity to students' feelings or maintain a degree of interpersonal distance. Accordingly, students expect teachers to demonstrate greater openness, empathy, and willingness to provide a comfortable space for dialogue, including opportunities to address personal learning challenges. These expectations arise from the recognition that teachers have already established a satisfactory teacher–student relationship, yet students aspire for a more personal, humanistic, and supportive rapport that fosters a more conducive learning environment.

d. Personality Competence

Students perceive their teachers as authoritative, patient, disciplined, and serving as positive role models. Nonetheless, minor inconsistencies were identified, such as the use of mobile phones during lessons or engaging in excessive humor, which may inadvertently reduce professional authority. Consequently, students expect teachers to uphold consistency in

implementing classroom rules, maintain professional authority without diminishing approachability, and provide continuous motivation to help students develop self-confidence. These expectations originate from the acknowledgment of teachers' existing role-model qualities, while emphasizing the importance of consistency in sustaining credibility and supporting the overall effectiveness of the teaching–learning process.

Students' expectations do not indicate fundamental dissatisfaction, but rather a constructive desire to improve and refine the quality of English language learning. Students' perceptions serve as the foundation for these expectations: positive perceptions lead to enhancement-oriented expectations, while mildly negative perceptions result in corrective expectations aimed at addressing specific areas such as instructional methods and communication strategies. This dynamic demonstrates that students recognize both the strengths of their teachers and the potential for further professional development aligned with learners' evolving needs and the educational context of Majene.

**4.5 Relationship between students' perception and expectation on  
English teacher competencies**

<b>Teacher Competence</b>	<b>Students' Perceptions</b>	<b>Students' Expectations</b>	<b>Rationale/Notes</b>
<b>Pedagogical Competence</b>	Teachers can deliver instructional material, use teaching methods, and employ media effectively. Some methods are monotonous, with limited student participation.	Use more varied and interactive strategies (games, videos, discussions, group work) and increase speaking practice opportunities.	Students believe teachers have the skills but need more creative approaches to enhance engagement and participation.
<b>Professional Competence</b>	Teachers have strong language proficiency, subject mastery, and respond clearly to questions. Some students find explanations too fast or exclusively in English.	Provide clearer explanations, use both English and Indonesian when appropriate, and offer additional tutoring for struggling students.	Expectations reflect positive perception of competence but desire pedagogical adjustments for diverse student needs.
<b>Social Competence</b>	Teachers are approachable, respectful, and maintain positive interactions. Some teachers show limited sensitivity or interpersonal distance.	Show greater openness, empathy, and create a comfortable space for dialogue and personal learning challenges.	Students recognize satisfactory relationships but desire a more humanistic, supportive rapport.

Teacher Competence	Students' Perceptions	Students' Expectations	Rationale/Notes
<b>Personality Competence</b>	Teachers are authoritative, patient, disciplined, and serve as positive role models. Minor issues include phone use during lessons or excessive humor.	Maintain consistent classroom rules, uphold professional authority while remaining approachable, and continuously motivate students.	Expectations focus on sustaining credibility, consistency, and support for self-confidence development.

## B. Discussion

In this research, researchers are looking for two aspects. The first aspect is students' perceptions of the competence of English teachers in Majene. The second aspect is students' expectation of the competence of English language teachers in Majene. However, in this session the researcher presented the previous research and connect the results of this research.

The first aspect is students' perceptions of the competence of English teachers in Majene. Of the four previous researches that represent two answers that support the results of this study. Halim (2021), namely students' perceptions of the teacher's teaching style, such as teaching methods, motivating, providing almost negative feedback. In addition, according to Kusumawati (2018), students' perceptions of the pedagogical competence of lecturers which include planning, delivery are good and for assessment are very good. Whereas in this research, students have perceptions that vary from

one another. Some have positive perceptions and some have negative perceptions. In this research shows that some students feel happy when the teacher inserts humor in the teaching and learning process. It can be concluded that this research has more positive perceptions than negative perceptions with previous research.

The second aspect is students' expectations of the competence of English language teachers in Majene. From the previous 4 researches, there was one answer that led to the results of this research. Halim (2021), revealed that an English teacher is more effective, efficient, interactive, and creative to create a more interesting classroom atmosphere. whereas in this research the researcher found that most students expect teachers to continue to develop learning methods that are varied and not monotont. This means that teachers must be creative in designing learning so that students do not feel bored and remain interested in the learning process (Waritsman, 2020).

Then teachers need to be serious in teaching but not too tense. This shows the importance of teachers maintaining a balance between seriousness in learning and a comfortable atmosphere in the classroom. It can be concluded that previous research with this research this study emphasizes more on students' expectations that teachers develop varied learning methods and maintain a balance between seriousness and comfort in the classroom and varied media. Then a more detailed explanation can be seen below.

### 1. High school students' Perceptionon English teacher competencies in Majene

The findings of this study reveal diverse student perceptions regarding four dimensions of teacher competence, namely pedagogical, professional, social, and personality competence. Most students expressed positive responses toward teachers who incorporated humor, utilized a variety of instructional media, and implemented interactive methods that reduced boredom and increased participation. This aligns with Oktaviani & Firmansyah (2023), who stated that a pleasant learning environment can foster students' interest in learning.

Conversely, some students reported negative experiences, such as overly relaxed teaching styles that affected classroom discipline, limited use of technology, and interactions perceived as focusing more on high-achieving students. These findings corroborate Moto (2019), who emphasized that the use of diverse instructional media is essential to achieving learning objectives and enhancing student motivation, a pattern also reflected in the present study.

Regarding professional competence, the majority of students assessed that teachers possessed good subject mastery and could explain concepts clearly. However, some students noted an overreliance on assignments, insufficient in-depth explanations, and instructions

directing students to search for answers independently online. Teachers are expected to have broad insights, strong theoretical knowledge, and the ability to select appropriate strategies and methods to ensure more effective learning processes (Utami, 2022).

In terms of social competence, most students perceived teachers as friendly and respectful. Nevertheless, some students hesitated to ask questions, believing that teachers were too serious or insufficiently attentive to students' needs. As noted by Dila Fitria (2019), effective communication fosters comfort and strengthens social relationships between teachers and students, making this an important area for improvement.

Within the domain of personality competence, students valued their teachers' patience and fairness. However, several students identified inconsistencies in maintaining authority, where an overly relaxed demeanor or excessive humor reduced students' respect toward the teacher. This aligns with Diniyah (2023), who underscores the importance of teachers exhibiting exemplary personal qualities to serve as role models for their students.

## 2. High school students' Expectation on English teacher competencies in Majene

verall, students' expectations correspond closely with their perceptions, reflecting a constructive impetus for enhancing instructional

quality rather than dissatisfaction with current practices. The findings indicate that teachers are expected to employ a wider variety of interactive teaching methods to sustain engagement and avoid instructional monotony. A balanced classroom atmosphere serious yet not overly rigid is also deemed essential for fostering active participation. Moreover, the integration of educational technologies, such as ICT tools and interactive quizzes, is perceived as valuable for enriching the learning experience.

Students further expect teachers to provide comprehensive explanations in place of excessive reliance on assignments and to incorporate bilingual instruction to improve comprehension. Strengthening the teacher–student relationship is likewise anticipated to enhance guidance and foster greater motivation to learn. Finally, teachers are expected to maintain patience, fairness, discipline, and professionalism while remaining approachable, thereby ensuring that the learning process is both effective and enjoyable. These expectations are consistent with the findings of Hendra et al. (2023), which underscore the importance of adaptive pedagogical approaches, digital integration, and positive interpersonal dynamics in improving language learning outcomes.

### 3. The Relationship Between Student Perceptions and Student Expectations of English Teacher Competence in Majene

There is a significant relationship between students' perceptions and expectations of English teachers' competence in Majene. Students' positive perceptions can increase students' expectations of the quality and effectiveness of learning, while students' negative perceptions can actually show areas that need to be improved by teachers. This is in line with the opinion expressed by Utari (2020) that good perception can encourage a positive attitude in interacting and learning, so that students' expectations can be met according to their thoughts.

Furthermore, meeting student expectations in terms of pedagogical, professional, social, and personal competencies can improve the quality of education and student learning outcomes. For this reason, teachers need to develop creative and interactive learning methods, master the material, increase interaction with students, and show a positive personality. This is in accordance with the findings of Wahyuddin (2020). Ideal teachers are individuals who have a positive character, master the material taught, have pedagogical and professional competence, are experienced, make social contributions, and continue to develop themselves. This is important to create a learning environment that supports student development and achieves the expected learning objectives.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings of the research students' perception and expectation on English teacher competencies in Majene, specifically at SMA Negeri 1 Majene, SMA Negeri 2 Majene, and SMA Negeri 3 Majene, several conclusions can be drawn as follows:

- a. High school students perception on on English teacher competencies in Majene

Based on students' perceptions, the English teacher demonstrates strong competence across most dimensions, particularly in terms of creativity, utilization of instructional media, and the ability to foster an engaging classroom environment. Nevertheless, students also identified several areas requiring improvement, including the adaptation of teaching methods to accommodate students' varying abilities, the optimal use of assessment and technology, and the provision of equitable attention to create an inclusive and effective learning environment for all students.

- b. High school students expectation on on English teacher competencies in Majene

Students' perceptions indicate that they recognize the strengths of their teachers while also identifying opportunities for further professional development. Their expectations do not reflect fundamental dissatisfaction but rather a constructive desire to enhance the quality of English language

learning. Positive perceptions give rise to aspirations for improvement, whereas mildly negative perceptions generate corrective expectations regarding teaching methods, communication, and instructional strategies, ultimately contributing to a more optimal learning experience that aligns with students' needs and the educational context in Majene.

- c. Relationship between high school students perceptions and expectation on English teacher competencies in Majene

The FGD findings indicate that students' perceptions of English teachers in Majene are closely linked to their expectations for future improvements, which are reflected across four dimensions of teacher competence including pedagogical, professional, social, and personality. Students generally acknowledge the strengths of their teachers, including the ability to deliver instructional material effectively, mastery of subject matter, professional conduct, and positive classroom interactions. At the same time, students expressed a desire for improvements, such as more varied and interactive teaching methods, clearer and more comprehensible use of language, greater empathy and openness in teacher-student interactions, and consistency in maintaining professional authority. These expectations arise from students' positive perceptions and reflect their constructive desire to enhance the learning process and create a more inclusive, engaging, and supportive learning environment. Thus, although students generally rate their teachers' competence as good, they also identify areas for development to support teachers' professional growth

and meet students' learning needs within the educational context of Majene.

### **B. Sugession**

the researcher reported Improving the quality of learning can be achieved through the development of creative teaching methods and the optimal utilization of media and technology, while adjusting communication to ensure all students can effectively understand the material. Teachers are also expected to enhance empathy, openness, and provide equitable attention to all students, while maintaining consistency in enforcing classroom rules and professional authority. For future research, it is recommended to combine classroom observations with in-depth interviews with teachers to obtain a more comprehensive understanding of teaching practices and their impact on student learning outcomes.

