

**PRE-SERVICE ENGLISH TEACHERS' PERCEPTION ABOUT
EFFECTIVE EFL TEACHER IN THE CLASSROOM**



A Thesis

Submitted in Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene

By:

DHEANDA AULIA FITRI AL AZIZAH

Reg. Number 10256120005

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING DEPARTMENT
STATE ISLAMIC COLLEGE OF MAJENE**

2024

PENGESAHAN SKRIPSI

Skripsi yang berjudul "Pre-Service English Teachers' Perception About Effective EFL Teacher In the Classroom" yang di Susun Oleh **DHEANDA AULIA FITRI AL AZIZAH**. NIM **10256120005**, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan STAIN Majene. Telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari kamis tanggal 30 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.

Majene, 30 Agustus 2024 M.
25 Safar 1446 H.

DEWAN PENGUJI

Ketua	: Uswatunnisa, S.Pd., M.Hum.	(.....)
Sekretaris	: Rina Marlina, S.S., M.Hum.	(.....)
Munaqisy I	: Nihla Afdaliah, S.Pd., M.Pd.	(.....)
Munaqisy II	: Wahyuddin, S.Pd., M.Ed.	(.....)
Pembimbing I	: Syamsinar, S.Pd., M.Pd.	(.....)
Pembimbing II	: Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.	(.....)

Diketahui oleh:
Ketua Jurusan Tarbiyah dan Keguruan



Dr. Hamzah S. Fathani, M.Th.I.
NIP. 197106232014111001

PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudara/i DHEANDA AULIA FITRI AL AZIZAH, NIM: 10256120005, Mahasiswa Program Studi Tadris Bahasa Inggris (TBI) pada Jurusan Tarbiyah dan Keguruan STAIN Majene, setelah meneliti dan mengoreksi secara seksama skripsi yang berjudul "PRE-SERVICE ENGLISH TEACHERS' PERCEPTION ABOUT EFFECTIVE EFL TEACHER IN THE CLASSROOM" memandang bahwa skripsi tersebut memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan.

Demikian persetujuan ini diberikan untuk proses lebih lanjut.

Majene, 28 Agustus 2024

Pembimbing 1



Syamsinar, S.Pd., M.Pd.
NIP.198503012019032007

Pembimbing 2



Achmad Taqlidul C.F., S.Pd., M. Pd.
NIP. 199103312019031015

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini

Nama : Dheanda Aulia Fitri Al Azizah

Nim : 10256120005

TTL : Demak, 17 Desember 2001

Prodi : Tadris Bahasa Inggris

Jurusan: Tarbiyah dan Keguruan

Alamat: Rusung-Rusung Lembang, Kel. Lembang, Kec. Banggae Timur, Kab. Majene.

Judul : Pre-Service English Teachers' Perception About Effective EFL Teacher In The
Classroom.

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi ini dan gelar yang diperoleh karenanya, batal demi hukum.

Majene, 6 September 2024

Penyusun,



Dheanda Aulia Fitri Al Azizah

NIM. 10256120005

ACKNOWLEDGMENTS

Alhamdulillah Rabbil Alamin, first of all the researcher thanks to God Allah SWT for this his blessing and mercy, his help and guidance so that the writing of the thesis entitled “Pre-Service English Teachers’ Perception About Effective EFL Teacher In the Classroom” can be finished properly. Shalawat and Taslim always poured to the Rasulullah SAW who has brought the human from the darkness in to the lightness.

The researcher experiences many obstacles and roadblocks while organizing this thesis. However, with the help of many people, those processes could be completed. The researcher also recognizes that there are several mistakes in this thesis, and that without the guidance and assistance of many people, this thesis could not be completed. As a result, the researcher would like to express heartfelt gratitude to my beloved family, particularly my parents **Muh.Sedaq** and **Jumiati**, who always pray for me, motivate, support and provide the best support to me while I was studying at STAIN Majene. The researcher would also like to express her heartfelt gratitude and appreciation to:

1. **Prof. Dr. Wasilah Sahabuddin, ST., MT.**, Head of STAIN Majene Period 2020-2025.
2. **Dr. Hamzah S. Fathani, S.Ag., M.Th.I** as the Head of the Tarbiyah and Teacher Training Department of STAIN Majene.

3. **Ahmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.** the Head of English Education Study Program and also is the second advisor that providing lot of suggestion to compliting this thesis.
4. **Syamsinar, S.Pd., M.Pd.** as the first advisor who have provide a lot of support and help in completed this thesis.
5. **Nihla Afdaliah, S.Pd., M.Pd.** as the first examiner who have guided the researcher during writing this thesis.
6. **Wahyuddin, S.Pd., M.Ed.** as the second examiner who have lot of suggestion when researcher conducted proposal seminar.
7. All his beloved classmates **Tadris Bahasa Inggris 1 2020**. It cannot be mentioned one by one but thank you for always giving support and accompanying during finishing the thesis.
8. Object of the researcher, all students' university in English educational study program of STAIN Majene and UNSULBAR. The researcher express gratitude for them for their available time for the sake of the success of the research. Thanks also for everyone involved in completing this thesis may Allah SWT bless us. Aamiin.
9. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for always being a giver and tryna give more than I receive, I wanna thank me for tryan do more right than wrong, I wanna thank me for just being me at all times.

The researcher really realize that this thesis is far from prefect. The error is the research's fault. Therefore, constructive criticism and suggestions will be highly appreciated. May all our efforts always be blessed by Allah SWT. *Aamiin ya Rabbal Alamin.*

Majene, 12 September 2024
Researcher,

Dheanda Aulia Fitri Al Azizah
NIM. 10256120005

TABLE OF CONTENT

ACKNOWLEDGMENTS	i
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vi
LIST OF APPENDIXES	viii
ABSTRACT	ix
CHAPTER I INTRODUCTION.....	1
A. Research Background	1
B. Problem Statements.....	4
C. Research Objectives	4
D. Research Significance	5
E. Research Scope	6
CHAPTER II LITERATURE REVIEW	7
A. Previous Related Studies.....	7
B. Some Pertinent Ideas.....	9
1. Concept of Perception	9
a. Definition of Perception.....	9
b. Kind of Perception	11
c. Influencing Factors	13
2. English Foreign Language Teacher	14
a. Definition of EFL.....	14
b. Teaching English as a Foreign Language	15
c. Characteristics of EFL Teacher.....	16
d. Effective EFL Teacher	17
3. Teacher Competence	21
a. Pedagogic Competence.....	21
b. Professional Competence.....	25

C. Conceptual Framework	27
CHAPTER III RESEARCH METHODOLOGY	28
A. Types and Approach of Research	28
B. Variable and Research Design	28
C. Population and Sample.....	29
D. Research Instrument.....	31
1. Questionnaire	31
2. Interview	31
E. The Technique of Data Collection	32
1. Primary Data	32
a. Questionnaire	32
b. Interview	32
2. Secondary Data	33
F. The Technique of Data Analysis	33
1. Questionnaire	33
2. Data Collection	35
a. Data Reduction.....	35
b. Data Display.....	36
c. Conclusion drawing/ Verification	36
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	37
A. Findings.....	37
1. Result of Questionnaire Analysis.....	36
2. Result of Interview.....	55
B. Discussion	62
CHAPTER V CONCLUSION AND SUGGESTION	68
A. Conclusion	68
B. Suggestion.....	70
BIBLIOGRAPHY	72
APPENDIX.....	77

LIST OF TABLES

Table 3.1 Likert Scale	34
Table 3.2 Score-Category of Question.....	35
Table 4.1 Item 1	37
Table 4.2 Item 2	38
Table 4.3 Item 3	38
Table 4.4 Item 4	39
Table 4.5 Item 5	39
Table 4.6 Item 6	40
Table 4.7 Item 7	41
Table 4.8 Item 8	41
Table 4.9 Item 9	42
Table 4.10 Item 10	42
Table 4.11 Item 11	43
Table 4.12 Item 12	44
Table 4.13 Item 13	44
Table 4.14 Item 14	45
Table 4.15 Item 15	45
Table 4.16 Item 16	46
Table 4.17 Item 17	46
Table 4.18 Item 18	47
Table 4.19 Item 19	48

Table 4.20 Item 20	48
Table 4.21 Item 21	49
Table 4.22 Item 22	49
Table 4.23 Item 23	50
Table 4.24 Item 24	51
Table 4.25 Item 25	51
Table 4.26 Item 26	52
Table 4.27 Item 27	52
Table 4.28 Item 28	53
Table 4.29 Item 29	54

LIST OF APPENDIX

Appendix 1	Research Permit	77
Appendix 2	Instrument 1 Questionnaire	78
Appendix 3	Validity Test.....	80
Appendix 4	Questionnaire Result	82
Appendix 5	Questionnaire Format.....	87
Appendix 6	Instrument 2 Interview	91
Appendix 7	Interview Result	92
Appendix 8	Documentation	103
Appendix 9	Curriculum Vitae.....	104

ABSTRACT

Researcher : Dheanda Aulia Fitri Al Azizah
Reg Number : 10256120005
Title : Pre-Service English Teachers' Perception About Effective EFL
Teacher In the Classroom

The problem of this research is how students perceive pre-service teachers towards effective EFL teachers in the classroom. Based on this problem, this research is entitled Pre-Service English Teachers' Perception About Effective EFL Teacher In the Classroom. This research aims to find out how students as pre-service teachers towards EFL teachers are effective based on their experiences and expectations. In this research, the author used a mixed method. The subject of this research is students majoring in English Education at UNSULBAR and STAIN Majene. The sampling technique in this research used a random sampling method where the sample of this research is 75 students. The data obtained in this research came from questionnaires and interviews by students. The questionnaire instrument of this research was adapted from the previous research by Metruk (2021) which totals 29 items and the interview instrument consists of 7 questions developed. In analyzing the data, the researcher used Likert scale analysis for quantitative data and Miles and Huberman analysis for qualitative data. From the research conducted, the perception of students as pre-service teachers towards effective EFL teachers in the classroom is that the results in quantitative data are 84.8% in the undecided category, meaning that it can be said that students' perception of the effectiveness of EFL teachers in the classroom is classified as not very knowledgeable and also has a minimal understanding, meaning that it can be said to be standard. From the results of the interview, it can be obtained that pre-service teachers are still using minimal teaching methods in the classroom.