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## APPENDICES

### Appendix 1. Research Permit


**PEMERINTAH KABUPATEN MAJENE**  
 DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU  
 (DPM-PTSP)  
*Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar*


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**IZIN PENELITIAN**

Nomor : 500.16.7.2/069/II/2024

Berdasarkan Peraturan Bupati nomor 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/070/II/2024 Tanggal 26 Februari 2024 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada


N a m a	MULKIA QURRATA AYUN
Pekerjaan	Mahasiswi
N I M	10256119014
Program Study/Jurusan	S1 Tarbiyah Dan Keguruan
Universitas	STAIN Majene
Alamat	Sondong Desa Baruga Dhua Kec. Banggae Timur Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "HIGH SCHOOL STUDENTS PERCEPTION AND EXPECTATION ON ENGLISH TEACHER COMPETENCIES IN MAJENE" dengan ketentuan

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Eksemplar copy hasil Penelitian kepada Bupati Majene Cq Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab Majene
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene  
 Pada Tanggal : 29-02-2024  
 Kepala Dinas

  
**H. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb**  
 Pangkat: Pembina Utama Muda  
 Nip. 196809281992032011

## Appendix 2. Panduan FGD

Persepsi	Kompetensi Guru	<ol style="list-style-type: none"> <li>1. Bagaimana pendapat kalian tentang kemampuan Kompetensi guru Bahasa Inggris yang ada disekolahmu</li> <li>2. Bagaimana pendapat kalian cara mengajar guru Bahasa Inggris yang bagus?</li> <li>3. Bagaimana pendapat kalian tentang penggunaan media yang dilakukan oleh guru Bahasa Inggris?</li> <li>4. Bagaimana pendapat kalian tentang penguasaan materi seorang guru dalam mengajar bahasa Inggris?</li> </ol>
Ekspektasi		<ol style="list-style-type: none"> <li>1. Bagaimana seharusnya guru bahasa Inggris yang kalian harapkan?</li> <li>2. Bagaimana seharusnya guru bahasa Inggris mengajar?</li> <li>3. Bagaimana seharusnya penggunaan media yang kalian harapkan pada saat pembelajaran bahasa Inggris di dalam kelas?</li> <li>4. Bagaimana seharusnya penguasaan materi seorang guru dalam mengajar bahasa Inggris?</li> </ol>

Appendix 3. Transcript FGD

Respondent	Students of SMA Negeri 1 Majene, SMA Negeri 2 Majene, SMA Negeri 3 Majene,		
Date	8 March 2024		
P E R C E P T I O N	1. Bagaimana pendapat kalian tentang kemampuan Kompetensi guru Bahasa Inggris yang ada disekolahmu ?	AF : menurut saya Kemampuan atau kompetensi guru disekolah kami cukup bagus Karena materi yang disampaikan beliau cukup mudah dipahami, kemudian cara belajar beliau dengan mensisipkan lelucon agar kelas kami tidak menjenuhkan.	AF: In my opinion, the teacher's ability or competence at our school is quite good because the material presented by them is easy to understand. Additionally, their teaching style, which includes humor, makes the classroom atmosphere less boring.
		MD : jadi Afiat suka dengan guru yang pelawak, selanjutnya WN	Md: So, Afiat likes a humorous teacher. Next, Winni.
		WN: Saya sependapat dengan afiat kebetulan saya juga sekelas dengan Afiat dimana beliau itu mengajarnya sangat mudah di pahami karena dapat membuat suasana kelas tidak terlalu tegang sehingga siswa yang mengikuti pembelajaran itu tidak jenuh dengan materi yang disampaikan oleh guru	WN: I agree with Afiat. Coincidentally, I am in the same class as Afiat, and I also find that the way the teacher teaches is easy to understand because they can create a classroom atmosphere that is not too tense, so students don't get bored with the material being delivered.
		PR: Baik , menurut saya kompetensi	PR: PR: Well, in my opinion, the English

Commented [A1]: PEDAGOGIK(P)

		<p>belajar, kompetensi mengajar guru bahasa inggris disekolah itu sudah sangat baik dikarnakan metode belajar yang beliau paparkan kepada kami itu sudah sangat-sangat membuat kami yang ada di dalam kelas itu merasah nyaman dan kelas akan terasa sangat hidup ketika beliau yang mengajar, beliau orangnya asik</p>	<p>teacher's teaching competence at our school is already very good because the teaching methods they use make us feel comfortable in class. The class feels very lively when they are teaching. They are also very engaging.</p>
		<p>MD:bisa disapaikaikan cointohnya bagaimana kelas yang nyaman menurutta</p>	<p>MD: Can you give an example of what a comfortable classroom is like, according to you?</p>
		<p>PR :Nyaman yang jenurut saya itu ,guru yang mengajar dengan santai tapi dengan serius, santai tapi serius, tidak itu yang santai dan hanya bermalas malalasan atau main handphone, yang juga sangat santai</p>	<p>PR: A comfortable classroom, in my opinion, is when the teacher teaches in a relaxed yet serious manner. Relaxed but serious—not relaxed in a lazy way, like playing on their phone, but relaxed while still being focused and responsible.</p>
		<p>MD:Selanjutnya untuk dek Jihad</p>	<p>Md: Md: Next, Jihad</p>
		<p>JN: Baik mungkin tidak beda jauh dengan (PR), guru bahasa inggris saya disekolah itu sangat – sangat baik dan cara mengajar itu tidak membosankan karena</p>	<p>JN: Well, my opinion is not much different from Putri's. The English teacher at my school is very good, and their teaching style is not boring because they use many different teaching</p>

Commented [A2]: PEDAGOGIK(P)

		<p>dia memiliki banyak cara mengajar kami, mungkin seperti jika kami jenuh didalam kelas beliau menyuruh kami diluar kelas seperti agar tidak merasa jenuh dan ya walaupun beliau orangnya asik didalam kelas itu walaupun kita sering bercanda tapi dalam melakukan proses pembelajaran tapi tetap serius tidak main-main dalam belajar</p>	<p>methods. For example, if we feel bored in the classroom, they might take us outside to study so that we don't feel bored. Although they are engaging, the learning process remains serious and not a joke.</p>
		<p>MD: Kalau untuk ramdan bagaimana</p>	<p>Md: How about RM</p>
		<p>RM: Baik mungkin menurut saya cukup berbeda dengan dua teman saya sebelumnya karena untuk kemampuan mengajar guru tersebut, saya kurang suka karena apa namanya saya kurang suka dengan guru yang mengajar santai karena bisa dibilang guru yang sangat santai ataupun siswa jadi seenaknya pada guru tersebut karena terlalu santai siswa bisa jadi semena-mena dan seenaknya ketika guru santai ataupun biasa bilang murid guru ituji, guru ini, bias jki begini</p>	<p>RM: Well, my opinion might be a bit different from the previous two. I don't really like the way the teacher teaches because I'm not a fan of a too-relaxed teaching style. A teacher who is too relaxed might cause students to not respect the teacher, which can lead to students behaving carelessly and not taking the lessons seriously. This makes the classroom atmosphere less conducive. So, that's my opinion. That's all from me.</p>

Commented [A3]: PEDAGOGIK(P)

Commented [A4]: PERSONALITY(N)

		begini, bias jaki tidak kerja tugas, bias jaki bmain-main didalam jadi kurang lebih seperti itu jadi saya baik sekian dari saya	
		Md: Ohh berarti ndak disuka terlalu santai karean diremehkan biasa	MD: Oh, so you don't like it when the teacher is too relaxed because it might lead to being underestimated?
		RM: Ya kaerna guru tersebut diremehkan,semena-mena didalam seenakanya.	RM: Yes, because the teacher tends to be underestimated, and students become disrespectful and act carelessly in class.
		RQ: Baik, jadi menurut saya itu cara mengajar disekolah saya itu memang bagus, dia pada saat mengajar cukup serius, cara menjelaskannya itu dijelaskan tapi serta diberikan contohnya, contoh bagiman caranya.	RQ: Well, in my opinion, the teaching method at my school is quite good. The teacher teaches seriously, explains the material clearly, and provides examples. For instance, by giving us assignments on short stories.
		MD: cara apa	MD: Short stories in English?
		RQ: kaya berikan contoh nakasiki tugas tentang cerita cerpen	RQ: Like giving an example of a short story assignment.
		MD: belajar cerpen bahasa inggris.	MD: learn short stories in English
		RQ: ia kak ada cerpennya tapi cerpen pake bahasa inggris.	RQ: Yes, there are short stories, but in English.
		RQ:Dijelaskan caranya, pokoknya kayak dipelajari	RQ: Yes, the teacher explains how to study them.

Commented [A5]: PEDAGOGIK (P)

		MD : Tapi pada saat risqita belajar bahasa inggris cerpen mengerti itu yangt diabaca,dijelaskanki gurunya atau bagaimana	MD: But when you learn English short stories, do you understand what you're reading and what the teacher explains?
		RQ: dijelaskan dengan cara nabaca bahasa inggrisnya tapi nabaca translatenya	RQ: It's explained by first reading the English text and then translating it.
		Md: bisaki langsung mengerti seumpama nabacakan maki bahasa inggrisnya baru bahasa indonesianya lagi bagaimanaitu kan pasti dalam kosa kata itu beda,bagaimana guruta nabaca semua dulu bahasa inggrisnya baru na translet atau translet satu per satu atau ndk suruki cari satusatu artinaya	MD: So, do you understand when your teacher reads the English text first and then translates it? How does your teacher do it— reading all the English first and then translating, or translating word by word? Or are you asked to find the meanings yourself?
		RQ: iya nabaca semua dulu bahasa inggrisnya terus ditranslate	RQ: Yes, the teacher reads all the English text first and then translates it.
		MD: tapi pahamki begitu, thank you RQ,selanjutnya NF bagaimana?	MD: But do you understand that way? Thank you, Risqita. Next, how about you, Naifa?
		NF: baik menurut saya itu guru yang mengajar disekolah saya Alhamdulillah cukup baik dalam mengajar materi pembelajaran karena saya tangkap pembelajaran yang	NF: Well, in my opinion, the teacher at my school is, Alhamdulillah, quite good at teaching the material because I can understand what is being taught. The method used is usually individual

		beliau ajarkan dan metode yang diajarkan pada guru itu biasanya individu jarang sekali berkelompok	work, and we rarely work in groups.
		MD: bagaimana metodenya yang pas individu	MD: How is the individual method applied?
		N: individu itu kak, kan kita duduk dikelas, mulai dari situ kita tidak lagi berdirialagi, tidak boleh berdiri lagi dari tempat duduk kita kecuali mengumpulkan tugas	NF: The individual method is, for example, we sit in class, and we are not allowed to leave our seats except to submit assignments.
		MD :oh ya tidak berdiskusi , thank you NF,selanjutnya k	MD: Oh, so there's no discussion. Thank you, Naifa. Next, Kahiraunnisa.
		K: saya toh kak jujurka, susah sekaligus saya mengerti bahasa inggris ,pokoknya susah sekali , saya tidak tertarik sama bahasa inggris. Seandainya ada sekolah tidak belajar bahasa inggris	K: Honestly, I find it really difficult to understand English. It's just really hard, and I'm not interested in English at all. I wish there were a school where we didn't have to learn English.
		MD: oh berarti tidak mau belajar bahasa inggris	MD: So, you don't want to learn English?
		MD: ada memang sebagian guru tersebut seperti itu, tapi kalau guru terlalu	MD: Some teachers can be like that. But if the teacher is too.
		K: makanya kak makin malas belajar bahasa inggris	K: Yes, that's why I'm even more reluctant to learn English.

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<p>1. Bagaimana pendapat kalian cara mengajar guru Bahasa Inggris yang bagus?</p>	<p>NF : cara mengajar guru bahasa Inggris saya itu bisa dibilang 50:50, karena mungkin guru bahasa Inggris sudah capek dengan beberapa siswa ada beberapa yang tidak mau mendengar, banyak yang tidak mengerti, beliau sudah bertanya apakah sudah mengerti?, tapi pas dikasih tugas tidak mengerti.</p>	<p>NF: The way my English teacher teaches is about 50:50. I think my English teacher is already tired of dealing with students who don't want to listen. Many don't understand, even though the teacher has asked if they understand. But when given assignments, they still don't understand.</p>
	<p>MD: tapi biasanya itu siswa bilang mengerti karena maumi capekmi liat materi tapi gurunya juga itu harus natau, tapi iya tidak bisaki salahkan siapa-siapa jadi begitu NF, selanjutya RQ bagaimana cara mengajar guru disekolahta,</p>	<p>MD: Usually, students say they understand because they're tired of looking at the material, but the teacher also needs to be more aware. However, you can't blame anyone. Is that right, Naifa? Next, Risqita, how does your teacher teach at your school?</p>
	<p>K: kurang lebih caranya itu hampir sama dengan (NF) yang dimana kayak 50:50,ada baiasa siswa kayak tidak mendengarkan gurunya kayak tidak nadengarkan penjelasan dari gurunya, kurang lebih kayak itu siswanya lebih mementingkan cerita alias menggosip daripada materi dari gurunya</p>	<p>K: The method is almost the same as Naifa's— 50:50. Sometimes students don't listen to the teacher and are more interested in chatting and gossiping than paying attention to the material.</p>

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		MD: Kok bisa, pertanyaannya kenapa tidak mau nadengarkan gurunya	Md: How could that happen? Why don't students want to listen to the teache
		RI : Karena mungkin mereka kurang mengerti tapi mereka nggak mau bertanya sama gurunya karena malu kan biasa ada siswa kayak begitu, malu untuk bertanya,	RI: Maybe because they don't understand, but they're too shy to ask the teacher. Some students are like that, too shy to ask questions.
		MD : jangan lagi malu nah.	MD: DoQ't be shy to ask questions, okay?
		K : caranya kak mengajar pokoknya tidak kusuka kak, apalagi tidak kusuka bahasa inggris toh kak baru caranya juga ndk bagus kak ,baru itu saya itumi saya lebih suka berceritaka sama temanku kalau dia mengajar karena apadi kayak seandainya bagus caranya mengajar	K: I just don't like the way the teacher teaches, especially since I already don't like English. Plus, the teaching method isn't good, so I prefer talking with my friends when the teacher is teaching.
		MD : bagaimana menurutta yang merasa nyamanki didalam belajar,mauki guru bagaimana	MD: In your opinion, what kind of teaching method would make you feel comfortable in class?
		K: Caranya toh kak supaya kita mengerti kak ajarki bahasa inggris kayak jangan cuma dia bahasa inggris toh,pokoknya	K: The way, sir, to help us understand English is to teach it differently. Don't just use English exclusively. Honestly, I really don't like English.

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		ndak, apadi bisa dibilang benci sekalika bahasa inggris	
		Md : jadi begitu ji khairunnisa kita pindah ke SMA 1, bagaimna pendapat kalian cara guru mengjar	Md: I see, Khairunnisa. Let's move on to SMA 1. What are your thoughts on the way your teachers teach?
		A : kalau saya toh kak saya sangat senang dengan cara mengajar guru guru saya karna seperti pAda pertanyaan pertama beliau itu mensisipkan lelucon atau candaan yang kekinian agar kami parah siswa tidak jenuh pada saat di dalam kelas	A: For me, sir, I really enjoy the way my teachers teach. As I mentioned in the first question, they often incorporate jokes or trendy humor so that we, the students, don't get bored during class.
		W : sama menurut saya karena beliau sudah mampu untuk, ceritanya akrab dengan semua siswa jadi nda ada siswa yang merasa tidak mau untuk mengutarakan apakah sudah paham atau tidak pembelajaran yang sudah dilalui bisa dianggap teman lah itu guru.	W: I agree. In my opinion, our teacher has built a close relationship with all the students, so no one feels reluctant to express whether they understand the lessons or not. This teacher can be considered a friend.
		Md : bagus juga memang tapi kalau guru terlalu berteman sama siswa	MD: good, but what if the teacher becomes too friendly with the students?

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		W : tetap ada batasannya	W: There are still boundaries.
		J : baik kalau misal yang dibilang cara mengajarnya guru bahasa inggirs di sekolahku kak ya seperti tadi yang kubilang di pertanyaan pertama, baik cara mengajarnya itu sangat bervariasi karena saking kreatifnya kak seterusnyaji nakasiki tugas di buku apa semua karna memanfaatkan ji juga teknologi karna biasaki juga nakasiki kerjaan di hp biar tidak bosanki mau buku terus apa semua, kadang ji juga bisa cuman hp saja dipake.	J: Well, if I were to describe the way my English teacher teaches at my school, it's like I mentioned in the first question. The teaching style is very varied because the teacher is so creative. For example, instead of just assigning tasks in books, they also make use of technology. Sometimes, we're given assignments that can be done on our phones, so we don't get bored always using books. Sometimes, we only use our phones.
		Md : jadi penggunaan medianya guruta bermacam macam jadi nda bosanki belajar	MD: your teacher uses various media to keep the lessons from getting boring?
		P : menurut saya yah yang dibilang teman saya cara mengajar guru bahasa inggris saya itu memang terbilang cukup santai, tapi beliau sangat kreatif dengan santainya itu dan kreatifitasnya kami dapat denga mudah memahami semua materi materi yang di	P: In my opinion, as my friends have said, our English teacher's teaching style is quite relaxed, but they are very creative. Thanks to their creativity, we can easily understand all the material because their teaching methods are very creative.

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		berikan karena beliau juga sangat kreatif dalam mengajar	
		R : kurang lebih seperti yang dibilang tadi cuman saya tidak sukanya dia terlalu santainya karna dari hal tersebut, apa namanya dia di sepelekan sama siswa yang di ajar karena siswa berfikiry tidak papa ji guru itu ji, memang kreatif tapi harus di benahi lagi caranya mengajar karna seorag pengajar itu konteksnya beda dengan yang di ajar	R: It's similar to what has already been said, but I don't like that the teacher is too relaxed. This causes the students to not take the teacher seriously, thinking it's okay to be lax because the teacher is too laid-back. Although they're creative, the teaching approach needs improvement because a teacher's role is different from that of the students
	3. Bagaimna pendapat kalian ten tang penggunaan media yang dilakukan oleh guru Bahasa inggris?	P : baik menurut saya penggunaan media dalam belajar bahasa inggris di sekolah saya itu sudah sangat baik di karenakan sudah mencakup banyak contohnya kan di sekolah saya sudah menggunakan kurikulum merdeka jadi kami menggunakan media dalam pembelajaran itu contohnya pada saat guru memilih LKPD lembar kerja siswa dalam lembar kerja siswa itu didalam kita pada siapa materi itu terdapat barcode jadi kita tinggal scan barcode kan itu ada	P: In my opinion, the use of media in learning English at my school is already very good because it covers many aspects. For example, at SMA 2, we use the Merdeka Curriculum, so we incorporate media into our learning. For instance, when the teacher assigns LKPD (student worksheets), there are barcodes in the worksheets. We just scan the barcodes—there are two: one for a Google link and another for YouTube. These barcodes provide more detailed explanations of the material, so in my opinion, the use of media

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		<p>dua barcode, barcode link google dan youtube na barcode disitu fungsinya menjelaskan lebih detail tentang materi itu jadi menurut saya penggunaan media dalam pembelajaran bahasa inggris di sekolah saya sudah sangat baik</p>	<p>in English learning at my school is very good.</p>
		<p>J : yah kalau dari saya kak sudah di sampaikan semua oleh P, mungkin yang saya tambahkan gurunya asik sudah sangat baik kak sudah di jelaskan tadi kak media. Media yang digunakan gurunya tidak ketinggalan zaman</p>	<p>J: Yes, I think Putri has covered everything. I would just add that our teacher is very engaging, and the use of media is very good, as already explained. The media used by our teacher is not outdated.</p>
		<p>MD : gurunya memanfaatkan tidak quis online?</p>	<p>Md: Does your teacher use online quizzes?</p>
		<p>J : ada</p>	<p>J: Yes.</p>
		<p>R : nda jauh berbedah dengan kedua teman saya seperti yang di sampaikan oleh teman saya itu sudah menggunakan kurikulum merdeka jadi memanfaatkan perkembangan zaman juga agar para murid tidak bosan karna media pembelajraannya itu sangat variative, cuman hanya digurunya saja yang sekurang ini karna apadi terlalu santai.</p>	<p>R: My experience isn't much different from my two friends. As mentioned by my friend at SMA 2, our school is already using the Merdeka Curriculum, so it also leverages modern developments to keep students from getting bored. The learning media are very varied, but I just think the teacher needs to be less relaxed.</p>

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		Md : selanjutnya	MD : Next, let's hear from SMA 3.
		N : menurut saya beliau menggunakan media buku jarang menggunakan seperti LCD atau Hp karna teman teman saya kayak dari kampung	N: In my opinion, the teacher mostly uses books and rarely uses LCDs or phones because many of my classmates are from rural areas.
		Md : berarti jarang menggunakan LCD jadi nda pernah di suruh nonton kek vidio	MD: So you rarely use the LCD, and you're never asked to watch videos?
		N : tidak kak hanya menjelaskan	N: No, sir, the teacher just explains
		Md : tidak bosan jhy kalau medianya cuman buku saja	MD: Don't you get bored if you only use books?
		N : menurut saya sih nda terlalu	N: I don't think so
		RI : jadi menurut saya kurang lebih sma dengan teman saya guru saya itu menggunakan medianya buku tapai keke jarang juga menggunakan buku kayak materinya beberap meterinya sudah faham jadi tinggal naajarkan sajaki tanpa melihat buku	RI: In my opinion, it's similar to what my friend said. My teacher uses books as the media, but sometimes we already understand the material, so the teacher just explains without referring to the book.
		RI : guruku tidak bwah buku kayak langsung saja menjelaskan kek kayak tidak terlalu faham jaki juga sih kek kurang	RI: My teacher doesn't bring the book, they just explain directly. So, I don't really understand.

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	MD: kalau menurut kita yang pake buku tidak mungkin langsung mengerti toh, jadi bagimnana	MD: How do you study if you're only using books? What else do you use?
	RI: tetap buku baru	RI: I still use books.
	MD: tetapi ada buku paketta tapi gurunya nda bawa karna nahafalmi nataumi kalau kek pernah belajar bahasa kosakata pake buku saja	MD: There are still textbooks, but the teacher doesn't bring them because they have already memorized the material and knows that vocabulary has been studied using the book.
	RI: pake kamus	RI: Using a dictionary.
	MD: jadi musuka cuman pake buku atau mauki kek kayak sekolah lain	MD: So, do you prefer just using books, or do you want it to be like other schools?
	RI : kalau menurutku guruku kek sama sekolah lain cara medianya	RI: In my opinion, the way my teacher uses media is already similar to other schools.
	K : begitu jhi kaka apalagi membosankan pikiranku toh capek maka, cape maka juga dengar bahasa inggris ceramah terus di atas .	K: It's just like that, sir. Moreover, I feel bored and tired, especially when listening to English lectures over and over.
	Md : ini pas mengajar guruta memang dia ceramah saja atau nasuruhki juga tanggapi pas mengajar	MD: When teaching, does the teacher just lecture, or does she also ask you to respond?
	K : yah nasuruhki juga tanggapi kak	K: K: Yes, she asks us to respond as well.
	MD : tanggapi bagaimna jagan sampai cuman disuruh bilang understand kan seperti itu biasa jadi di	MD: : How does she ask you to respond? Hopefully, she doesn't just ask you to say "understand," as that's quite common. So, at

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		sekolah saya itu cuman menggunakan buku	SMA 3, you only use books?
		K : jadi makin malas jika pelajaran bahasa inggris bosan	K: I become even more uninterested if the English lesson is only taught using books. It's boring.
		Md : selanjutnya untuk peserta lain bagaimana penggunaan media yang digunakan oleh guruta tak	MD: Moving on, how do the other participants feel about the media your teacher uses?
		A : kalau dari penggunaan media dari guru kami itu pariatif kak mulai dari buku musik vidio animasi quis dan sebagainya jadi kami siswanya tidak merasa jenuh karna fariatif yah	A: In my opinion, our teacher uses a variety of media, sir, starting from books, music, videos, animations, quizzes, and so on. So, we, as students, don't feel bored because the media used is very diverse.
		MD : quis kayak bagaimana	MD: What are the quizzes like?
		A : quis kak jadi ada peringkatnya dia kaka jadi tambah semangatki	A: Quizzes, sir. There's a ranking system, so it motivates us even more.
	4. Bagaimana pendapat kalian tentang penguasaan materi seorang guru dalam mengajar bahasa inggris?	W : menurut saya beliau sudah sangat sangat menguasai karna ada beberapa pengempulan tugas itu kak yang metodenya itu dikirimnya lewat whatsapp nha di whatsapp itu beliau biasa menggunakan bahasa inggris jadi kita juga pasti respone keguru itu pasti juga menggunakan bahasa inggris bagaiman itu	W: In my opinion, she has a very strong mastery of the material because there are some assignments that we submit via WhatsApp, and on WhatsApp, she often uses English. So, we also have to respond in English. This is a good experience for all the students because it helps us learn how to interact in English. She also speaks to the students in English in her daily interactions.