Keywords : Perception, Students University, EFL Teacher, Effective

ABSTRAK

Researcher : Dheanda Aulia Fitri Al Azizah

Reg Number : 10256120005

Title : Pre-Service English Teachers' Perception About Effective EFL
Teacher In The Classroom

Masalah penelitian ini adalah bagaimana persepsi mahasiswa sebagai calon seorang guru terhadap guru EFL yang efektif didalam kelas. Berdasarkan masalah tersebut maka penelitian ini berjudul Pre-Service English Teachers' Perception About Effective EFL Teacher In The Classroom. Penelitian ini bertujuan untuk mengetahui bagaimana mahasiswa sebagai calon guru terhadap guru EFL yang efektif berdasarkan pengalaman dan harapan mereka. Dalam penelitian ini, penulis menggunakan metode campuran, yaitu kombinasi metode kuantitatif dan kualitatif dalam satu penelitian. Subjek dari penelitian ini adalah mahasiswa jurusan Pendidikan Bahasa Inggris yang ada di UNSULBAR dan STAIN Majene Teknik pengambilan sampel pada penelitian ini menggunakan metode random sampling yang dimana sampel penelitian ini berjumlah 75 orang mahasiswa. Data yang diperoleh pada penelitian ini berasal dari kuesioner dan wawancara oleh mahasiswa. Pada instrument kuesioner penelitian ini diadaptasi dari penelitian sebelumnya Metruk (2021) yang berjumlah 29 item dan instrument wawancara terdiri dari 7 pertanyaan yang dikembangkan. Dalam menganalisis data, peneliti menggunakan analisis skala likert untuk data kuantitatif dan analisis miles and Huberman pada data kualitatif. Dari penelitian yang dilakukan diperoleh persepsi mahasiswa sebagai calon guru terhadap guru EFL yang efektif didalam kelas adalah hasil pada data kuantitatif 84,8% berada di kategori undecided, artinya dapat dikatakan bahwa persepsi mahasiswa terhadap efektifitas guru EFL didalam kelas tergolong tidak sangat mengetahui dan tidak juga minim pemahamannya artinya dapat dikatakan standar. Pada hasil wawancara dapat diperoleh bahwa calon guru masih minim dalam menggunakan metode ajar yang ada didalam kelas.

Kata Kunci : Persepsi, Mahasiswa, Guru Bahasa Asing, Effective

CHAPTER I

INTRODUCTION

A. Research Background

Language is a very important means of communication in human life. Learning a foreign language is becoming progressively more important in our globalized world. This is because learning a foreign language makes it possible to converse with individuals from many nations and to acquire a greater variety of facts and knowledge. Language Learning is a challenging and complex process of mastering language systems and skills (Brkovic et al., 2021).

The Cambridge Dictionary defines EFL as ‘... the teaching of English to students whose first language is not English’. As a result, one of education's primary goals is now teaching foreign languages. Foreign languages are taught in Indonesia from elementary school through university. English is one of the foreign languages that is taught abroad the most. Learning a second language is deeply related to the affective domain of Human Psychology. Attitude, motivation, embarrassment, and self-esteem are the most critically essential constituents of the affective domain, and they are a basis for responding negatively or positively toward developments (Habrat, 2018).

The concept of an effective language teacher has been explored by numerous scholars over the past few decades. The question has been approached from different angles. Hativa et al. (2001) suggest that the effectiveness of a teacher is not limited to his or her characteristics or his or her compliance with a set of criteria

but to his or her use of practices that benefit the broader community in which teaching takes place.

According to Brosh (1996) argues that effective EFL teachers are those who focus on comprehension, know the language, make lessons interesting, help learners to be independent, and treat them fairly. Vadillio (1999) adds to the discussion by claiming that effective language teachers are those who possess not only deep second language competence but also personal qualities like sensitivity, warmth, and tolerance.

The Merdeka Belajar English curriculum strives to improve learners' communication skills in a variety of settings, with an emphasis on language skills and cultural understanding. An Independent Curriculum is held to prevent teachers from exploring content too quickly and to combat learning loss. The goal of independent learning is to create a pleasant environment for teachers, students, and parents, Nasution (2022). Lately, it has come to light how important it is for teachers to play a part in the curriculum development process, particularly concerning the Merdeka Curriculum, which brings new rules that are drastically different from the previous curriculum.

Boosting students' motivation, competent teachers use tactics and approaches that are appropriate for the requirements of their learners, learning preferences, and learning environments. Other studies by Skinner & Belmont (1993) have shown that if students are involved in learning and are motivated to learn, they will be happier to learn and retain information understanding how to deal with differences

in motivation, attitude, interest, learning style, character, and behavior is the true difficulty that teachers encounter in their line of work. Each student has his or her characteristics and learning preferences, so a quality teacher can accommodate learning differences in the classroom and work effectively to achieve targeted competencies for their students Taniredja & Abduh (2016). It is simple to see how important a role teachers play in determining the standard of education. Because of this, the quality of educators and teacher preparation programs is the primary issue raised regarding the standard of education Damayanti et al. (2024). According to Park et al.(2011) study, the primary quality that teachers should possess is teacher competence or pedagogical skill. For students to feel more motivated during the process of learning, teachers are expected to be able to comprehend their students.

Students' perceptions of teachers impact their motivation and enthusiasm for learning Wichadee & Orawiwatnakul (2012). This is consistent with Walgito (1990) who states that perception is the act of arranging and analyzing the information that an individual receives to make sense of what they see, hear, and so forth. Student perception is the way learners perceive a situation that occurs during the learning process. As a result, students' perception is how they interpret what they have learned or done.

Pre-service teachers specializing in education must have a strong command of the language, both written and spoken. This skill is the cornerstone of a qualified English instructor, in addition to wanting to learn how to teach English effectively and efficiently and develop solid pedagogical skills. This pedagogical expertise encompasses assessment strategies, English teaching methodologies, and teaching

and learning theories. Become an eager English learner by improving your teaching methods and creating a welcoming and enjoyable learning environment for students.

UNSULBAR and STAIN MAJENE are two universities that offer English education majors and deliver offline classes on campus. Education majors at these two universities can gain experience teaching in special schools. Its goal is to prepare students majoring in education to apply what they learn on campus to their classroom experiences.

Based on the phenomenon that occurred above, the researcher was encouraged to conduct research by focusing this research on the **“Pre-Service English Teachers’ Perception About Effective EFL Teacher In the Classroom”**.

B. Problem Statements

Based on the explanation in the background, the researcher finds problem formulation, namely:

How do pre-service English teachers perceive about effective EFL teacher in the classroom?

C. Research Objectives

Based on the explanation above, the researcher wants to find out pre-service English teachers perceive about effective EFL teacher in the classroom.

D. Research Significance

1. Theoretical contribution

This research contributes to theory by applying Neil Mercer's concept of communicative interaction to EFL teaching. It identifies key elements of effective teaching, such as material clarification and student engagement, enriching the understanding of what makes EFL teaching successful and offering practical insights for improving classroom interaction.

2. Practical contribution

This research provides practical contributions by identifying key elements considered crucial by pre-service English teachers for effective EFL teaching, such as communication skills, classroom management, and varied teaching methods. The findings can be used to design training programs for prospective teachers and assist educational institutions in developing more relevant curricula that support the development of the necessary pedagogical skills for effective teaching.

3. Empirical contribution

This research provides an empirical contribution by identifying the factors that pre-service English teachers consider important for effective EFL teaching, such as communication skills, classroom management, and the use of varied teaching methods. The findings also reveal differences in how pre-service English teachers perceive the importance of building positive relationships with students. These findings enrich the

understanding of how pre-service teachers view the quality of effective EFL teaching.

E. Research Scope

This research has various scope, including:

1. Focuses on perception of 8th semester students majoring in English education at UNSULBAR and STAIN Majene.
2. Focuses on exclusively on two dimensions of teacher competence such as pedagogical competence and professional competence.
3. Source of data based on the experience of pre-service English teacher when practicing in the schools.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

The literature review is conducted to find topics related to the research title under study or previous research titles. The discussion that indirectly refers to the title of the researcher's discussion is as follows:

1. The research was conducted by Ketut Catri Damayanti, Luh Putu Artini, and Luh Gede Eka Wahyuni (2024) with the title "Good and Effective EFL English Teachers: The Exploration of Male and Female Students' Perceptions".

The purpose of this research is to find out how male and female students perceive the characteristics of good and effective English teachers in Bali. Both male and female students perceive an effective English teacher in the same way; they prefer teachers who can prepare lessons well, control class time wisely, and use interesting learning media such as pictures and videos to teach because it can maintain students' motivation to learn English.

2. The research was Conducted by Daysi, Narváez-Cantos. (2022) with the title "The effective English language teacher from the perspective of Ecuadorian university students"

The purpose of this research is to investigate the perceptions of Ecuadorian University students regarding the qualities of an effective English as a Foreign Language (EFL) teacher. The research focused on attributes that students believed characterized an effective EFL teacher in Ecuador, providing valuable

insights into the expectations of students who are about to enter higher education and the workforce.

3. The research was conducted by Rastislav Metruk (2021) with the title “Male and Female University Student’s Perception of an Effective EFL Teacher”

The purpose of this research is to Examine and understand the concept of effective language instruction is of major significance as regards the process of teaching and learning foreign languages. This study attempts to investigate the differences in the male and female EFL (English as a foreign language) students’ perceptions of effective language teachers.

4. The research was conducted by Flora Komlosi and Ferdinand (2019) with the title “University Students’ Preferences on English Teacher Nationality and Teaching Style: Gender-based Differences.

The purpose of this research is to Inspire dynamics between students and teachers to have a great impact on learners’ perceptions, attitudes, and psychological well-being in the ESL classroom. Gender-based differences in opinions about foreign language acquisition often shape students’ approaches and learning structures. Nowadays, great emphasis is placed on the presence of native English-speaker teachers in English language teaching institutions. However, such teachers may struggle to understand local students’ attitudes.

Based on previous studies, researcher found similarities and differences between previous studies and this research. The similarities between these studies and the research that the researcher will conduct are focusing on the

perception of university students. The difference between these studies with the research that the researcher will conduct”:

1. The difference between this research and the research conducted by Ketut is that this research only focuses on effective teachers, while the research conducted by Ketut focuses on good and effective EFL Teachers.
2. The difference between this research and the research conducted by Daysi is that the research used two university but the research was the perception of all Ecuadorian students.
3. The difference between this research and the research conducted by Metruk is in the type of research, this research uses mixed research methods while the research conducted by Metruk is a quantitative type of research.
4. The difference between this research and the research conducted by Flora lies in the focus of the research. The research conducted by Flora focuses on students' preferences for nationality and teaching styles of teachers. The focus of this research is the perception of students at university as pre-service teacher of an effective EFL teacher in the classroom.

B. Some Pertinent Ideas

1. Concept of Perception

a) Definition of Perception

Perception in the Latin language is derived from *percipere*, which means to receive or take. Perception is the perception of objects, events, or relationships based on inferences and message interpretations. Perception

is the process of assigning meaning to sensory stimuli (Rakhmat & Surjaman, 1999).

Perception is the process of attaching meaning to stimuli. In the English teaching and learning process, EFL students' perception is the process of assigning meaning to the stimuli provided by the English teacher. Perception determines the behavior that will be executed. A person's behavior is determined by inputs or impulses resulting from a sensory process known as perception. Perception is the tendency to observe or focus on certain aspects of accessible sensory data while ignoring others. Perception, like motivation, is the factor that influences whether or not we do anything. Perception is the process of acquiring information from one's surroundings via the senses, which is then discriminated, categorized, focussed, and so on before being interpreted. (Rohmah, 2020).

According to Bimo Walgito (2004), perception is preceded by sensing, which is the process of receiving a stimulus through the individual's sensory organs, also known as the sensory process. The process does not end there; rather, the stimulus continues, and the next process is perception. According to W. James (1890), perception is produced from data acquired by the senses from the environment, some of which is retrieved through memory processing or reprocessed depending on experience.

Based on some of the concepts discussed above, it is possible to conclude that perception is an act of judgment in a person's mind after receiving a stimulus from his senses. The stimulus then develops into a thought, which leads to a person having an opinion on a current situation or occurrence.

b) Kind of Perception

According to Mulyana (2003), Perception is separated into two categories: perception of objects (physical environment) and perception of people or society. Human perception is more challenging and complex due to its dynamic nature. The differences between these two modes of perception are as follows:

- (1) Objects are seen through physical symbols, and individuals through verbal and nonverbal symbols. People are more efficient than most objects and more difficult to predict.
- (2) Object perception is influenced by external qualities, but human perception is influenced by both internal and external factors. Humans respond to both external and internal qualities (e.g., moods, motivations, expectations).
- (3) Objects don't respond, but people do. In other words, objects are static and people are dynamic. As a result, perceptions of people change more quickly than views of objects. Perception of things.

Human or social perception is the process of interpreting the meaning of social objects and natural events in our surroundings. Each person has

a unique perception of their surroundings. Bimo Walgito (2004) says There are various principles governing social perception, including:

- (1) Experiential perception refers to individuals' perceptions of a person, object, or event, as well as their reactions to those perceptions, based on previous experiences and learning about similar persons, items, or events. involves similar individuals, items, or occurrences.
- (2) Perception is selective. Sensory stimuli are common sources of human stimulation. Our attention to a stimulus is the most important aspect in determining its selectivity.
- (3) Perception is subjective. Because the data we acquire about objects is never full, this conjectural perception process allows us to perceive an object with a more comprehensive meaning from any angle and point of view.
- (4) Perception is evaluative. This signifies that what is perceived is genuine; nevertheless, a person's sensory organs and perceptions might be deceptive, making it difficult to determine how near the perception is to reality.
- (5) Perception is contextual. This suggests that, among all the factors influencing perception, context is one of the most powerful. When analyzing a person, an item, or an event, the context of the stimuli has a significant impact on cognitive structures.

Some of the arguments above demonstrate that people occasionally make errors in understanding their physical surroundings. Conditions

influence how a person perceives an object. For example, when asked to sample a drink, one person's opinion may differ from another's. Because of differing perceptions. Meanwhile, human perception is the act of recording the meaning of social objects and events encountered in one's surroundings, as each person perceives their social environment uniquely. Social environment.

c) Influencing Factors

Experts offer varying perspectives on the elements that influence perceptions. According to Bimo Walgito (2004), the selection of stimuli for perception is determined by two factors: internal and external.

(1) Internal factors affecting perceptual selection In resolving various symptoms for perception, internal factors relate to the self. These factors are:

- (a) Psychological needs
- (b) Background
- (c) Experience
- (d) Personality
- (e) General attitudes and beliefs
- (f) Self-acceptance

(2) External factors that influence selection perception

Pareek in Sobur cites published research on the elements influencing stimulus selection in perception Ariani (2022). While most research focuses on the visual perception of goods, this study's findings can equally

apply to the perception of people and events. Can also be utilized to perceive persons and situations.

Perception involves obtaining information through multiple senses or just one. Objects are not formed directly, but rather through interpretation of information that is thought to represent them. The principle of social perception distinguishes between perceptions based on experience, selective, conjectural, evaluative, and contextual.

2. English Foreign Language Teacher

a. Definition of EFL

EFL stands for "English as a Foreign Language." It refers to teaching English to people whose first language is not English, usually in non-English-speaking nations. This includes the study of English by non-native speakers in settings where English is not the primary language spoken. According to Cambridge Dictionary "...English as a Foreign Language is the teaching of English to students whose first language is not English..."

Makhsun & Fauziati (2023) defines "English as a foreign language" as its use in non-English-speaking regions. English as a foreign language (EFL) is the use or study of English by speakers from different native languages. A person studying English in a non-English-speaking country is considered an EFL learner.

English is a compulsory subject in Indonesian junior and senior high schools, as well as vocational schools. English is also taught at many elementary schools as a local language.

b. Teaching English as a Foreign Language

English as a foreign language. Instruction may take place in any country, regardless of whether it speaks English. EFL students learn English for various purposes, such as exam preparation, professional promotion, and education. Common topics of conversation include commerce, business, law, and politics. Despite this, most English language students study in nations with limited English proficiency. English is spoken as a second language in Malaysia, India, Mexico, and Singapore. In public schools, English as a Foreign Language is a mandatory subject. English is a required subject in senior and junior high schools across Indonesia. English is not required in the elementary and kindergarten levels, but it can be taught to kids as the local language.

Both teaching and learning are inextricably linked; neither can be defined in isolation. Brown & Palincsar (1982) defines learning as having the following components:

- (1) Learning is an acquisition acquiring process.
- (2) Learning is the process of acquiring and retaining knowledge and abilities.
- (3) Retention encompasses data storage, individual memory, and the organization of cognitive processes.

- (4) Learning entails paying active, conscious attention to and acting on external or internal events.
- (5) While learning is not relatively permanent.
- (6) Learning entails some form of practice, perhaps reinforced practice.
- (7) Learning is a necessary component of behavior modification.
- (8) Additionally, Sakkir & Dollah (2019) defines teaching as guiding and facilitating learning, facilitating the ability of the learner to learn, and establishing the learning environment.

c. Characteristics of Effective EFL Teacher

A teacher plays a key role in the learning process. This is why they have such a significant impact on kids. Disregarding students' needs, interests, or limitations can lead to harsh teaching and learning experiences, making the educational environment unpleasant for pupils. The attributes of an excellent instructor may differ depending on the learner. While there are many factors, some are common. For example, explains in one of the related research that effective teachers tend to:

- (1) Stay in their position for longer periods of time;
- (2) Devote more time to teaching and curriculum planning;
- (3) Be sensitive to their student's needs;
- (4) Be tolerant of their student's mistakes and errors;
- (5) Work with difficult students for longer periods of time;
- (6) Participate in and contribute to their student's learning experiences.

(Cheung, 2006)

Stern (1975) stated that the traits reflect the post-method era's perception of a modern EFL teacher. However, this list can be expanded by including more items. Research can help introduce new components.

Asserts that an effective teacher should:

- (1) Be able to organize, explain, and clarify instructions;
- (2) Be fluent in the target language;
- (3) Be able to generate and sustain students interest and motivation;
- (4) Be fair to students by demonstrating neither favoritism nor prejudice;
- (5) Be available to students at all times (Brosh, 1996).

In addition to these universally accepted requirements, there are three key traits of an expert educator. An effective teacher prioritizes morality, knowledge, and competence Pettis (1997). The second criterion suggests that teachers should always explore new ways to improve their skills based on previous experience. The third criterion requires teachers to be personally invested in the progress of their profession. Pettis emphasized the importance of lifelong learning in the teaching profession.

Based on research conducted by Metruk (2021) stated that the characteristics of effective EFL teachers are who personalize their teaching to learners' needs, concerns, goals, interests, be well prepared for each lesson, be upbeat, manage class time well and use it efficiently, be creative, be knowledgeable, be available for students, Build Positive

Relationship with Students (Focusing on Retaining Professional distance), and come to class on time and finish on time.

Humanistic perspectives provide additional characteristics for effective teachers Richards (2002). Effective teachers prioritize creating a welcoming classroom climate, organizing diverse learning activities, and leveraging educational materials. Teachers should organize their lessons and classrooms to reduce student anxiety and promote English language proficiency. To summarize the literature block, effective language teachers share common features from multiple perspectives.

d. Effective EFL Teacher

Effective teaching is a complex process that involves a range of skills, strategies, and behaviors that contribute to good student outcomes. Neil (1991) state that a good teacher should be related to the two crucial components in the teaching and learning process called teacher knowledge of subject matter and skills that help teach that subject. It requires teachers to be knowledgeable, organized, and committed to continuous improvement, and to use a variety of instruction that cater to the needs of their students. Traditionally, standards of teaching 'effectiveness' have often been imposed from the outside, through an 'etic' perspective. However, another option, which has gained increased traction in recent decades, is the 'emic' perspective, which aims to understand the views of those directly involved in the activity itself. In

the case of language teaching effectiveness, is often studied through the lens of teacher beliefs or cognitions (Birello, 2012).

Teachers' competencies are very important and encompass personality, social, educational, and professional abilities. Emotional competence refers to a teacher's ability to serve as a role model for their students, while inner mastery refers to the teacher's ability to serve as a role model for others Sakkir et al. (2021). Teachers must demonstrate religious values, integrity, excellence, professionalism, stability, competence, strong work ethic, and self-confidence, and serve as role models for students and the community.

Regarding language instructors' personalities, Suggests that they must have a sense of humor, be approachable, creative, and highly motivated, be able to connect and share, as well as be open and cheerful, be able to project, give people a feeling of, and be flexible enough to interact well and be inspiring Borg (2006). All of these experts (including Brosh, Murphy, and others) agree that acceptable language teacher attributes include impartiality in teaching, enthusiasm to learn, interest in students, and patience.

According to Bierman (2004), social competence refers to the ability to respond flexibly to interpersonal demands and organize social behavior in ways that benefit oneself while adhering to social conventions and morals in different contexts. Define foundational social competency in four different ways. The first step is to create an effective

process that includes empathy, relationship appreciation, and a sense of empowerment. Additionally, there is a cognitive process that involves considering multiple perspectives and making moral decisions Broderick & Blewitt (2010). Expanding good social skills allows for more productive interactions and fosters social growth. These skills include making eye contact, asking good questions, and understanding one's own views and beliefs in diverse social circumstances. To simplify, social competence encompasses more than just emotional perception and behavior. Pedagogical competency involves combining tangible and intangible resources to improve educational performance (Madhavaram & Laverie, 2010).

Teachers have diverse techniques and interests Arends & Kilcher (2010). The speaker emphasizes the importance of demonstrating superior teaching methods, such as inductive over deductive or phonics over entire language. Teachers must not only integrate ICT into their teaching and learning but also use it to enhance their professional development Ranson et al.(2005). Social media networks can help EFL teachers interact with professionals in educational sectors and exchange ideas.

Teachers can connect with and learn directly from these individuals on social media. Teachers of English as a second language could benefit from web conferencing and e-publishing Sakkir (2018). Web conferencing allows teachers to communicate with other EFL teachers in

real-time, regardless of their location. EFL teachers can use e-publication to connect with students from different regions, countries, and time zones. Online publishing might include professional journal publication or website content creation. This section allows readers to share their thoughts and comments, which can lead to revisions and future development of the content.