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		jadi pengalaman yang baik untuk semua siswa karena kita jadi tau cara berinteraksi bahasa Inggris; dan kesehariannya juga berbicara kepada siswa-siswa itu menggunakan bahasa Inggris.	
		MD : tapi tidak kesusahannya kalau pakai bahasa Inggris guruta	MD: So, media has a significant impact when you are learning because if you only use books, it can become boring. Let's move on to the next question. What are your thoughts on a teacher's mastery of the material when teaching English?
		W: tidak kaka di bantu jhy juga kak tapi di responnya itu harus menggunakan bahasa Inggris supaya kita juga paham jadi dibiasakan seperti itu	W: No, sir. We are helped as well, but we have to respond in English so that we get used to it and understand better.
		RI : jadi seperti sebelumnya yang tadi saya katakan yang dimana guruku itu napahamiji beberapa materi yang akan disampaikan jadi saat menjelaskan I ya itumi yang napaham dan bagus caraya menjelaskan	RI: As I mentioned earlier, my teacher has a good understanding of the material she is going to present. So, when she explains, she really understands and explains it well.
		MD : sesuai Ji sama materimu sekarang	MD: Is it consistent with the material in your book

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		yang dibukumu yang naajarkanki	that your teacher is teaching?.
		RI : ada beberapa kayak naubah kata katanya	RI: There are a few words that she changes.
		MD : bagaimana itu sama kata katanya kalau sama jhy materiya kek seumpama materi kayak materi TO BE ( I you they we ) kala tetap jhi itu najelaskan tidak melenceng jhy dari materi yang lain berarti naha kuasai jhy	MD: How do the words differ? For example, with material like TO BE (I, you, they, we), does she explain it consistently with the material, without deviating?
		RI : tapi nggak pergiji keamateri yang lain maksudnya kayak materiku sajaji najelaskan tapi beda kalimatnya beda caranya menjeaskan kata katanya	RI: Yes, the explanation doesn't deviate from the material, but the sentences and the way she explains it are different.
		MD : itu namanya kreatif gurumu tidak berapatokan pada buku tapi memang medianya guru	MD: That's what we call a creative teacher. She doesn't just stick to the book but uses her own media.
		R : Interupsi kak tadi kan pertanyaannya bagaimna seharusnya penguasaan materi seorang guru dalam mengajar bahasa inggris itu pertanyaanya kayak apa di kayak bagaimna seorang	R : Excuse me, sir, the question was about how a teacher should master the material when teaching English, right? The question was about what we expect from a teacher.

		guru seharusnya yang kita harapkan	
		MD:Okdek dengarkanki kembali pertanyaanku itu bagaimna pendapat kalian tentang penguasaan materi seorang guru dalam mengajar bahasa inggris itu pertanyanku okey dengarkan di fokus fokus oke kitra lanjut saja	MD: Okay, please listen to my question again. What are your thoughts on a teacher's mastery of the material when teaching English? That was my question. Alright, listen carefully and focus. Let's continue.
		P : mungkin bisa ulang pertaanyannya kak	P: Could you repeat the question, sir?
		MD : bagaiman pendapat kalian bagaimana penguasaan materi seorang guru saat mengajar	MD: What are your thoughts on a teacher's mastery of the material when teaching?
		P : of course pasti penguasaan materinya sudah baik karan tidak mungkin mereka akan mengajarkan pada orang lain jika penguasaa materi tersendiriya belum baik.	P: Of course, their mastery of the material must be good because they wouldn't be teaching others if their own understanding of the material wasn't strong.
		MD : yang lain penguasaan materita guruta bagaimana	MD: What about the others? How do you feel about your teacher's mastery of the material?
		J : kalau saya toh kak tidak mungkin seseorang jadi guru	J: : In my opinion, sir, it's not possible for someone to become a teacher if

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		kalu tidak nakuasai materinya tidak berbeda jhy dengan jawabannya temanku.	they don't master the material. My answer is not different from my friend's.
		J: "ya, menurutku guru kita memperlakukan semua siswa secara adil tanpa memihak. Saya merasa bahwa dia memberikan perhatian yang sama kepada semua siswa dikelas, dan tidak ada yang merasa diabaikan atau diuntungkan."	J: Yes, I think our teacher treats all students fairly without favoritism. I feel that they give equal attention to all the students in the class, and no one feels neglected or advantaged."
		MD : siapa lagi saya tanya bagaimana penguasaan materinya guruta	MD: who else did I ask how to master the material?
		K : diaji sendiri bahasa inggris kak	K: Study English on your own,
		Md : mnda boleh begitu tpi memang harus diliat kondisinya siswa jagan samapai pake bahasa inggriski baru kalian yang di ajar tidak mengerti jadi ini bisa jadi catatan untuk gurunya	MD: While that is permissible, the condition of the students must be considered. We should not use English if the students being taught do not understand it. This could serve as a note for the teacher.
		K: Sebenarnya, saya merasa tidak semua siswa diperlukan dengan adil oleh guru. Biasanya toh ada siswa yang lebih disukai atau nakasi perhatian lebih guru, sementa siswa lainnya diabaikan	K: "Actually, I feel that not all students are treated equally by the teacher. Usually, there are some students who are favored or receive more attention from the teacher, while other students are neglected."

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		A : saya sependapat dengan teman saya karna guru harus menguasai materi untuk memberikan siswa siwany jadi misal kalau ada siswanya yang mau bertanya jadi tinggal jawabmu guruya nda cari cari lagi di google atau dibuku	A: I agree with my friend that a teacher must master the material to provide explanations to students. For example, if a student asks a question, the teacher should be able to answer immediately without needing to search for information on Google or in a book.
		MD: tapi memang nakuasai materinya guruta dan mengertiki	MD: However, mastering the material is important and must be understood by the teacher.
		A : Sangat di mengerti kaka	A: Completely understood, Kak
		MD: Bagiamna menurut kalian sikap yang dimiliki oleh guru kalian?	MD:What do you think about the attitude of your teacher?
		K: Sejujurnya, menurutku guru saya kadang kurang sabar. Terutama saat ada siswa yang kesulitan memahami materi, dia terlihat agak cepat kehilangan kesabaran dan bisa menjadi sedikit kasar dalam memberi penjelasan.	K: To be honest, I think my teacher can sometimes be a bit impatient. Especially when there are students who struggle to understand the material, they seem to lose patience quickly and can be a bit harsh in their explanations."
		P: ya, saya merasa sangat nyaman berkomunikasi dengan guru kita. Dia selalu terbuka untuk mendengarkan pertanyaan dan masukan dari siswa, dan dia membuat suasana kelas	S:Yes, I feel very comfortable communicating with our teacher. They are always open to listening to questions and feedback from students, and they create a very friendly and supportive classroom environment.

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		menjadi sangat ramah dan mendukung.	
		AF: Ya, menurutku guru kita sangat saobar. Dia selalu memberikain waktu ekstra untuk menjeliaskan materi jika ada esiswa yang kesulitan, tanpa terlihat kesal atau terburu-buru.	AF: Yes, I think our teacher is very patient. They always take extra time to explain the material if a student is struggling, without showing any frustration or rushing through it
		R: Sejujurnya saya tidak begitu merasa nyaman berkomunikasi dengan guru saya .saya merasa sulit membuka diri atau mengajukan pertanyaan karena terkadang dia terlihat serius atau tidak ramah.	R: To be honest, I don't feel very comfortable communicating with my teacher. I find it hard to open up or ask questions because sometimes they seem serious or unfriendly."
E X P E C T A T I O N	1. Bagaimana seharusnya guru bahasa inggris yang kalian harapkan?	J : kalau misal dari saya kak sesuai ekspektasi alhamdulillah sesuai ekspektsi jhy	J: For me, it's as expected. Thankfully, it meets my expectations.
		MD : coba jelaskan harapanmu maksunya harapnmu sama guruta dan sesuai menurutta	MD: Please explain your hopes. What do you expect from the teacher, and does it align with what you hoped for?
		J : harapan saya supaya muda mudahan guru saya tidak berubah dan caranya mengajar tidak itu itu terus karna dia itu asik	J: I hope is that my teacher remains the same and that their teaching method does not become monotonous, because they are engaging.
		MD: oke asik gurunya yah. Untuk RI bagaimana	MD: So, an engaging teacher. How about RI? What are your wishes?

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	keinginanmu kita tunggu jawaban RI yah oke, kalau P keinginan ta?	We'll wait for RI's response.
	P : keinginanku kak yah semoga gurunya dapar mengajar seperti itu terus atau mungkin ada sedikit hal yang di kembangkan kekurangannya toh	P: I wish, is that the teacher continues to teach in the same manner, or perhaps make slight improvements to address any shortcomings.
	MD : menurutta ada kekurangannya	MD: According to you, are there any shortcomings?
	MD : thank you P selanjutnya R.	MD: Thank you, P. Next is R.
	R : baik harapan saya untuk gurunya semoga kedepannya bisa mengajagar, bisa lebih tegas agar lebih di dengarkan oleh siswa-siwa lain mungkin itu saja	R: I hope for the teacher is that in the future, they could be more assertive so that they are listened to by other students. That's all.
	MD : Thank you R selanjutnya RI silahkan dek	MD: Thank you, R. Next, RI, please.
	RI : Baik, kan guruku itu serius orangnya mauka itu guruku boleh serius tapi jangan serius amaat gitu dan mauka juga guruku ada kreatifnya juga lagi	RI: My teacher is serious. They can be serious, but not overly so. I also hope the teacher could be more creative
	MD : dari segi media begitu di' oke thank	MD: In terms of media, I see. Thank you, RI. How about N?

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		you RI, bagaimana dengan N	
		N : Baik, harapan saya terhadap guru saya itu kurang lebih hampir sama dengan RI yang di katakan tadi beliau itu selalu serius.dikurangkan sedikit seriusnya karna kami siswa sangat tegang ketika beliau masuk	N: Well, my expectations of my teacher is similar to what RI mentioned. The teacher is always serious. It would be good if they could be a bit less serious, as we, the students, feel very tense when the teacher enters the class.
		MD: ouh jadi tegangki, kalau bahasa inggris lagi masuk, langsung bilangki dia lagi masuk,bagama kalau K haruski jujur guru bahasa inggris yang kamu harapkan bisa dari segi medianya karna itu tadi,	MD: ouh so tense, if the : Oh, so it creates tension when English class begins. How about K? What do you expect from an English teacher, including in terms of media?
	2. Bagaimana seharusnya guru bahasa inggris mengajar?	K : harapan saya kak semoga lebih bagus lagi caranya mengajar kak supaya tidak bosanki supaya tidak mengantuk .	K: I hope, is that the teaching method improves to be more engaging, so it's not boring or makes us drowsy.
		MD : okey, tidak mengantukki juga pas belajar karena kalu sering juga gurunya berinterkasi nda nasuruh bicara bosanki biasa dan mendinglki cerita ma gosip di dari pada asik sendiri guru di atas mengajar begitu oke selanjutnya dari A	MD: Okay, to avoid drowsiness during learning. If the teacher often interacts but doesn't encourage speaking, it can be boring. It's better to talk or gossip than to be solitary, with the teacher teaching alone. Next, from A.

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		A : kalau harapan kami kak sudah terwujud karna beliau toh orangya asik dapat juga menerapkan berbagai macam media yang variatif yang membuat kami sebagai murid tidak jenuh dalam pembelajaran beliau jadi kalau beliau datang di kelas kami langsung senang wah datang lagi beliau	A: If our expectation have been realized, it's because our teacher is engaging and uses various media that keep us from getting bored. So, when the teacher comes to our class, we're excited.
		MD: jadi pasti musuka sekali ini bahasa inggris thyank you A bagaiman dengan W	MD: So, you really like the English teacher. Thank you, A. How about W?
		W : yang saya harapkan itu semoga beliau juga yang di terapkan di kelasku itu di terapkan juga di kelas lain, tidak cuman dominan di kelasku karna pasti beda beda siswanya dalam menanggapi guruya toh	W: What I hope is that the methods applied in my class are also used in other classes, not just dominant in my class, because students respond differently to the teacher.
		MD: oke thank you W baik pertanyaan pertama itu tentang yang kalian harapkan kemudian pertanyaan selanjutnya itu, tadi jawaban kalian sudah mencakup semua pertanyaan selanjutnya tapi saya ingin lebih spesifik	MD : Okay, thank you, W. The first question was about your expectations. The next question is more specific: what kind of English teacher do you like and dislike? I'd like to know your individual opinions. From A.