3. Teacher Competence

a. Pedagogic Competence

Etymologically, the word pedagogy comes from the Greek words, *paedos*, and *agagos* (*paedos* = child and *agage* = escort or guide), therefore pedagogy means to guide children. Guiding in the sense of providing morals, knowledge and skills to students. In relation to classroom learning, this pedagogical competence is a provision for a teacher to enter the world of education which at the same time is closely related to students.

Students are individuals who are physically and mentally immature, so there needs guidance from adults in learning various things both in the social, spiritual, and natural environment. According to Sari,Z.I.,& Noe,W (2014) Pedagogic competence is a teacher's ability related to understanding students and managing learning that is educational and dialogical. Substantively, this pedagogic competence requires that a teacher be able to understand the development of students, understand the design of learning and understand how to implement

learning, understand how to evaluate learning, and understand how students actualize the potentials that students have.

According to Meutia, et al. (2013) Among the four competencies, there is one competency that distinguishes teachers from other professional fields, namely pedagogical competence. A teacher must have pedagogic competence, where a teacher has the ability to carry out learning, both in managing, carrying out learning and evaluating learning. This pedagogic competency requires a teacher to understand various aspects of students related to learning, while the pedagogic competence includes:

1. Mastering the characteristics of students from physical, moral, social, cultural, emotional, and intellectual aspects.
2. Mastering learning theories and educational learning principles.
3. Developing a curriculum related to the subjects/areas of development taught.
4. Organizing educational learning.
5. Utilizing information and communication technology for the sake of learning.
6. Facilitate the development of students' potential to actualize their various potentials.
7. Communicate effectively, empathetically, and politely with students.
8. Organize assessments and evaluations for the sake of learning.
9. Carry out reflective actions to improve the quality of learning (wahyudi 2012: 22).

Strengthening the above presentation of Permendiknas No.16 of 2007 concerning Educator and Education Standards explained that pedagogic competence is the ability of teachers in managing student learning which at least includes the following things (Suprihatiningrum, 2014: 101-103):

1. Understanding of educational insights or foundations (the ability to manage learning)
2. Understanding of students
3. Learning planning
4. Implementation of educational and dialogical learning
5. Utilization of learning technology
6. Evaluation of learning outcomes
7. The development of students to actualize the various potentials they have.

Based on some of the expert opinions above, it can be concluded that pedagogic competence is a competency that must be mastered by teachers in carrying out their duties. This competency is a competency that distinguishes teachers from other professions. Therefore, a teacher absolutely masters pedagogical competence.

The existence of pedagogic competence is so important for a teacher that the quality of a teacher can be measured by the extent of mastery of these competencies. Therefore, a teacher must continue to develop the

competencies that exist in him. Competency development according to (Asmarani, 2014:504-505) can be done in the following way.

- a. Diligent Reading of Educational Books, It is undeniable that books are a storehouse of knowledge at the same time through the window of the world. By reading, a person can understand and understand a material or problem. Teachers as a person who always interacts with students who are always developing should continue to develop knowledge. This is very important because by reading teachers can understand the problems that occur to students and know how to solve them. By reading educational books, especially those related to learning, starting from mastering the characteristics of students from physical, moral, social, cultural, emotional, and intellectual aspects, learning theories, curriculum, learning technology, which makes learning more effective and efficient.
- b. Reading and Writing Scientific Papers, is an activity that needs to be carried out by a teacher where reading and writing scientific papers will be able to expand and deepen the teacher's knowledge of a problem field he faces. Writing can also hone reasoning so that they are more sensitive to the problems that occur, in addition to writing scientific papers can gain experience in deepening teachers' skills in preparing learning plans systematically
- c. Keeping up with the actual news from the news media update on current developments is a demand that cannot be ignored. The development of an increasingly modern era will give birth to new problems and solutions. As

a good teacher, you must be able to follow what is happening in the surrounding environment and the global community in order to keep up with the development of students well. Knowing the latest learning models and learning media that can be used in learning.

- d. Attend Training One way to upgrade knowledge and skills is to take part in training. Training is usually organized by professional institutions or related agencies appointed by the government to socialize a policy. By participating in this training, teachers can increase their skills in relation to the tasks being carried out. Training on the learning model or socialization of the curriculum can also be organized by school interns. School principals and supervisors become a buffer for teachers

Those are some ways to improve pedagogic competence that teachers can do. However, the activities mentioned above must be carried out in a sustainable manner. Updating something that is important must always be done by teachers in order to maintain quality in carrying out their obligations.

b. Professional Competence

As the main element in educational institutions, teachers as teachers are expected to have competencies in accordance with their teaching fields. This at least has implications for the convenience of in transferring knowledge to students. To support the position of teachers as professionals, teachers must have and master standards professional competence of teachers. Atmuji and Sukung (2015) state that “Teachers” professional competencies are abilities, skills, and behaviors that must be owned, appreciated, and mastered by a

teacher who is related to carrying out Teaching duties as a teacher that requires expertise, skills, or proficiency that meet certain quality standards. Haryanti (2010) also states that “Teachers” professional competencies are the ability of personal, scientific, technological, social, and spiritual that kaffah shapes the competence of professional standards teachers to carry out their functions and duties optimally because they have experience who are rich in their fields which are marked by competencies that are requirements.

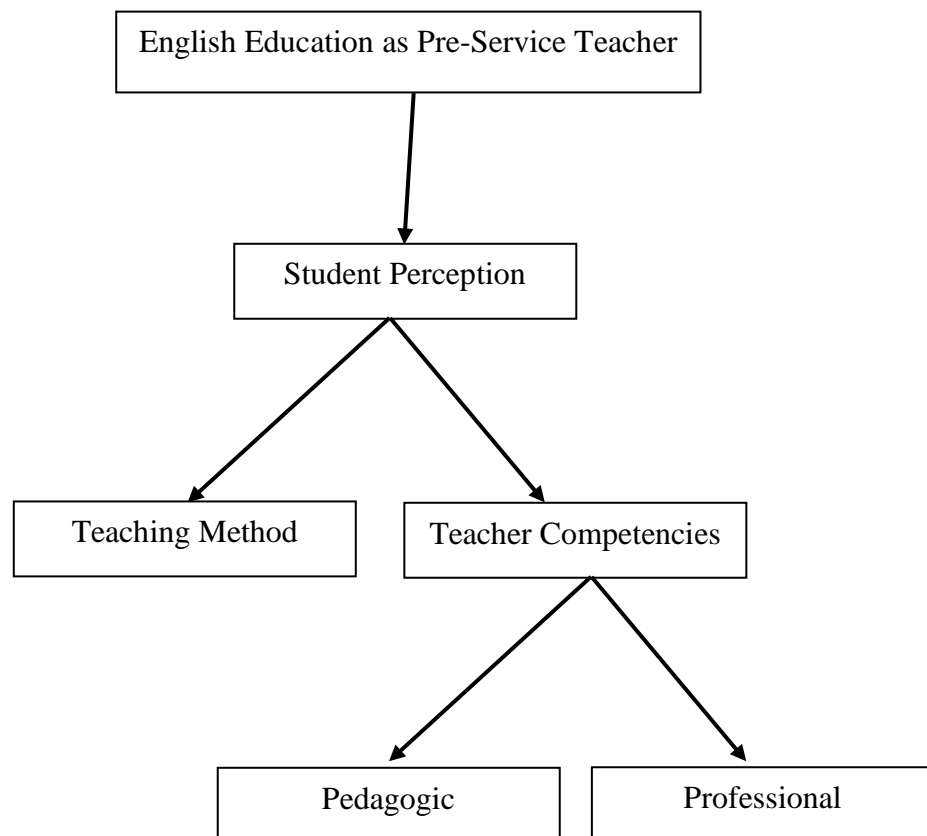
The Indonesian Minister of National Education Regulation No. 16 of 2007 concerning teacher competency standards stated that "The professional competence of teachers is: (1) mastering the material, structure, concepts, and scientific mindsets that support the subjects taught, (2) mastering competency standards and basic competencies of the subjects taught, (3) developing learning materials that are taught creatively, (4) sustainably developing professionalism by taking reflective actions, and (5) utilizing information and communication technology to develop themselves".

Kunandar (2007), also stated that "professional teachers are teachers who know about him. He is the person who is called to accompany the participants' education for/in learning. Teachers are required to find out continuously how the students should be learning. So if there is a failure of students, teachers call to find the cause and find a solution with the students not to silence it or even blame it. An attitude that must always be fostered is the willingness to know himself and to purify his teaching. Want to learn to take the time to become a teacher. If an unwilling teacher studies, do not be

hard and proud to be a teacher. Hardness and pride of pride his teaching is a step toward becoming a professional teacher. As an educator professional, then teachers must have competence. Teachers with quality resources high human beings and professional competence in teaching play a role in one factor determining the quality of education in addition to other equally important factors (Windrayanto 2010).

C. Conceptual Framework

To make it easier to understand the theoretical framework, the researcher made a conceptual framework using the figure below.



CHAPTER III

RESEARCH METHODOLOGY

A. Types and Approach of Research

This research is a type of mixed method that uses quantitative and qualitative approaches. Mixed method or combination research is a research method that combines quantitative and qualitative methods, so in its preparation, the researcher must understand the characteristics of both methods. It can be known that mixed method research is a combination of qualitative research.

Based on the description above, the researcher will use a mixed method research, where data collection will be carried out using questionnaires and interviews. So that the researcher can find out the pre-service teachers of English education program perception of effective EFL teacher in the classroom who are the purpose of this research.

B. Variable and Research Design

The variables of interest in this research are pre-service teachers of English education program perception of effective EFL teacher in the classroom. In theory, variables can be described as properties of a person or item that differ from one person or object to the next. Meanwhile, Sugiono (2014) defines variables as structures or attributes that will be examined. Thus, the variable is something that changes.

Based on the preceding understanding, it can be stated that the research variable is a characteristic, trait, or value of people, objects, or activities that have specific

variations determined by the researcher to be calculated and then drawn conclusions; consequently, this study has only one variable.

Thus, this study just has one variable. Namely, the X variable is pre-service English teachers perception of effective EFL teacher in the classroom. As a result, this research methodology is descriptive quantitative, which means that it calculates and reports data on pre-service teachers of English education program perception of effective EFL teacher in the classroom.

C. Population and Sample

In research, a population is defined as a collection of people who share behaviors that are relevant to the study. According to Sugiono (2014) Population is a broad category of items or individuals that have specific attributes and characteristics that researchers analyze and then draw population conclusions from. According to the aforementioned, the population in this study consisted of all active students majoring english education at 82 people at UNSULBAR and 43 people at STAIN Majene.

A sample in research is a tiny portion of the research item chosen by the researcher to represent the population. This sample is chosen with the intention of acquiring information that can be generalized to the population. The sample must accurately and precisely represent the population in order for the research findings to be regarded as valid.