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		bagaimna seharusnya guru bahasa inggris yang kalin suka dan kalian yang tidak di sukai jadi mauka tau pendapat kalin masing masing dari	
		R: Saya berharap guru bahasa inggris memilki pemahaman yang mendalam tentang materi, sehingga dapat menjhelaska tata bahasa, kosa kata, dan keterampilan berbicara yang jelas, kan bisaka lebih mudah paham dan bisa cepat kukuasai bahasa inggris.	R: I hope that English teachers have a deep understanding of the material, so that they can explain grammar, vocabulary, and speaking skills clearly, so that it can be easier to understand and I can quickly master English
	3. Bagaimana seharusnya penggunaan media yang kalian harapkan pada saat pembelajaran bahasa inggris di dalam kelas?	MD : oke thank you W baik pertanyaan pertama itu tentang yang kalian harapkan kemudian pertanyaan selanjutnya itu, tadi jawaban kalian sudah mencangkup semua pertanyaan selanjutnya tapi saya ingin lebih spesifik bagaimna seharusnya guru bahasa inggris yang kalin suka dan kalian yang tidak di sukai jadi mauka tau pendapat kalin masing masing dari A	MD : okay thank you W well the first question is about what you hope for then the next question is, earlier your answers have covered all the next questions but I want to be more specific about how your English teacher should like and what you don't like so I want to know each of your opinions from A
		A : guru bahasa inggris yang saya sukai adalah guru yang seperti guru saya, yaitu guru yang	A: The English teacher I like is like my current teacher, who uses varied and interactive media and can also be a friend

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		menerapkan penggunaan media yang variatif kemudian interaktif tapi bisa di jadikan teman	
		MD : selanjutnya W	MD: next W
		MD: selanjut P	MD : next P
		P : yang saya suka itu yah seperti guru saya sekarang tapi ada juga yang tidak saya suka seperti guru bahasa inggris saya waktu kelas 1 SMA gurunya itu orang tua jadi tidak jelas saat menjelaskan dan juga sangat membosankan beda dengan kelas 2 ini karna suaranya suka tidak kedengaran suka marah	P: What I like is similar to my current teacher, but there are things I dislike, such as my English teacher from the first year of high school. The teacher was older, so explanations were unclear and very boring. It's different from this year, as the voice was often inaudible and there was frequent anger.
		MD : tapi belum tentu yang tua itu membosankan yah tergantung dari pribadinya bagaimana dia mengelolah pembelajaran	MD: But being older doesn't necessarily mean being boring. It depends on the individual and how they manage the learning process.
		P : pemarah juga kak tua tommy membosankan itu kayak, lebih baik keluar saja dari kelas	P: Being angry and old is boring. It's better to leave the class.
		MD : oke selanjutnya J	Md: Okay, next is J.
		J : yah kalau dari saya kak kalau tidak sukanya sama persis dengan P kak guru di kelas 1 karna tua tommy mungki karna	J: For me, what I dislike is similar to P's opinion about the teacher in the first year. It was due to age, which sometimes led to a lack of patience.

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		umurnya lah jadi kadang kesabarannya setipis tissue kalau untuk yang saya sukakak di kelas 2 ini, kebetulan guru bahasa inggris saya ada 2 krna ada satu yang moving dan wajib duaduanya itu saya sukakarna satunya bapak saya dan satunya guru yang asik.	However, what I like is the English teacher in the second year. Coincidentally, we have two English teachers because one is moving. I like both; one is my father and the other is an engaging teacher.
		Md : ouh keluarga ini di jadi bagaimana bapakta jangan sampaicuman kita faham	MD: Oh, so your father is involved. How about that, don't let it become an issue for us to understand.
		J : bapak saya rada gaul juga	J: My father is also quite sociable.
		Md : thank you J bagima dengan R	MD: Thank you, J. How about R?
		R : guru yang saya sukai itu adalah guru yang mengajar dia itu serius tapi tidak tegang. Kalau pembelajaran itu terlalu santai maksudnya itu kayak sembarangmi nabiking siswa maksudnya itu terlalu santai.	R: The teacher I like is serious but not too tense. If the teaching is too relaxed, it feels like the teacher is indifferent to the students. It's important that the approach is not too casual.
		MD : ada juga pembawaanya memang santai, biasanya bahasa inggris itu kalau terlalu seriuski juga kayak sudah	MD: Sometimes, a relaxed approach can be effective. If English is too serious, it might feel overwhelming.

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		pelajaranya serius lagi kayak mau meledak	
		R : ouh ndak tergantung cara guru itu menyampaikan pembelajarab tersebut tergantung bagaimana guru tersebut menyampikan materinya kemuridnya permasalahan serius atau tegangnya itu tergatug bagaimna situasi kelas tersebut jadi bagimna guru itu bisa mengontrol kelas tersebut jadi guru seperti itu yang saya suka serius tapi tidak tegang.	R: It depends on how the teacher presents the lesson. It should be adapted to the class situation. The teacher should be able to manage the class well, being serious but not too tense.
		MD: thank you R, selanjutnya dari RI	MD: thank you R, next from RI
		MD : jadi ada memang yang biasanya karna dia pintar gampang mengerti jadi selalu dia di tanya mengerti jadi yang lainnya wertinggal jadi tidak suka yang terlalu dominan sama dengan penjelasannya W tadi yang terlaluy dominan	MD: So, there's a tendency for dominant behavior due to the teacher's intelligence, which makes it seem like they focus on only a few students, leaving the others behind. It aligns with W's explanation about being too dominant
		N : mungkin sama dengan RI, mungkin beliau itu cuman terpaku ke latau 2 siswa saja jadii otomatis teman teman	N: This is similar to RI's point. Sometimes the teacher focuses only on one or two students, which leaves the rest of the class behind. My

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		saya tertinggal di belakang, ini teman saya juga malu untuk bertanya karna tida ada kesempatan karna yang di fokuskan hanya sebagian saja. hal yang saya sukai dari beliau menjelaskannya pake bahasa inggris	friends are also too shy to ask questions due to lack of opportunities, as the focus is only on a few. What I like is that the teacher explains in English.
		MD : jadi megertiki kalaum menggunakan pake bahasa inggris tidak pusingki	MD: So, understanding is easier when English is used, and it doesn't cause confusion?
		N : iyah	N: Yes.
		K : kalau yang tidak di sukai sma ji kak, pokoknya nda kusukai kalau dominan saya juga kayak maluka bertanya kan terlanjur nda di perhatikan I toh cuman 1 2 orang ji	K: I dislike is similar to what was mentioned; I don't like it when the teacher is too dominant. It makes it difficult to ask questions as attention is only given to one or two students
		MD : jadi malsaki jadi butuhki ini perhatian	MD: , it becomes challenging to get attention.
		K : iyalah kita mauki belajar juga	K: Yes, we also want to learn effectively.
		MD : kalau penggunaan bahasa inggriya di suka jhy	MD: But do you like when he uses English?
		K : bahkan say itu kumalskan kak karna selalu pake bahasa inggris	K: It even makes me lazy, because it's always in English.
		MD : jadi bertolak belakang dengan N jadi selalu pake	MD : So it Is the opposite with N when everything is in English, you don't

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		bahasa inggris baru tidak mengerti jaki juga di	understand it as well?
		K :kalau saya bahasa ingris kudengrkan sajami kak, mauka saya guru yang ramah kak jadi nyamanki kek bertnya kaloada ndk pahamta	.K: "For me, I just listen to English class, but I want a teacher who is friendly, so it feels comfortable to ask questions when we don't understand something."
		MD : jadi apa yangmusuka dari gurumu psti ada .	MD: So what do you like about your teacher? There must be something.
		P: harapanku toh kak kalo masukmi jam pembelajaran datang i tepat waktu gurunya, karena biasaki menunggu ternyata ndak jadi masuk”	P: My hope is that the teacher will come on time when he enters the class, because he usually waits and does not come in.

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FGD 2			
Respondent	SMA Negeri 1 Majene, SMA Negeri 2 Majene, SMA Negeri 3 Majene		
Date	9 March 2024		
P E R C E P T I O N	1. Bagaiman pendapat kalian tentang kemampuan Kompetensi guru Bahasa inggris yang ada disekolahmu?	F : okey menurut saya kompetensi guru bahasa inggris di sekolah saya sangat bagus	F: Okay, in my opinion, the English teacher's competency at my school is very good.
		MD: bisa dijelaskan kenapa bisaki bilang kenapa sangat bagus	MD: Can you explain why you said it's very good?

		F : karna fahamka waktunya mengajar	F: Because I understand it when they teach.
		MD : mudah dipahami pas mengajar, jadi pahamki pas pak gurut mengajar begitu, selanjutnya untuk dek (AL) kuulang pertanyaannya atau langsung saja	MD: : So, the teaching is easy to understand. Next, (AL), should I repeat the question or proceed directly?
		A : menurut saya itu cara mengajarnya itu sudah sangat bagus karena saya bisa paham dan mungkin teman-teman saya yang lain mudah paham dengan penjelasan guru.	A: In my opinion, the teaching method is very good because I can understand it, and perhaps my classmates find it easy to understand the teacher's explanations as well.
		MD ; jadi dilit disekitarta paham I pas mengajar guruta ,terimakasih (AI), selanjutnya (WI) bagaimana kemampuan guruta menurutta?	MD:So, the teaching is understood by everyone in the classroom. Thank you, (AL). Next, (WI), what is your opinion on the teacher's competence?
		WI : menurut saya kemampuan guru yang ada di sekolah saya cukup bagus cara mengajarnya yang menyenangkan dan tidak membosankan lalu cara memberi materi cukup baik.	WI: In my opinion, the teacher's competence at my school is quite good. The teaching method is enjoyable and not boring, and the material is presented well.
		MD :guru bahas inggris ini toh? Okey	MD: Md: The English teacher,

		thankyou (WI), selanjutnya pendapat dari yang lainnya . Saya ulang pertanyaannya kemampuan guru basa inggeris disekolahmu Dimulai dari CI) bpisa	correct? Okay, thank you (WI). Next, the opinions from others. I will repeat the question: What is the competence of the English teacher at your school? Let's start with (CI).
		CI : jadi menurut saya kak kemampuannya itu sudah baik karena penjelasannya itu mudah dimengerti terus saat memberikan materi itu tidak terlalu tegang jadi kita bosan	CI: In my opinion, the teacher's competence is good because the explanations are easy to understand and the material is not presented in a tense manner, so we do not get bored.
		MD : jadi disuka, untuk (RE) bagaiman? Kemampuannya bagaimana muliat bagus kah atau bagaimana?	MD: So, it is liked. For (RE), what about you? Is the competence good or not?
		RE : menurut saya bagus i kak' gampang juga dipahami kak	RE: In my opinion, it's good, it's also easy to understand.
		MD: jadi gampang dipahami di, untuk yang lain terakhir, bagaimana kemampuannya guruta menurutta pada saat mengajar disekolahmu mulai dari (EG)	MD: So, it is easy to understand. For the others, lastly, what is your opinion on the teacher's competence during lessons at your school? Starting with (EG).
		EG : baik menurut saya kurang bagus karena lebih menjelaskan dengan materi yang susah menurut saya	EG: Well, in my opinion, it is less good because the explanations are more complex,

		karena saya tidak mengerti dengan bahasa inggris.	and I do not understand English well.
		Md : Susahki mengerti atau bagaimana?	MD: Is it difficult to understand during explanations?
		EG: susahki mengerti maksudku	EG: Yes, it is difficult to understand.
		MD : susahki mengerti pas saat menjelaskan, ribet mungkin di terimakasih (EG), selanjutnya untuk (RF) bagaimana ?	MD: So, it is difficult to understand during the explanations. It might be complicated. Thank you, (EG). Next, (RF), what is your opinion?
		RF : baik terimakasih atas moderator izinkan saya untuk menjawab pertanyaan, menurut saya kualitas yang ada di sekolah saya sangat bagus jika merujuk pada kualitas tapi jika cara mengajarnya bisa dikatakan tidak bagus	RF: Thank you, moderator, for allowing me to answer. In my opinion, the quality at my school is very good in terms of content, but the teaching method could be considered not good.
		MD: kenapa bisaki bilang tidak bagus ?apa alasanta?	MD: Why do you say it is not good? What is the reason?
		RF:karna tidak semua orang memahami apa yang dibicarakan karna dia pakai bahasa inggris kak	RF: Because not everyone understands what is being said due to the use of English.
		MD: jadi guruta menjelaskan pakai bahasa inggis? Jadi	MD: So your teacher explains in English? Is it more

		lebih dominan bahasa inggris dari pada bahasa indonesia? Oke thank you selanjutnya untuk (IB)	dominant in English than in Indonesian? Okay, thank you. Next, (IB).
		IB: baik menurut saya sepertinya kurang baik karena saya juga jarang memperhatikan di karnakan saya tidak mengrti bahasa inggris tapi gurunya mengajar pake bahasa inggris jadi semakin tidak mengerti ya jdi bisa dibilang sulit untuk di pahami	IB: Well, in my opinion, it seems less good because I rarely pay attention since I do not understand English, and the teacher teaches in English, which makes it even harder to understand. So, it can be said to be difficult to comprehend
	2Bagaimana pendapat kalian cara mengajar guru Bahasa inggris yang bagus?	UL: menurut saya cara mengajar di sekolahku sangat bagus karena cara pembelajarannya asik di campur dengan games yang sangat menarik dan mengasa otak.	UL: In my opinion, the teaching method at my school is very good because because it includes engaging games that stimulate the brain.
		UL : ada teka teki	UL: There are puzzles.
		MD : oh jadi ada teka tekinya pada saat dia mengajar jadi merasa tidak bosan di. Thank You U1	MD: Oh, so there are puzzles during the lessons, which helps prevent boredom. Thank you, (UL).
		CI : menurut saya kak mungkin sudah baik karna cara mengajarnya itu tidak hanya menggunakan bahasa inggris tapi di sertai dengan	CI: In my opinion, the teaching method is quite good because it not only uses English but also includes

		terjemahan jadi siswa siwa yang tidak terlalu mengerti dengan bahasa inggris dapat memahami apa yang di atakan oleh guru.	translations, so students who do not understand English well can understand what the teacher is saying.
		MD : baik selanjutnya untuk RZ bagaimna cara mengajarnya apakah ada gamesnya	MD: Good. Next, (RZ), how is the teaching method? Are there any games?
		RZ : Samaji kayak UL	Md: Good. Next, (RZ), how is the teaching method? Are there any games?
		Md : Jadi disuka kalau belajarki ada gamesnya atau jangan sampai kita suka games saja tidak ada pembelajarannya	MD: So, the teaching is liked when it includes games. We shouldn't just like games without any learning involved.
		Rz : aiih tidak jhy kak	RZ: No, it's not like that.
		MD:: terimah kasih RZ, kita lanjut ke yang lainnya bagaimana cara mengajar guru bahasa inggris kalian apakah interaktiv bisa mulai dari RF	MD: Thank you, RZ. Let's move on to the others. How do you find the English teacher's teaching method? Is it interactive? Starting with RF.
		RF: mungkin seperti tadi yang saya jawab cara guru saya mengajar ialah menggunakan bahasa inggris dan dia lebih ke diskriminatif. Minta maaf di karna terlalu kasar .Diskriminatif itu kak karna dia bisa di katakan memihak	RF: As I mentioned earlier, the teaching method of my teacher involves using English, and it tends to be discriminatory. I apologize for saying it is harsh. It can be

		hanya fokus mengajar kepada orang-orang yang pintar saja .	considered discriminatory because the focus is only on students who are already good at the subject.
		MD : Jadi RF pada saat belajar tidak memperhatikan gurunya,	MD: , RF, did you not pay much attention during lessons?
		EG : mungkin jawaban saya sama dengan RF kalau menurut saya caramengajar nya kurang bagus karna lebih dominan ke bahasa inggris dari pada bahasa indonesia	EG: My response is similar to RF's. In my opinion, the teaching method is not very good because it is more dominant in English than in Indonesian.
		MD: Jadi terbebani sekali ini karna dominan I pake bahasa inggris dari pada bahasa indonesia begitu.	MD: So, it is overwhelming due to the dominance of English over Indonesian.
		IB : cara mengajarnya itu kurang baik, apalagi karena saya kurang mengerti bahasa inggris dan saya tidak bisa berbahasa inggris namun disekolah saya menggunakan bahasa inggris maksudnya gurunya pake bahasa inggris terus I mengajar.	IB: The teaching method is poor, especially since I do not understand English well, and the teacher uses English throughout the lessons.
		Md : begini Ib kenapa nda bilangki sama guruta kalau bisa di trasnlate sedikit demi	MD: IB, why not mention to the teacher that it would be helpful if

		sedikit karna saya juga kurang mengerti atau Ib memang tidak bicara	explanations were translated little by little, since I also struggle to understand? Did IB not speak up?
		IB: saya tidak memperhatikan sekalika	IB: I did not pay attention much.
		MD : lain kali harusmi di perhatikan di, selanjutnya sekolah yang terakhir untuk Af silahkan	MD: Next time, make sure to pay more attention. Now, let's move on to the last one, AF.
		AF : baik, menurut saya sudah sangat baik karna guru saya mengajar itu mengelompokkan siswa berdasarkan metode belajarnya pada siswa, ada siswa yang kinestetik ada yang masuk visual, sama auditory.	AF: In my opinion, the teaching is very good because my teacher groups students based on their learning methods, such as kinesthetic, visual, and auditory learners.
		MD : jadi di bagi bagi di jadi gurunya tau	MD: So the students are divided, and the teacher knows how to handle them?
		AF: tidak kalau siswa menurutnya lebih suka misalnya menerangkan materi presentase itu dengan bernyanyi ya silahkan.	AF: Yes, if a student prefers to learn, for example, through singing, the teacher allows it.
		MD: jadi bagaimana siswa gurunya mengikut jadi gurunya memberikan fasilitas atau kesempatan. kalau WD bagaimana cara	MD: So, the teacher provides facilities or opportunities according to students' preferences. What

		mengajar guru bahasa inggris menurutta?	about WD? How would you describe the teaching method of your English teacher?
		WD : menurut saya bagus karna mulai dari bahasa pembawaan materinya yang saya suka dan cara mengajarnya yang seru.	WD: I think it is good because of the language and the engaging way the material is presented.
		Md : bagaimana menurutta yang seru	MD: What do you find fun about it?
		WD: biasaya bercanda bercandai guruku dan tidak terlalu membosankan di kelas	WD: The teacher often jokes and doesn't make the class too boring.
		MD : memang disini kalian suka pembelajaran yang dib selingi lelucon terakhir. FR bagaimana	MD: So, you enjoy lessons that are interspersed with jokes. Finally, FR, how do you find the teaching method?
		FR : menurut saya, saya sering diberikan tugas dari pada menjelaskan	FR: In my opinion, I am often given assignments rather than having the material explained.
		MD: jadi lebih sering tugas dari pada menjelaskan jadi pusingki jadi nda disuka tapi yang saya ketahui itu lebih banyak yang siswanya	MD:So you're given more assignments than explanations, which makes it confusing and not enjoyable. But

		yang lebih banyak mencari tahu dari pada gurunya dan harus kib terbiasa	from what I understand, it's more common for students to do self-learning rather than relying on the teacher, so you need to get used to it.
3		MD :Selanjutnya ita pindah ke pertanyaan ke 3 bagaimana pendapat kalian tentang penggunaan media yang di gunakan oleh bahasa inggrismu saya kasi contoh kayak teks audio bisa juga mengguakan LCd nonton kartun youtube untuk menambah wawasan bisa di mulai dari EG	Md: Next, let's move to the third question: What is your opinion on the use of media by your English teacher? For example, texts, audio, or using LCDs to watch cartoons or YouTube to enhance understanding. Let's start with EG.
		EG : guru saya dia menghafal mata pelajarannya	EG: There are no media other than books used.
		Md : tidak pernah belajar kosakata tidak pernah kayak mendengarkan lagu nasuruhki translate	MD: No vocabulary exercises, listening to songs, or translating activities?
		EG : tidak	EG: No.
		RF : seperti yang sudah di jelaskan tadi metode pembelajaran guru saya di SMA3 karna dia lebih ke metode pembelajara buku kak .	RF: RF: As mentioned earlier, my teacher uses a book-based teaching method.
		MD :Buka metode yah, tapi penggunaan media	MD: : It's a method based on books, but what

		pembelajarannya bagaimana?	about the use of media?
		Rf : buku terus kak	RF: It's only books.
		MD : tidak pernah memang disuruh untuk menggunakan seperti handphone, aplikasi quzzyz	MD: Has there ever been an instruction to use devices like smartphones or applications such as Quizizz?
		Rf : Tidak pernah	RF: Never.
		IB: baik sama seperti teman saya gurunya itu bisa dibilang boring juga kak, karena pake buku terus I	IB: Like my friends mentioned, the teacher's method can be quite boring because it relies solely on books.
		MD : Jadi tdk ada pengguna	MD: So there's no media usage.
		Md : selanjutnya kita kesekolah yang lain bisa dimulai dari UL	MD: Let's move on to the other school, starting with (UL).
		UL : ada yang na tunjukkan di layar kak, pake LCD biasa menonton film kartun di terjemahkan I	UL: At my school, we use various types of media. For example, we watch cartoons on an LCD screen, and the text is translated for us.
		MD: jadi beragam yah penggunaan media disekolahta, menurut UI	MD: So, there's a diverse use of media at your school. What do you think, (RZ)?

		Rz : sama ji kaya k awabannya UL, seperti kayak menonton ki film kartun seperti kunfu panda baru di terjemahkan teksnya. Md : disuka ji pas menonton?. kalau cuma buku nda pernah?	RZ: My experience is similar to (UL). We also watch cartoons like Kung Fu Panda and translate the text. I really enjoy it. If we only used books, it would be less engaging.
		RZ: disuka sekali kak, kalau buku biasa jaki pake kak tapi ada di selingi media lain	MD: Do you enjoy watching? What about just using books—do you ever do that?
		CI : jadi biasa digunakan LCD untuk memonton film kartun terus disuruh menerjemahkan, terus juga pernah disuruhh untuk mendengarkan lewat audio dan disuruh untuk menuliskan apa yang dikatakan dari audio tersebut.	CI: We typically use an LCD to watch cartoons and then translate them. We also listen to audio recordings and write down what we hear from those recordings.
		MD: jadi dilatih listeningta di	MD: So, listening skills are practiced as well. There is a lot of media use at your school. Let's hear from (WD) regarding media usage.
		MD : jadi disekolahta itu penggunaan medianya banyak . selanjutnya sekolah lain bagaimana penggunaan mediata bisa dimulai dari WD	MD: So, at your school, there's a lot of media usage. Moving on to the next school, how do you use media, starting with WD?