According to Sugiono (2014), samples represent a component of the population's size and characteristics. If the population is enormous and the researcher is unlikely to study everything, the researcher can draw a sample from it. This research sample

included students English education majors in their 8th semester who have completed teaching experience at school at the UNSULBAR and STAIN Majene. For this research, researcher used the slovin formula to find samples using Random Sampling Technique. The technique of determining the number of samples is carried out with a margin of error approach set at 10% or 0.1. This technique allows a more representatif sample of a larger population, so that the results of the research can be generalized to the entire population. The formula for estimating the sample size of a known sample is given below:

Description:

$$n = \frac{N}{1 + N \cdot e^2}$$

n : Sample Size

N : Total Population

e : Margin of Error

Sample at UNSULBAR

$$n = \frac{82}{1 + 82 \cdot 0,1^2}$$

$$n = \frac{82}{1,82}$$

$$n = 45$$

Sample at STAIN

$$n = \frac{43}{1 + 43 \cdot 0,1^2}$$

$$n = \frac{43}{1,43}$$

$$n = 30$$

So, from the above calculations, it can be concluded that the number of samples for questionnaire selected in this study was 45 students majoring in teaching at the UNSULBAR and 30 students at STAIN Majene.

D. Research Instrument

Research requires complete data. This is intended so that the data collected has a high enough validity and reliability value. The data collection techniques used in this research are as follows:

1) Questionnaire

The questionnaire is an indirect data collection technique (researcher do not directly ask questions to respondents). The questionnaire contains several questions or statements that must be answered or responded to by respondents Sutopo (2006). Respondents have the freedom to provide answers or responses according to their perceptions. In this research, a questionnaire will be sent to respondents in the form of a Google form including numerous questions that they will then complete out.

2) Interview

An interview is a sort of communication or interaction in which the researcher and the informant or research subject ask and answer questions to acquire information. With the evolution of information technology, interviews can now be done remotely, specifically via telecom media. In essence, interviews are a method of gathering detailed information on a problem or theme identified in research. Alternatively, it is the process of proving facts or information gathered using earlier approaches. According to Rahardjo (2011) For the interview to be effective, several stages must be completed, including: 1) introducing oneself, 2) explaining the objective of your visit, 3) explaining the interview material, and 4) asking questions.

E. The Technique of Data Collection

1. Primary Data

a. Questionnaire

In this case, the researcher has given a questionnaire pre-service teachers of English education program perception of effective EFL teacher in the classroom. Collecting data from the questionnaire is a crucial thing to know and understand pre-service teacher of English education perceptions by filling in the answers to questions that the researcher distributed to all samples. The questionnaire is adapted from previous studies conducted by Ratislav Metruk (2021).

The research instrument used in this research consisted of 29 items that focused on the effective teacher. The effective EFL teacher questionnaire was developed based on Neil's (1991) questions, where an effective teacher is competent in what to teach (professional competence) and how to teach (pedagogical competence). These two components are detailed in the three main stages of teaching and learning: planning, implementation, and assessment.

b. Interview

In this technique, the researcher had to begin the interview by deciding on the subjects or responses. The respondents pre-service English teacher of english education program at the UNSULBAR and STAIN Majene. Then, the researcher would ask directly about the perception that has been provided. Besides, the interview process was conducted face to

face among the researcher and respondents. To get valid information from respondents, the researcher recorded it during the interview process accomplished. The interview included 7 questions, which were formed during the interview process as needed because this was a free guided interview.

2. Secondary Data

During the observation and interview process, the researcher will create documents such as photos, screenshots, notes, and record results. In this order, the collection process will be more accurate, valid and reliable.

F. The Technique of Data Analysis

In processing the data, the researcher used the following methods:

1. Questionnaire

The data analysis technique of this research is the descriptive statistical analysis technique. According to Sugiono, (2014), descriptive statistics are statistics used to analyze data by describing or describing the information collected. Descriptive statistical calculations include data presentation in the form of tables, graphs, diagrams, circles, pictograms, calculation of mean, mode, median, calculation of deciles, percentiles, calculation of average data distribution, standard deviation, and percentages Sugiono, (2014). This research data analysis is scaled and then reported using the Likert scale model. The scale used in this questionnaire the Likert scale has been modified into 5 alternative answers. The answers to each Likert scale instrument are divided into positive and negative statements.

Table 3.1 Likert Scale

Positive Statements		Negative Statements	
Score	Category	Score	Category
5	Strong agree	1	Strong agree
4	Agree	2	Disagree
3	Undecided	3	Undecided
2	Disagree	4	Agree
1	Strong Disagree	5	Strong Agree

(Source : Sudjiono 2005)

To interpret the pre-service teacher of English education program perception and responses, the researcher would use the interval estimate. The interval estimation was used to measure the parameter of population based on the score of rates interval sample data that has 19 intervals estimated at each level. In this case, the rating score ranged from 0 to 100 and the questionnaire levels would be 5 levels or 5 categories. Thus, the researcher started to measure the score of strongly disagree (0) to strongly agree (100). Therefore, the researcher used 19 interval estimate and as well a large enough score to minimize the error or insignificant scores in measuring.

The interval of pre-service teacher of English education program interest responses on the questionnaire can be seen in the following table as follows:

Table 3.2 Score-Category of the Question

No.	Interval Score	Category
1	80-100	Strong agree
2	60-79	Agree
3	40-59	Undecided
4	20-39	Disagree
5	0-19	Strongly Disagree

2. Data collection

In this research, the data analysis technique used is a qualitative data analysis technique guided by the data analysis technique proposed by Miles and Huberman in analyzing qualitative data which is carried out interactively and continues continuously until completion M. Mulyana et al., (2020). There are three important periods in data analysis: data reduction, data display, and conclusion drawing or verification Miles & Huberman, (1994). The following figure emphasizes the elements of data analysis by Miles and Huberman.

a. Data reduction

Data reduction involves the process of elimination and transformation of emergent data (in the form of field notes and transcriptions) to facilitate selective focus. In this study, the researcher selected data from the results of student's experiences when doing teaching practice at school.

b. Data Display

Data display is the second element or level of qualitative data analysis in the Miles and Huberman model. Data display can be defined in the form of tables or matrices, text graphics, and diagrams that provide new options for organizing ideas about more textual data. Additional higher-level categories or themes may emerge from the data not identified during the initial data reduction process during the filtering phase. Then display the data to make more sense. Data display can be in the form of tables graphs, etc. The data is organized and managed by representing the data in relational patterns. This way it will be easy to understand. The categories that the researcher chose were pre-service teacher of English education program who had positive and negative views on effective EFL teacher.

c. Conclusion Drawing/ Verification

The final step in data analysis is to re-examine the result of the inference to determine what the analyzed data means and to anticipate signs of problems. Validation refers to concluding and includes correcting the data as often as necessary to double-check or confirm emerging findings. Validation is a process that leads to answers that support the research questions and research objectives. Therefore, the researcher can conclude about the pre-service teachers of English education program perception of effective EFL teacher in the classroom.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. Result of Questionnaire Analysis

The data collected from the questionnaire results were distributed to respondents. Then, it was processed into the table by using the Likert Scale. It aimed to explain the data collected. The population of this data was from Majene Regency which were the pre-service teachers of STAIN and UNSULBAR. These universities have English Education Programs. The following are descriptive percentage data for pre-service teachers perceptions of EFL in the classroom.

Item 1: Preparing well for each lesson

Table 4.1

No	Category	Frequency	Percentage
1	Strongly Agree	47	62,7 %
2	Agree	18	24 %
3	Undecided	5	6,8 %
4	Disagree	3	4 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

Based on the table above shows that out of 75 students, 47 students answered strongly agree or equivalent to 62,7%, as many as 18 students answered agree or equivalent to 24 %, as many as 5 students answered undecided or equivalent to 6,8%, as many as 3 students answered disagree or

equivalent to 4 %, and as many as 2 students answered strongly disagree or equivalent to 2,7%.

Item 2: Able of giving accurate instructions for a specific activity.

Table 4.2

No	Category	Frequency	Percentage
1	Strongly Agree	32	42,7 %
2	Agree	31	41,3 %
3	Undecided	7	9,6 %
4	Disagree	3	4 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

According to the table above, out of 75 students, 32 answered strongly agree or equivalent to 42,7 %, 31 answered agree or equivalent to 41,3 %, 7 answered undecided or equivalent to 9,3 %, 3 answered disagree or equivalent to 4 %, and 2 answered strongly disagree or equivalent to 2,7%.

Item 3: Able to present learning content to students in a way that money matters

Table 4.3

No	Category	Frequency	Percentage
1	Strongly Agree	32	42,7 %
2	Agree	30	40 %
3	Undecided	9	12 %
4	Disagree	3	4 %
5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

According to the table above, out of 75 students, 32 answered strongly agree or equivalent to 42,7 %, 30 answered agree or equivalent to 40 %, 9 answered undecided or equivalent to 12 %, 3 answered disagree or equivalent to 4 %, and 1 answered strongly disagree or equivalent to 1,3%.

Item 4: Able to adapt his teaching to life, needs, concerns, goals, and interests

Table 4.4

No	Category	Frequency	Percentage
1	Strongly Agree	26	34,7 %
2	Agree	35	46,7 %
3	Undecided	12	16 %
4	Disagree	1	1,3 %
5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

The table above shows that out of 75 students, 26 students answered strongly agree or equivalent to 34,7 %, as many as 35 students who answered agree or equivalent to 46,7 %, as many as 12 students answered undecided or equivalent to 16 %, as many as 1 student answered disagree or equivalent to 1,3 %, and as many as 1 student answered strongly disagree or equivalent to 1,3%.

Item 5: Give a reasonable amount of homework/assignments

Table 4.5

No	Category	Frequency	Percentage
1	Strongly Agree	35	46,7 %
2	Agree	24	32 %

3	Undecided	9	12 %
4	Disagree	4	5,3 %
5	Strongly Disagree	3	4 %
Frequency		75	100 %

The table above displays that out of 75 students, 35 students answered strongly agree or equivalent to 46,7 %, 24 students agreed or equivalent to 32 %, 9 students undecided or equivalent to 12 %, 4 students disagreed or equivalent to 5,3 %, and 3 students strongly disagreed or equivalent to 4 %.

Item 6: Have to keep up with the times

Table 4.6

No	Category	Frequency	Percentage
1	Strongly Agree	40	53,3 %
2	Agree	28	37,3 %
3	Undecided	5	6,7 %
4	Disagree	1	1,3 %
5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

Based on the table above, out of 75 students, 40 students answered strongly agree or equivalent to 53,3 %, 28 students answered agree or equivalent to 37,3 %, 5 students answered undecided or equivalent to 6,7 %, 1 student answered disagree or equivalent to 1,3 %, and 1 student answered strongly disagree or equivalent 1,3 %.