		WD : kalau disekolahku kak menggunakan LKPD, biasa juga pake hp kak karena disekolahku jarangmi ada buku, baru guru disekolahku biasa masih bisa menggunakan buku, ya bilang mi cari saja di media sosial bahasa inggris, ada ji itu nanti buku.	WD: At my school, we use LKPD and sometimes smartphones because we rarely have books. The teacher also encourages us to find resources on social media.
		MD : pernah tidak menggunakan handphone tapi mengerjakan tugas selain translite?	MD: Have you used your smartphone for tasks other than translation?
		MD : jadi beragam juga penggunaan medianya. Bagaimana untuk Fr?	MD: So there's a variety of media usage as well. What about you, FR?
		FR : jawaban saya sama dengan teman saya , disini saya sebagai kelas 10 lebih banyak menggunakan link kuis kak untuk menguji kemampuan siswa	FR: My answer is similar to my friends'. In my 10th-grade class, we mostly use quiz links to test students' abilities.
		MD : mana lebih disuka pake kertas atau pake kuis?	MD: Do you prefer using quizzes or paper?
		FR : kuis kak	FR: Quizzes.
		MD: jadi guruta sudah menggunakan teknologi Dan sesuai perkembangan jaman sekarang. Ok terima kasih kita beralih ke pertanyaan selanjutnya.	MD: So your teacher is already using technology and keeping up with modern times. Thank you. Let's move on to the next question.
	4.	Md : bagaimana pendapat kalian	MD: What do you think about your

		tentang penguasaan materi seorang guru dalam mengajar? Apakah dikuasai atau tidak?	teacher's mastery of the material when teaching? Do they master it or not?
		CI : jadi menurut saya kak , sudah cukup dikuasai karena cara menjelaskannya itu dapat mudah dimengerti dan menggunakan kata-kata yang memang gampang dimengerti oleh siswa. Terus kalau kami bertanya gurunya dapat menjawab sesuai dengan jawaban yang diinginkan.	CI: I think the teacher has a good grasp of the material. The explanations are easy to understand, and the teacher uses simple language. When we ask questions, the teacher provides accurate answers.
		UL: iye	UL: Yes
		MD : pas bertanya na tau I atau bagaimana?	MD: Does the teacher know the material well when you ask questions?
		UL : natauji	UL: Yes, they do.
		MD ; baik UL terima kasih, untuk reza baimana?	MD: Okay, UL, thank you. How about you, Reza?
		RZ : agak tidak dikuasai materinya. Karena pernahka bertanya na suruhka cari di google kak	RZ: I feel the teacher's mastery of the material is a bit lacking. Sometimes I'm asked to look up answers online.
		MD : jadi menurutta tidak dikuasai di. Baik terima kasih. Selanjutnya untuk yang lainnya bagaimana penguasaan materinya	MD: So, you believe the teacher has a good grasp of the material. What about (RF)?

		guruta?bisa dimulai dari Eg?	
		RF : kalo menurut saya penguasaa materinya sudah cukup baik, cukup baik karena dia menggunakan bahasa inggris.	RF: The teacher's mastery is good. They are fluent in explaining things, even in English.
		MD : jadi menurutta baikmi, nakuasaimi materinya, untuk RF pendapatmu tentang penguasaan mater gurum pada saat mengajar bagaimana	MD: So, in your opinion, it's good; they do master the material. What about you, RF? What's your opinion on your teacher's mastery of the material?
		RF : Baik, cara mengajar guru sayabisa dikatan dikuasai kak dia lebih fasih dalam menjelaskan sesuatu walaupun dia berbahasa inggris	RF: It's good. My teacher can be said to master the material because they explain things fluently, even though it's in English.
		IB : sangat diuasi kak karena gurunya itu selain menggunakan bahasa inggris materinya itu dihafal kak, maksudya sangat dikuasai	IB: The teacher's mastery is very strong. Besides using English, they have memorized the material well.
		MD : tapi diperhatikanji pada saat mengajar?	MD: is the teacher attentive while teaching?
		IB : kurang diperhatikan karena saya tida mengerti bahasa inggris	IB: Not much, because I don't understand English.
		MD: harus belajar bahasa inggris okey. Selanjutnya untuk AF bagaimana?	MD: You need to learn English. Okay, next, from, how about you, AF?

		AF : menurut saya cukup dikuasai tapi kadang siswa masih ambigu	AF: I think the material is well-mastered, but sometimes students find it ambiguous.
		MD :kurang mengerti pada saat mengajar. Tapi menurutnya dikuasainya itu?	MD: So, there's some confusion during the lessons. But do you think the material is mastered?
		AF : menurut saya sudah dikuasai	AF: Yes, I believe it's well mastered.
		WD : nda jaugjidari jawabannya AF kak, akuasai jg gurunya kak, kadang juga biasa menggunakan bahasa inggris tapi tetap di translit.	WD: My answer is similar to (AF). The teacher's mastery is evident. They use English but also provide translations.
		FR : menurut saya kak kurang dikuasai karena lebih memberikan tugas dari pada menjelaskan.	FR: I think the mastery is lacking because there are more tasks than explanations
		MD :Jadi menurutnya ndk dikuasai karena lebih banyak, siapa tau karena mau apaya gurunya mau melihat sampai sejauh mana pemahamanmu bisa seperti itu Alif, jadi menurutnya tidak dikuasai	MD: So, you feel there's a lack of mastery due to the emphasis on tasks. Thank you for the feedback.
		FR : iya	FR: Yes.
E X P E C T A T	1.	MD : Selanjutnya pertanyaan tentang Ekspektasi terhadap guru kalian. Pertanyaannya yaitu bagaimana seharusnya guru bahasa inggris yang kamu harapkan ?	MD: Moving on to the next question about your expectations for your teachers. The question is: What should your English teacher be

I O N		Harapanmu terhadap gurumu? Bisa Dimulai dari SMA 3 terlebih dahulu	like? What are your hopes for your teacher? Let's start with SMA 3.
		EG : Harapan saya kasi ada tranletnya kalo mengajar bahasa inggris.	EG: My expectation is that there should be translations when teaching English.
		MD : harapannya harus ada tranletnya tapi tidakmunki tidak ada pasti ada?	So, you hope there will be translations, although it's not always guaranteed?
		EG : ada sedikit sekali	EG: Yes, there are very few translations
		MD : jadi gurunya asik sendiri begitu.saya pindah ke SMA 2 bagaimana yang kamu harapkan bisa dari WD.	MD: So the teacher is kind of doing their own thing. Let's move to SMA 2. What do you hope for, WD?
		WD : Saya berharap pembelajaran bahasa inggris di sekolahku lebih presentasi karena dari pribadi saya sendiri saya lebih suka presentasi	WD: I hope that English lessons at my school focus more on presentations because I personally prefer presentation-based methods.
		MD : jadi lebih disuka prenstasi . jadi maunya presentasi terus. UntukSMA bagaimana CI	MD: , you would prefer more focus on presentations. For SMA H1, how about CI?
		CI : menurut saya kak mungki bisa diperbanyak melatih skill dasar sesuai seperti listeningnya, speaking dll	CI: I think it would be beneficial to focus more on basic skills like listening and speaking.

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		MD : jadi skill dasarnya dulu jangan langsung yang susah nya di. Memang tidak diajar skill dasarnya ?	MD: So, focus on basic skills before tackling more complex topics. Are these basic skills being taught?
		CI : diajar kaka tapi sedikit kadang-kadang jarang	CI: They are taught, but only a little and not very often.
		MD : Selanjutnya kita kembali ke SMA 3 IB	MD: Next, let's return to SMA 3. IB, what about your expectations?
		IB : seperti tadi menggunakan translet juga bagus kalo ada pake media dan mungkin bisa juga pake quiziz jadi pembelajaran lebih seru	IB: As mentioned before, using translations and media like quiziz would make learning more engaging.
		AF : menurut saya, saya harap cara menagajarnya dan media-media yang digunakan itu ya dipertahanami	AF: In my opinion, I hope the teaching methods and the media used will be maintained as they are.
		MD :okey dipertahankan, apakah AF gurunya disekolahta dominan tidak. Siapa lagi, untuk UL bagaimana	MD: Okay, keep that in mind. Is AF the dominant teacher in our school? Who else? And how about UL?
		UL: Menurut saya kaklebih bagus kalau anu kaknatmbahkan i metode-metode pembelajaran lain yang lebih menarik	UL: I think it would be better if additional, more engaging teaching methods were included
		MD: saya fikir menarik sekalimi tapi lebih kreatif lagi begitu? Adakah saran untuk gurunya supaya lebi	MD: I think it's already very interesting, but it could be more creative. Do you

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		<p>kreatif,siapatau ada maunya UL yang dilihat dari sekolah lain tapi tidak ada di sekolahta.</p>	<p>have any suggestions for the teachers to be more creative? Maybe something you've seen in other schools but we don't have in ours?.</p>
		<p>UL: yang pake quis kak sama,</p>	<p>UL: The one that uses quizzes.</p>
		<p>MD : ohh ya belumpi perna pake quiz jadi maunya ada quiznya okey, hmm siapa lagiselanjutnya, untuk RF bagaimana</p>	<p>MD: So, you want quizzes to be included in the teaching methods, which are currently not used in your school. Next, RF, what are your expectations?</p>
		<p>RF :Baik harapan saya yang penting semoga dia mengikuti kurikulumkak karena kurikulum kan kurikulum merdeka.Semoga guru saya memakai kurikulum merdeka karena bisa dikatakan tidak merdeka.</p>	<p>RF: Well, my hope is that the teacher follows the curriculum because it's the Merdeka curriculum (independent curriculum). I hope my teacher uses the Merdeka curriculum because, in a way, it doesn't feel independent.</p>
		<p>MD : jadi kelas XII RF tidak, okey siapa lagi yang belum RZ dan FR di. Mulai dari RZ dulu bagaimana harapanmu</p>	<p>MD:So, in class XII, RF doesn't have it. Okay, who else hasn't shared? RZ and FR? Let's start with RZ. What are your hopes?</p>

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		RZ : Di samping medinya, media pembelajarannya bagus kak, yang saya harapkan kak kalau dikasi tugas dijelaskan I dulu kak, karena biasai kasi tugas langsung keluar kak.	RZ: Besides the media used, I hope that if assignments are given, they are explained first, because usually, assignments are given directly without explanation.
		MD: oh langsung Cuma masuk saja dikelas kasi tugas ditinggalmi kelasnya okey thank you RZ untuk FR bagaimana?	MD: Oh, so the teacher just comes into class, gives the assignment, and then leaves? Okay, thank you, RZ. How about FR?
		FR : Sama saja dengan RZ lebih banyak menjelaskan dari pada memberikan tugas karena biasa itu juga kak memberikan banyak memberikan tugas daripada menjelaskan.	FR: Similar to RZ, I hope there is more explanation rather than just assignments, as there are often more assignments than explanations.
		MD:jadi harapanta lebih banyak menjelaskan daripada memberikan?	MD:So your hope is for more explanations rather than assignments?
		FR : Tugas	FR:Yes, assignments.

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2. Bagaimana pendapat kalian tentang penggunaan media yang dilakukan oleh guru Bahasa Inggris?	MD: selanjutnya pertanyaan ke-dua saya lebih spesifik kan tadi ada cara mengajarnya tadi sudah dinilai toh jadi menurutmu lagi bagaimana harapanmu cara mengajar guru bisa dijawab mulai dari CI dulu	MD: Next, my second question is more specific. Earlier, you evaluated the teaching methods. So, what are your hopes regarding the way the teacher teaches? Let's start with CI.
	CI : Mungkin harapan saya kak ya dipertahankanmi saja kak karena menurut saya sudah bagus apalagi gurunya tidak memihak juga ke orang yang pintar tapi memperhatikan juga orang orang yang kurang mengerti dengan bahasa inggris	CI: Maybe my expectations are just maintained kak because it is good, especially since the teacher does not favor smart people but also pays attention to people who are less familiar with English.
	MD : Hm okey, kenmudian untuk UL	MD: Hmm, okay. Then, what about UL?
	UL : Samaji kak	UL: Same as mentioned earlier.
	MD : cara mengajarnya dipertahankan, penggunaan medianya dipertahankan tapi lebih bervariasi lagi begitu? UL yang jawab jangan saya	MD: Teaching methods should be maintained, but with more variation? UL, you should answer this.
	UL : ya tergantung	UL: Yes, it depends.