*Item 7: Make learning fun***Table 4.7**

No	Category	Frequency	Percentage
1	Strongly Agree	53	70,7 %
2	Agree	16	21,3 %
3	Undecided	2	2,7 %
4	Disagree	3	4 %
5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

The table above shows that out of 75 students, 53 students answered strongly agree or equivalent to 70,7 %, as many as 16 students answered agree or equivalent to 21,3 %, as many as 2 students answered undecided or equivalent to 2,7%, as many as 3 students answered disagree or equivalent to 4 %, and as many as 1 student answered strongly disagree or equivalent to 1,3%.

*Item 8: Teaching English using mother tongue***Table 4.8**

No	Category	Frequency	Percentage
1	Strongly Agree	15	20 %
2	Agree	27	36 %
3	Undecided	25	33,3 %
4	Disagree	6	8 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table of data above shows that out of 75 students, 15 students answered strongly agree, which is equivalent to 20 %. For the category of agreeing and undecided, the results are the same, with 27 students or equivalent to 36 %, 6 students answering disagree, which is equivalent to 8 %, and 2 students answering strongly disagree, which is equivalent to 2,7%.

Item 9: Provide clear classroom rules that everyone can understand and follow with.

Table 4.9

No	Category	Frequency	Percentage
1	Strongly Agree	33	44 %
2	Agree	32	42,7 %
3	Undecided	5	6,7 %
4	Disagree	4	5,3 %
5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

According to the table above, out of 75 students, 33 replied strongly agree or equal to 44 %, 32 answered agree or equal to 42,7%, 5 answered undecided or equal to 6,7 %, 4 answered disagree or equal to 5,3 %, and 1 student answered severely disagree or equal to 1,3 %.

Item 10: Use lots of pair work and group work where learners can practise English.

Table 4.10

No	Category	Frequency	Percentage
1	Strongly Agree	22	29,3 %

2	Agree	36	48 %
3	Undecided	14	18,7 %
4	Disagree	2	2,7 %
5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

The table above shows that out of 75 students, 22 students answered strongly agree or equal to 29,3 %, 36 students answered agree or equal to 48 %, 14 students answered decided or equal to 18,7%, 2 students answered disagree or equal to 2,7%, and 1 student answered strongly disagree or equal to 1,3%.

Item 11: Teaching how to learn English outside of class

Table 4.11

No	Category	Frequency	Percentage
1	Strongly Agree	26	34,7 %
2	Agree	31	41,3 %
3	Undecided	14	18,7 %
4	Disagree	3	4 %
5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

As seen in the table above, out of 75 students, 26 answered strongly agree or equal to 34,7%, 31 answered agree or equal to 41,3%, 14 answered decided or equal to 18,7%, 3 answered disagree or equal to 4%, and 1 answered strongly disagree or equal to 1,3%.

*Item 12: Motivate students to learn English***Table 4.12**

No	Category	Frequency	Percentage
1	Strongly Agree	37	49,3 %
2	Agree	26	34,7 %
3	Undecided	9	12 %
4	Disagree	1	1,3 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students, 37 students answered strongly agree or equal to 49,3%, 26 students answered agree or equal to 34,7%, 9 students answered undecided or equal to 12%, 1 student answered disagree or equal to 1,3%, and 2 students answered strongly disagree or equal to 2,7%.

*Item 13: Able to diagnose student learning problems***Table 4.13**

No	Category	Frequency	Percentage
1	Strongly Agree	28	37,3 %
2	Agree	30	40 %
3	Undecided	13	17,3 %
4	Disagree	2	2,7 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

Following to the table above, 28 students answered strongly agree, which is equivalent to 37,3%, 30 students answered agree, which is equivalent to

40%, 13 students answered undecided, which is equivalent to 17,3%, and the number of students who chose to disagree and strongly disagree was the same, which is 2 people or 2,7%.

Item 14: Manage class time well and use time efficiently

Table 4.14

No	Category	Frequency	Percentage
1	Strongly Agree	36	48 %
2	Agree	29	38,7 %
3	Undecided	7	9,3 %
4	Disagree	1	1,3 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students, 36 students answered strongly agree or equal to 48%, 29 students answered agree or equal to 38.7%, 7 students answered disagree or equal to 9.3%, 1 student answered disagree or equal to 1.3%, and 2 students responded strongly disagree or equal to 2.7%.

Item 15: Be creative by using various methods and techniques in teaching

Table 4.15

No	Category	Frequency	Percentage
1	Strongly Agree	37	49,3 %
2	Agree	29	38,7 %
3	Undecided	5	6,7 %
4	Disagree	2	2,7 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

According to the table above, 37 students answered strongly agree or equivalent to 49,3%, 29 students answered agree or equivalent to 38,7%, 5 students answered decided or equivalent to 6,7%, and the categories disagree and strongly disagree had the same results with a total of 2 students or equivalent to 2,7%.

Item 16: English teaching is adapted to the students' English proficiency level

Table 4.16

No	Category	Frequency	Percentage
1	Strongly Agree	31	41,3 %
2	Agree	25	33,3 %
3	Undecided	13	17,3 %
4	Disagree	5	6,7 %
5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

According to the table above, out of 75 students, 31 answered strongly agree or equal to 41,3%, 25 answered agree or equal to 33,3%, 13 answered undecided or equal to 17,3%, 5 answered disagree or equal to 6,7%, and 1 student answered strongly disagree or equal to 1,3%.

Item 17: Actively listen to students' opinions and let them express themselves

Table 4.17

No	Category	Frequency	Percentage
1	Strongly Agree	35	46,7 %
2	Agree	32	42,7 %
3	Undecided	4	5,3 %
4	Disagree	3	4 %

5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

The table above shows that out of 75 students, 35 students answered strongly agree or equal to 46,7%, 32 students answered agree or equal to 42,7%, 4 students answered undecided or equal to 5,3%, and 3 students answered disagree or equal to 4%, and 1 student answered strongly disagree or equal to 1,3%.

Item 18: Able to provide benefits for students inside and outside the classroom

Table 4.18

No	Category	Frequency	Percentage
1	Strongly Agree	38	50,7 %
2	Agree	25	33,3 %
3	Undecided	8	10,7 %
4	Disagree	2	2,7 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

Based on the table above, out of 75 students, 38 answered strongly agree or equal to 50,7%, 25 answered agree or equal to 33,3%, 8 answered undecided or equal to 10,7%, 2 answered disagree or equal to 2,7%, and 2 answered strongly disagree or equal to 2,7%.

Item 19: Helping students develop the confidence to learn English well

Table 4.19

No	Category	Frequency	Percentage
1	Strongly Agree	37	49,3 %
2	Agree	27	36 %
3	Undecided	7	9,3 %
4	Disagree	3	4 %
5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

In terms of the table above, out of 75 students, 37 answered strongly agree or equal to 49,3%, 27 answered agree or equal to 36%, 7 answered undecided or equal to 9,3%, 3 answered disagree or equal to 4%, and 1 responded strongly disagree or equal to 1,3%.

Item 20: Be fair and correct in giving feedback, giving turns, and paying attention to student differences

Table 4.20

No	Category	Frequency	Percentage
1	Strongly Agree	41	54,7 %
2	Agree	26	34,7 %
3	Undecided	3	4 %
4	Disagree	3	4 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students there are categories that have the same results, namely the category of undecided and disagree with

the number of students 3 or equivalent to 4 % .41 students answered strongly agree or equivalent to 54,7%, as many as 26 students answered agree or equivalent to 34,7%, and as many as 2 student answered strongly disagree or equivalent to 2,7%.

Item 21: Knowledgeable is having knowledge of learning materials and pedagogic knowledge

Table 4.21

No	Category	Frequency	Percentage
1	Strongly Agree	29	38,7 %
2	Agree	36	48 %
3	Undecided	5	6,7 %
4	Disagree	3	4 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students, 29 students answered strongly agree or equivalent to 38,7%, 36 students answered agree or equivalent to 48%, 5 students answered undecided or equivalent to 6,7%, 3 students answered disagree or equivalent to 4%, and 2 students answered strongly disagree or equivalent to 2,7%.

Item 22: Monitor progress and provide good feedback to students

Table 4.22

No	Category	Frequency	Percentage
1	Strongly Agree	38	50,7 %
2	Agree	25	33,3 %

3	Undecided	8	10,7 %
4	Disagree	2	2,7 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students, 38 students answered strongly agree or equivalent to 50,7%, 25 students answered agree or equivalent to 33,3%, 8 students answered undecided or equivalent to 10,7%, and the category that has the same number is disagree and strongly disagree as many as 2 students answered disagree or equivalent to 2,7%.

Item 23: Knowing current teaching techniques

Table 4.23

No	Category	Frequency	Percentage
1	Strongly Agree	29	38,7 %
2	Agree	33	44 %
3	Undecided	9	12 %
4	Disagree	2	2,7 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students, 29 students answered strongly agree or equal to 38,7%, 33 students answered agree or equal to 44 %, 9 students answered undecided or equal to 12%, and the category that has the same number is disagree and strongly disagree as many as 2 students answered disagree or equal to 2,7%.

Item 24: Know how to assess student performance reasonably, correctly, and fairly

Table 4.24

No	Category	Frequency	Percentage
1	Strongly Agree	35	46,7 %
2	Agree	31	41,3 %
3	Undecided	5	6,7 %
4	Disagree	2	2,7 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students, 35 students answered strongly agree or equal to 46,7%, 31 students answered agree or equal to 41,3%, 5 students answered undecided or equal to 6,7%, and the category that has the same number is disagree and strongly disagree as many as 2 students answered disagree or equal to 2,7%.

Item 25: Considering mistakes an integral part of the learning process, self-correction is highly encouraged

Table 4.25

No	Category	Frequency	Percentage
1	Strongly Agree	31	41,3 %
2	Agree	32	42,7 %
3	Undecided	8	10,7 %
4	Disagree	2	2,7 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students, 31 students answered strongly agree or equal to 41,3%, 32 students answered agree or equal to 42,7%, 8 students answered undecided or equal to 10,7%, and the category that has the same number is disagree and strongly disagree as many as 2 students answered disagree or equal to 2,7%.

Item 26: Vary classroom interaction strategies (e.g. using group and pair work, drama, role play, debate, etc.)

Table 4.26

No	Category	Frequency	Percentage
1	Strongly Agree	33	44 %
2	Agree	29	38,7 %
3	Undecided	8	10,7 %
4	Disagree	3	4 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students, 33 students answered strongly agree or equivalent to 44%, 29 students answered agree or equivalent to 38.7%, 8 students answered decided or equivalent to 10,7%, 3 students answered disagree or equivalent to 4% and 2 students answered strongly disagree or equivalent to 2.7%.

Item 27: Able to assess students' strengths and weaknesses

Table 4.27

No	Category	Frequency	Percentage
1	Strongly Agree	32	42,7 %

2	Agree	29	38,7 %
3	Undecided	9	12 %
4	Disagree	4	5,3 %
5	Strongly Disagree	1	1,3 %
Frequency		75	100 %

The table above shows that out of 75 students, 32 students answered strongly agree or equal to 42,7%, 29 students answered agree or equal to 38,7%, 9 students answered undecided or equal to 12%, 4 students answered disagree or equal to 5,3% and 1 student answered strongly disagree or equal to 1,3%.