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		<p>kak</p> <p>MD: untuk FR cara mengajarnya, cara mengajar yang pada saat dikelasta mauki bagaimana</p>	<p>MD: For FR, how do you feel about the teaching methods? Are there areas for improvement?</p>
		<p>FR : begituji tadi kak lebih banyak menjelaskan dari pada tugas tapi semoga bisa natingkatkan lagi cara pembelajarannya</p>	<p>FR:Just like I said earlier, more explanations rather than assignments, but I hope the teaching method can be improved.</p>
		<p>MD: Ada selain itu cara mengajarnya selain tugasnya, siapa tau ada memang yang ada dihatita kayak mauka beginiki cara mengajar supaya pahamka</p>	<p>MD: Is there anything else about the teaching method besides the assignments? Maybe there's something in your mind, like a specific way of teaching that would help you understand better.</p>
		<p>FR: sama dengan sekolah lain memakai LCD</p>	<p>FR: Same as other schools, using an LCD.</p>
		<p>MD : kenapa kalau pakai LCD mauki kek menonton YouTube begitu? Bagaimana seharusnya guru mengajar yang kalian inginkan</p>	<p>MD: Why do you want to use an LCD? Do you want it to feel like watching YouTube or something? How do you want the teacher to teach?</p>
		<p>RZ : kalau tugas kak jelaskan dulu kak</p>	<p>RZ: there are assignments, I hope they are explained first.</p>
		<p>MD : sama dengan FR selain itu siapa tau ada yang kayak cara mengajar disekolah</p>	<p>MD: Similar to FR, but are there any teaching methods from</p>

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	lain yang translet pakai bahasa inggris saja kebanyakan pakai bahasa inggris tidak begituji?	other schools that you would like to see, such as using more English compared to Indonesian?
	RZ: bahasa ndonesia kak	RZ: I prefer using Indonesian.
	MD : Tapi memang disuka pakai bahasa Indonesia, pakai bahasa inggris atau pakai campur. Pernah disurug translet menerjemahkan	MD: So, you prefer using Indonesian, although some English or a mix is acceptable. Have you ever been asked to translate?
	AF : menurut saya sudah bagus cara mengajarnya, sisa itu kalau misalnyaka ada tugas di LKPD itu soalnya bahasa inggris kadang tidak najelaskan dulu jadi tergantung siswanya kalau mau bertanya baru najelaskan	AF: I think the teaching methods are already good. However, if there are assignments in LKPD, they are sometimes not explained beforehand, so it depends on whether students ask questions.
	MD: tapi ada tidak yang nakaskanki kesempatan untuk bertanya ?	MD: Is there an opportunity to ask questions?
	AF: ada	AF:Yes.
	MD : ada tapi dari siswanya saja yang mau bertanya atau tidak, okeythank you AF, WD cara mengajarnya mauki yang bagaimana atau disukami cara mengajarnya guruta?karena? jelaskan kembali kenapa sukanya. Tadi apa tadi inovatif?	MD: So, there is an opportunity to ask questions, but it depends on whether students choose to ask. Thank you, AF. For WD, what kind of teaching method do you prefer from your teacher?

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		WD: seru kak, pintar juga menjelaskan kak, gampang juga dimengerti penjelasannya	WD: I like the teaching method because it is engaging, and the explanations are easy to understand.
		MD : okey, siapa belum? IB di? Okey yang caramengajar IB, silahkan	MD: Okay, who hasn't answered yet? IB? Okay, let's hear your thoughts on the teaching method, IB.
		IB : mungkin ya bisa ditambahkan bahasa indonesianya karena kurang dimengerti juga dari guru melakukan pendekatan ke siswa atau interaksi lebih banyak kesiswa karena lebih sering itu pokoknya banyak sekali menejelaskannya.	\ IB: Maybe more use of Indonesian could be added because it is not well understood. Additionally, there should be more interaction with students since there is often too much explanation.
		MD : ohh ya banyak sekali menjelaskan nalupaki naperhatikan ternyata kita tidak memperhatikan pada saat gurunya mengajar begitu? Mungkin diperhatikan begitu?	MD: So, you hope for more explanations in Indonesian and more interaction with students. Do you feel there is a lack of opportunity to ask questions?
		IB : tidak juga karena sering itu mauki bertanya tetapi tidak nakasiki kempatan bertanya.	IB: Not exactly, but often I want to ask questions, but there's no opportunity to ask.
		MD:kenapa?bagaimana bisa?	MD: is that? How can this be improved?

		IB Mungkin dari guru nalupa i jadi langsung ke tugasnya saja setelah menjelaskan	IB: Maybe the teacher forgets, so after explaining, they go straight to the assignments.
		MD: owh IB okey okey Thank you IB	MD: Oh, IB, okay, okay. Thank you, IB.
		MD : Pertanyaan ke tiga masi ada dua pertanyaan di , okey bagaimana seharusnya penggunaan media yang kalian harapkan.	MD: Third question—there are still two more questions. Okay, how should the use of media be as you expect?
		EG: kalau menurut saya kak penggunaan media itu memang harus karena bisa dikatakan tidak monoton i pembelajaran kak karena jika hanya menejelaskan tapi tidak ada tuisan atau apa, gambaran, itu bisa diukatakan datarki cara pembelajarannya.	EG: In my opinion, the use of media is necessary because it keeps the learning process from being monotonous. If the teacher only explains without any visuals or anything, it can make the learning method seem dry.
		MD: untuk yang lain bagaimana penggunaan medianya AF	MD:How about the others? What do you think about the use of media, AF?
		AF: menurut saya sudah bervariasi penggunaan medianya	AF: I think the use of media is already varied.
		MD: sangat bervariasi penggunaan medianya jadi disukai	MD: The media usage is very varied, so you like it?
		AF: iya	AF: Yes.

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		MD: kita?	MD: And for you, WD?
		WD : mungkin dipertahankan kak seperti penggunaan leptop, LCD, dan lain-lain tapi mungkin bisa juga ditambahkan media aplikasi sebagai kayak ujian bagi siswa karena menurut saya pribadi kak saya sangat suka memakai Quiziz karena selain melatih pengetahuan dapat juga melatih kecepatan dalam menjawab	WD: The current media usage should be maintained, such as laptops and LCDs. However, it would be good to add application-based media for student assessments, like Quizizz. It's enjoyable because it not only tests knowledge but also speeds up response time.
		MD : Oke,jadi berlombaki siapa paling tinggi di, itu yang QUIZ di. Untuk kita UL	MD: So, it's a competition to see who scores highest in quizzes. For UL?
		UL : samaji kayak CI kak harus napertahankn media pembelajarannya sudah bervariasi	UL: Same as CI. The media usage should be maintained but with more variety.
		MD : inovatif juga di? Untuk materinya UI	MD: So, you want the media usage to be maintained but also more varied and creative?
		UL : ya	UL: Yes.
		MD: tadi apa jawabannya UL duiapahami di?	MD: What was UL's answer earlier? Did you understand?
		UL: iya	UL: Yes.

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		IB : baik seharusnya kalau di sekolahku penguasaan materinya sudah bagus cuma kurangnya itu pendekatannya bisa juga dibilang dari campur bahasanya karena jarang sekali menggunakan bahasa indonesia dan interaksinya ke siswa itu sedikit	IB: It should be good. At my school, the material mastery is good, but the approach could be improved, especially in terms of language use. There is rarely any use of Indonesian, and interaction with students is limited.
		MD : hm okey thankyou IB sarannya seperti itu di, kalai yangn lain, bagaimana WD? Ada tambhaanya?	MD: Okay, thank you IB. What about others? WD?
		WD: lancar sekalimi kayak	WD: The teaching is smooth and the English proficiency is very good.
		MD : cara mengajar?	MD: Have you ever done storytelling?
		WD : iye sama penggunaan bahasa inggrisnya kak fasih sekali	WD: Yes, and the use of English, it's very fluent.
		MD : pernah tidak belajar stori telling?	MD: Have you ever done storytelling in class?
		WD : kayaknya kak	WD: I think so.
		MD: disuka?bagaimana cara mengajarnya pas itu	MD: Did you like it? How was the teaching method during that?

		<p>WD : disuruhki bikin cerita baru diceritakan di depan papan tulis kak,mendengarkanmi ibu guru. Jadi guruta mendengarkan diberikan semua kesempatan kepada siswanya. biasa berkempok kak, kayak begitu nagantiganti harinya kak, hari ini siswa ini yang naik</p>	<p>WD: We were asked to create stories and present them in front of the class while the teacher listened. The teacher gave all students a chance to participate.</p>
		<p>MD: disuka begituatau bagaimana?</p>	<p>MD: Did you like that, or how was it?</p>
		<p>WD : tidak terlalu kusuka saya kak</p>	<p>WD: I didn't really like it.</p>
		<p>MD : owh tidak terlalu disuka story telling tapi caranya sudah disuka, materinyaji yang ndak disuka toh . Okey terakhir untuk CI</p>	<p>MD: Oh, you didn't like the storytelling, but you liked the method, just not the material, right? Okay, lastly, let's hear from CI.</p>
		<p>CI: mungkin untuk penguasaan materinya itu kak sudah bagus tapi yng kurang saya suka itu kaka kadang gurunya lupa kalau dia memberi tugas biasaya kalau. Misalnya minggu ini kita tidak diberi tugas padahal dia menagih biar kita tidak diberi tugas</p>	<p>CI: The mastery of the material is good, but sometimes the teacher forgets to assign tasks. For instance, if we are not given tasks one week, the teacher might remind us in the following week.</p>
		<p>MD : jadi lebih kayak nakira selalu ada tugasnya ternyata tidak ada.</p>	<p>MD: So, it seems like there might be an expectation of tasks being given regularly, but it's</p>

			not always the case.
		CI : karena tugas kelas lain yang naingat kak	CI: Because the teacher remembers the other classes' assignments, not ours.
		MD: jdi bagaimana tanggapanta	MD: So, what do you think about that?
		CI: ya diingatkan i kalau mungkin kelas lain itu diingat pak kita belumpi dikasih	CI: Yes, reminders are needed if tasks are not assigned, especially if other classes have tasks!
		MD: bagaiman gurunya	MD: And how does the teacher respond?
		CI: ya mengertii,minta maaf i juga kak begitu	CI: The teacher understands and apologizes.
		RZ:“ Semoga nakuasai materinya kak, jadi ketika beertanyaka ndk nasuruma lagi cari di google”	RZ: “I hope the teacher masters the material well so that when we ask questions, they don't have to search for the answers on Google.”
		FR:“ harapkanu saya saya kak semoga kebiih banyak menjelaskan dari pda memberikan tugas kak”	FR: “I hope is that the teacher explains more than giving assignments.”
		CI: Guru kami selalu datang tepat waktu dan siap dengan materi pelajaran	CI: Our teacher always arrives on time and is well-prepared with the lesson material.
		WI: Guru saya ketika mengajar itu kak sangat sabar ndak pernah marah meskipun bikinki kesalahan kayak misal biasaki	WI: The teacher is very patient when teaching. They never get angry, even if students make mistakes,

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		keluar masuk pada saat belajar	like coming in and out during lessons
		MD : Terimakasih kepada , Jadi itulah tadi jawaban dari kalian	MD:Thank you, everyone. So, those were your answers.

Appendix 4. FGD 1 Documentation



Appendix . FGD 2 Documentation



### **CURRICULUM VITAE**

The researcher, whose full name is Mulkia Qurrata Ayun, was born in Majene on July 17, 2001. She comes from Majene Regency and is a follower of Islam. She completed her elementary education at SD Negeri 15 Segeri in 2013. She continued her studies at SMP Negeri 8 SATAP Majene and graduated in 2016. She then completed her secondary education at SMK Negeri 2 Majene in 2019. In the same year, the researcher pursued her undergraduate studies at the State Islamic College of Majene (STAIN Majene), majoring in English Education, and successfully graduated in 2025. As a prospective educator, the researcher believes that education should not only focus on the transfer of knowledge, but also on the development of character, creativity, and students' skills in order to prepare them for future challenges. Therefore, she is committed to implementing innovative and creative learning approaches that encourage students to become more active, independent, and confident in developing their potential.