Item 28: Participate in teacher professional development events such as seminars, workshops, conferences, etc.

Table 4.28

No	Category	Frequency	Percentage
1	Strongly Agree	32	42,7 %
2	Agree	28	37,3 %
3	Undecided	10	13,3 %
4	Disagree	3	4 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students, 31 students answered strongly agree or equal to 42,7%, 28 students answered agree or equal to 37,3%, 10 students answered undecided or equal to 13,3%, 3 students

answered disagree or equal to 4% and 2 student answered strongly disagree or equal to 2,7 %.

Item 29: Prepare to learn new teaching methods and strategies

Table 4.29

No	Category	Frequency	Percentage
1	Strongly Agree	39	52 %
2	Agree	27	36 %
3	Undecided	5	6,7 %
4	Disagree	2	2,7 %
5	Strongly Disagree	2	2,7 %
Frequency		75	100 %

The table above shows that out of 75 students, 39 students answered strongly agree or equal to 52%, 27 students answered agree or equal to 36%, 5 students answered undecided or equal to 6,7 %, and the category that has the same number is disagree and strongly disagree as many as 2 students answered disagree or equal to 2,7%.

Based on the results of the questionnaire above, it can be concluded that students in Majene Regency have diverse perceptions in each statement in the questionnaire. Based on the questionnaire results regarding pre-service teachers perceptions of the characteristics of competent EFL (English as a Foreign Language) teachers in the classroom, the majority of respondents, 84.8%, strongly agreed. This data shows that most of the pre-service English

teacher students really know and understand the theory of effective EFL teachers.

2. Result of Interview

a. The Learning Approach Used

Effective learning approaches involve a variety of strategies and methods that can enhance student understanding and engagement.

Researchers conducted interviews with several students as follows:

According to NA and HM, effective learning approaches do not only use one approach, but use various learning approaches such as student-focused learning approaches, technology-based learning in order to create a pleasant learning atmosphere, and can arouse students' interest in learning. This can be seen from the results of the interview as follows:

On the other hand, AS and MR also had argument about an effective learning approach is when the approach used can improve students' social skills and communication abilities.

EXTRACT

“Approaches that focus on building positive, trusting, and respectful relationships between teachers and students. Teachers can create a safe and supportive learning environment by applying empathy, personalized approach, trust building, and open communication.”

(Recorded 26 August 2024)

On the other hand, NF also had argument about an effective learning approach is that during the learning process, the main focus is on students' needs and learning styles. The teacher acts as a facilitator,

providing opportunities for students to explore topics, discuss and learn actively.

EXTRACT

“An effective approach to building closeness between teachers and students focuses on two-way communication in the learning process. This approach is not teacher-centred, but encourages active student participation, creating a balance between the roles of teachers and students in the classroom. The goal is to build dynamic interactions and better communication, thus creating an interactive and collaborative learning atmosphere. Thus, both teachers and students have an important role in the learning process, which ultimately leads to a closer relationship between the two.”

(Recorded 26 August 2024)

b. The Learning Methods Used

NA and HM gave perceptions about effective learning methods are technology-based learning methods. The benefits of using this method are access to wider learning resources, Flexible learning, Technology often makes learning more interactive and fun which increases motivation, Technology allows learning experiences that are tailored to individual learning speeds and styles. This is known from the following interview results:

EXTRACT

“Technology-based learning is seen as an effective method as it integrates modern technology into the learning process, thus enriching the learning experience, expanding access to resources, and increasing student engagement and motivation. It reflects the development of the digital world and prepares students for the demands of the technological age.”

(recorded on 26 August 2024)

On the other hand, AS and MR also had arguments about effective learning methods. All these types of learning methods have their own strengths and weaknesses, and often, effective teaching involves a combination of methods. Teachers can choose methods that suit the learning objectives, the context, as well as the needs of the students.

EXTRACT

“There is no one learning method that is most effective for all situations. The method chosen should be adapted to the context of the class, the material being taught, and the needs of the students.”

(recorded on 26 August 2024)

On the other hand, NF also had arguments about effective learning methods. Effective method is one that can make the classroom environment more effective, more active, and ultimately more efficient, and the point is that the method can assist teachers and students in achieving existing learning objectives, implying that the method can make learning successful

EXTRACT

“In my opinion, an effective method is one that can make the classroom environment more effective, more active, and ultimately more efficient, and the point is that the method can assist teachers and students in achieving existing learning objectives, implying that the method can make learning successful so that students are not only active in learning but can apply what they have learned in everyday life. The point is that I believe that methods with a high level of contact with students are quite helpful in reaching these learning objectives.

(recorded on 26 August 2024)

c. Task given to Students

Giving students effective assignments is one way to improve their understanding of the material, while helping them develop skills such as time management, responsibility, and creativity. For assignments to be effective, there are several things that need to be considered in their design.

NA and HM gave their perceptions about the tasks given to students in class. To prevent boredom and increase student interest, there should be a variety in the types of assignments given. Alternatives could be essays, presentations, projects, online discussions, quizzes, or even technology application-based assignments. It was known by the result of the interview as follows:

EXTRACT

“In my opinion ... so that students are eager to do the assignment eee ... so we as pre-service teachers we make these tasks more interesting, and meaningful, that is, easy to understand, assignment tasks are adjusted to the learning methods used.”

(recorded on 26 August 2024)

On the other hand, AS, H, US also had arguments about the tasks given to students when in class. Assignments that facilitate collaborative learning. assignments can also involve collaboration between learners. Cooperative learning through group work encourages cooperation, communication and social skills. Learners can share ideas, help each other and learn from their classmates' perspectives.

EXTRACT

“Providing group or team tasks to engage students in group discussions and discuss certain topics, the teacher acts as a facilitator who guides and encourages active participation in students.”

(recorded on 26 August 2024)

On the other hand, NF and M also had arguments about the tasks given to students when in class. Effective assignments require careful planning, with the aim of encouraging students to think deeply, learn independently, collaborate and develop other necessary skills. A combination of structured, challenging, relevant and technology-enabled tasks can create a more thorough and effective learning experience.

d. Attracting students to learn a foreign language

NA, HM, AS, H, US gave their perceptions on how they attract students to learn foreign languages in the classroom. This is known from the following interview results:

EXTRACT

‘To attract students' interest in learning English, a multi-faceted approach is needed that includes fun learning, explanation of the importance of English for the future, information on related job opportunities, and the provision of positive learning experiences.’

(recorded on 26 August 2024)

On the other hand, NF also had arguments about the Attracting students to learn a foreign language

EXTRACT

“In my experience during the ppl, to attract students' interest in learning English, actually my students were not too complicated to be invited or increase their interest in learning English because at the

beginning of my teaching, I gave what was the name... icebreaking, and they were already enthusiastic from there. ice breaking they were already enthusiastic from there, so because of this ice breaking made them enthusiastic in learning, and finally I was also enthusiastic in learning, students like it the most when explaining the teacher is not too serious or not too monotonous in explaining the theory, but also interspersed with jokes or throwing jokes to students that make students more relaxed in learning, so that students' views on English Learning that initially they think that the lesson is difficult to understand.”

(recorded on 26 August 2024)

e. Effective foreign language teachers are in the classroom

NA, HM, AS, H, US gave their perceptions on how effective foreign language teachers are in the classroom. This is known from the following interview results:

EXTRACT

“Effective EFL (English as a Foreign Language) teachers have three main characteristics: the ability to explain English materials well in class, sensitivity to students' individual needs, and the ability to identify and respond to students' different levels of understanding. Teachers who possess these qualities can create an inclusive and adaptive learning environment where each student is supported according to their abilities and needs, thus maximizing the effectiveness of English language learning for the whole class”.

(Recorded on 26 August 2024)

On the other hand, NF also had arguments about the Effective foreign language teachers are in the classroom

EXTRACT

“In my opinion, an effective EFL teacher is one who... can be considered effective or not depending on how well they understand their students' needs, such as what kind of learning style this student

has, so that the teacher can adjust the teaching method to meet the needs of the students. The argument is that the teacher must not only have outstanding teaching skills, but also a greater understanding of his pupils' requirements.”

(Recorded on 26 August 2024)

B. Discussion

Based on the result of research conducted on July 2024 at Majene Regency in UNSULBAR and STAIN Majene, it can be seen that there were various students' university perceptions that were given through questionnaire and interview process.

The researcher gave the questionnaire to the students' universities to find out their perception of effective EFL teachers in the classroom. Based on the result, the students were categorized as strong agree effective EFL teachers in the classroom. It was proven by the questionnaire result reached a percentage of 84,8%, and it was categorized as strong agree based on the score category of the questionnaire in the Likert Scale. Then the questionnaire result was supported by the interview process.

The researcher also interviewed the students' universities to know their statements about effective EFL teachers in the classroom. The researcher concluded that the students' university had various statements. The statement emphasizes the importance of a learning approach that involves two-way communication and active student participation. The teacher acts as a facilitator, creating a dynamic learning atmosphere and adapting teaching methods to students' needs. Interesting and meaningful tasks, such as group projects, encourage student collaboration and creativity, increase motivation, and develop problem-solving skills.

Here are some aspects to consider in order to become an effective foreign language teacher: 1) Material Mastery and Linguistic Ability, 2)

Understanding of Foreign Language Teaching, 3) Understanding Student Learning Styles, 4) Good Communication Skills, 5) Use of Technology in Teaching, 6) Classroom Management Skills, 7) Adaptation of Materials to Cultural Context, 8) Improved Professionalism.

In English language learning, relevant, interactive and fun approaches, such as ice-breaking and the use of technology, can increase interest and help students be more confident in overcoming language difficulties. Teachers can create effective, engaging and meaningful learning experiences by understanding students' needs. Effective EFL teachers not only teach the language but also understand students' needs and learning styles. That way, they can tailor teaching methods that work best for each student, making learning more personalized, effective, and meaningful.

Based on the findings obtained in the items that obtained the most strongly agreed category, namely in item 1: preparing well for each lesson, this is very much in accordance with the teacher's pedagogic competence where the teacher is asked to understand the learning design, understand how to implement learning and how to evaluate learning, this is very related to the theory put forward by Sari, Zi., & Noe, W (2014) Pedagogic competence is a teacher's ability related to understanding students and managing learning that is educational and dialogical. The data that shows the Category strongly agrees the most, the next is item 6: Must keep up with the times, based on the results of the interview, it was stated that the effective method used when in the classroom was a technology-based learning method. This is in accordance

with the theory put forward by Ranson et.al (2018) Teachers must not only integrate ICT into their teaching and learning but also use it to enhance their professional development. This result could be a positive indicator that pre-service EFL teachers understand the importance of good preparation, which could impact on the quality of their teaching in the future.

Making learning fun is also included in the effective EFL teachers, this is in accordance with the questionnaire data which has a very agreeable category with the highest number among all other question items. This is in accordance with the results of the interview that to become an effective EFL teacher comes from the innate nature of teachers who often do ice breaking in the classroom or make exciting games in the middle of learning activities. This is in accordance with the theory put forward by Cheung (2006) states that the teacher participates in and contributes to their students' learning experiences. This indicates that future teachers understand that the effectiveness of English language teaching is strongly linked to the ability to keep students interested and enjoying the learning process.

Teacher education programs need to emphasize the importance of creative and fun teaching methods in their curriculum. Pre-Service EFL teachers need to be equipped with various techniques and strategies to create a fun learning atmosphere, such as the use of educational games, interactive technology, or project-based learning methods. It is important for prospective teachers to develop soft skills, such as good communication skills and

emotional intelligence, to be able to create positive relationships with students.

Teaching English using the mother tongue. Based on the theory put forward by Makhsun & Fauziati (2020) English as a foreign language is used in non-English speaking regions. This is very coherent with the results of the interview, namely in fact when the English learning process is ongoing and the teacher uses full English, students will not understand, therefore the learning process uses a combined language between English and Indonesia.

There is a need for further discussion in teacher education programs about the using the mother tongue in EFL teaching. Pre-service teachers need to be equipped with an understanding of when and how to use their mother tongue effectively in the English language classroom. There is a need for further research on the effectiveness of mother tongue use in various EFL learning contexts to provide clearer guidance for pre-service teachers. Teacher training programs may need to emphasize a balanced approach, teaching when to use English exclusively and when the mother tongue can aid student understanding. There needs to be a focus on developing teaching techniques that allow for the strategic use of the mother tongue without reducing students' exposure to English.

The implications of the questionnaire results are; 1) Teacher education programs may need to emphasize the importance of continuous learning and introduce students to the latest teaching methods and strategies. 2) Prospective EFL teachers may be more prepared and enthusiastic to

continuously update their knowledge and skills throughout their career. 3) Schools and educational institutions may need to provide resources and support to facilitate continuous learning for their teachers. 4) Teacher professional development may need to focus on the regular introduction of new teaching methods and strategies. 5) Education policies may need to consider incentives or requirements for continuous learning as part of performance evaluation or teacher certification systems. 6) These results suggest that pre-service EFL teachers may be more open to innovations in language teaching, which may lead to improvements in the overall quality of EFL teaching. 7) Higher education institutions may need to consider integrating learning about the latest teaching methods and strategies as an integral part of the teacher education curriculum. 8) The education industry and EFL textbook publishers may find a responsive market for materials that introduce new teaching methods and strategies.

This finding indicates that most student teachers have formed firm opinions or clear tendencies regarding what they consider to be effective EFL teaching practices. This result reflects the complexity of understanding and evaluating foreign language teaching effectiveness, especially from the perspective of pre-service educators. This predominant neutrality could suggest several things: firstly, the possibility of a gap between the theories of teaching learned and the reality of practice in the field; secondly, the lack of adequate exposure or hands-on experience to various EFL teaching styles and

methods; and thirdly, the possibility that these pre-service teachers are still in the process of forming their professional identity as language educators.

This conclusion also highlights the importance of teacher education programs to provide broader and deeper exposure to effective EFL teaching practices and encourage the development of critical reflection skills among pre-service teachers. Furthermore, these results can serve as a basis for educational institutions to evaluate and enrich EFL teacher education curricula, with an emphasis on practical experience, classroom observation, and critical analysis of different teaching approaches. Finally, this neutral perception opens up opportunities for further dialogue on the definition and criteria of effective EFL teachers and how to prepare pre-service teachers to meet the dynamic demands of teaching English as a foreign language in the contemporary era.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion above, it can be concluded all of the pre-service English teacher in this research had various perceptions about Effective EFL teachers in the classroom. The researcher concluded that the students university in Majene Regency were categorized as “strong agree” toward Effective EFL teachers in the classroom both from the questionnaire and interview results. It was proven by the questionnaire result percentage 84,8%, and it was categorized as strong agree based on the score category of the questionnaire in the Likert Scale.

Then in the interview results, being an effective pre-service foreign language teacher in the classroom requires skills and a deeper understanding of how students learn languages as well as how to create a supportive learning environment. Here are some aspects to consider in order to become an effective foreign language teacher: 1) Material Mastery and Linguistic Ability, 2) Understanding of Foreign Language Teaching, 3) Understanding Student Learning Styles, 4) Good Communication Skills, 5) Use of Technology in Teaching, 6) Classroom Management Skills, 7) Adaptation of Materials to Cultural Context, 8) Improved Professionalism.

These findings serve as a foundation for educational institutions to continuously improve their curricula, emphasizing practical experience, classroom observation, and critical analysis of diverse teaching approaches.

This overwhelmingly favorable perception continues to pave the way for further dialogue in defining effective EFL teachers and adapting to the dynamic demands of today's contemporary language teaching that is undergoing many changes and challenges. Finally, what can be concluded from this study is that the prospective EFL teachers are well aware of and understand how to be effective EFL teachers in the classroom. This shows that they use the theory that has been taught by their lecturers as well as practicing during their teaching practice at school. However, prospective teachers must also continue to learn to become future English teachers so that English teaching can continue to develop and meet the diverse needs of their students in an increasingly globalized world.

B. Suggestion

1. For the Student

Actively engage in self-reflection about your perceptions of effective EFL teaching. Seek diverse teaching experiences and observe various EFL classrooms to broaden your perspective. Continuously update your knowledge of EFL teaching methods and approaches. Develop critical thinking skills to evaluate different teaching strategies.

2. For the Teacher

Incorporate more practical experiences and classroom observations in the EFL teacher education curriculum. Encourage discussions about what constitutes effective EFL teaching. Provide opportunities for pre-service teachers to critically analyze different teaching approaches. Regularly update the curriculum to reflect current research and best practices in EFL teaching.

3. For the Other Researcher

Conduct further studies on the factors influencing pre-service teachers' perceptions of effective EFL teaching. Investigate the long-term impact of these perceptions on actual teaching practices. Explore ways to bridge any gaps between pre-service teachers' perceptions and established best practices in EFL teaching.

4. For the Government

Consider the findings of such studies when developing standards for EFL teacher education programs. Support initiatives that enhance practical training and critical reflection in teacher preparation.

BIBLIOGRAPHY

- Arends, R., & Kilcher, A. (2010). *Teaching for student learning*. Routledge New York.
- Ariani, A. (2022). Perception of IAIN Padang sidimpuan students about the security of Internet banking services in Islamic banking transactions.
- Atmuji, Setyo and Sukung, A. 2015. The Influence of Social Intelligence, Professional Competence and Teacher Behavior in Teaching on the Effectiveness of Learning in High School The country is in Luwuk District, Banggai Regency. State University Gorontalo. <Http://Ejournal.Ung.Ac.Id/Index.Php/JK/Article /1345/Pdf>.
- Bierman, K. (2004). *Peer rejection: Developmental processes and intervention strategies*.
- Bimo Walgito, B. W. (2004). *Pengantar Psikologi Umum*.
- Birello, M. (2012). Teacher cognition and language teacher education: Beliefs and practice. A conversation with Simon Borg. *Bellaterra Journal of Teaching & Learning Language & Literature*, 5(2), 88–94.
- Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, 10(1), 3–31.
- Brkovic, V., Kardum, R. B., & Togonal, M. (2021). Dominant Language Competences in the Contemporary Teaching of History as a Prerequisite for a Successful Teaching Process. *International Journal of Instruction*, 14(1), 427–444.
- Broderick, P. C., & Blewitt, P. (2010). The life span: Human development for helping professionals. (*No Title*).
- Brosh, H. (1996). Perceived characteristics of the effective language teacher. *Foreign Language Annals*, 29(2), 125–136.
- Brown, A. L., & Palincsar, A. S. (1982). Inducing strategic learning from texts using informed, self-control training. *Center for the Study of Reading Technical Report; No. 262*.

- Cheung, H. (2006). The measurement of teacher efficacy: Hong Kong primary in-service teachers. *Journal of Education for Teaching*, 32(4), 435–451.
- Damayanti, K. C., Artini, L. P., & Wahyuni, L. G. E. (2024). Good and effective EFL English teachers: The exploration of male and female students' perceptions. *Brazilian Journal of Development*, 10(1), 1575–1588.
- Gurian, M. (2010). *Boys and girls learn differently! A guide for teachers and parents*. John Wiley & Sons.
- Gurian, M., & Ballew, A. C. (2003). *The boys and girls learn differently action guide for teachers*. John Wiley & Sons.
- Habrat, A. (2018). *The role of self-esteem in foreign language learning and teaching*. Springer.
- Haryanti, Point. 2010. The Effect of Teachers' Professional Competence on Learning Interest in Fiqh Subject in Grade VIII Students Mts Yasu'a Pilangwetan, Kec.Kebonagung, Demak Regency, Academic Year 2009-2010. Salatiga: Tarbiyah Department, Islamic Religious Education Study Program, State Islamic Religious College (STAIN). <http://jurnaliainpontianak.or.id/index.php/jp2d/article/view/1208>.
- Hativa, N., Barak, R., & Simhi, E. (2001). Exemplary university teachers: Knowledge and beliefs regarding effective teaching dimensions and strategies. *The Journal of Higher Education*, 72(6), 699–729.
- Hines, M. (2005). *Brain gender*. Oxford University Press.
- James, A. N. (2015). *Teaching the male brain: How boys think, feel, and learn in school*. Corwin Press.
- James, W. (1890). *The perception of reality*.
- Kunandar. 2007. Professional Teacher "Implementation of the Educational Unit Level Curriculum (KTSP) and preparation for certification". Jakarta: PT. King Grafindo Persada
- Madhavaram, S., & Laverie, D. A. (2010). Developing pedagogical competence: Issues and implications for marketing education. *Journal of Marketing Education*, 32(2), 197–213.

- Makhsun, F. A., & Fauziati, E. (2023). *uncovering complexities of efl student's identity in terms of sociocultural environment*. 1(1).
- Metruk, R. (2021). Male and Female University Students' Perceptions of an Effective EFL Teacher. *International Journal of Instruction*, 14(2), 703-718. <https://doi.org/10.29333/iji.2021.14239a>
- Meutia, H., Johar, R., Ahmad, A., 2013. The Ability of Teacher Prospective Students to Apply Performance Assessment to Assess Student Learning Outcomes in Mathematics Learning. *Opportunity Journal*, Volume 1, N number 2, April 2013
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Ministry of National Education. 2007. *Regulation of the Minister of National Education Number 16 2007 concerning Academic Qualification Standards and Teacher Competence*. BSNP. Jakarta: Ministry of National Education.
- Mulyana, D. (2003). *Communication science: An introduction*. Rosdakarya.
- Mulyana, M., Rainanto, B. H., Astrini, D., & Puspitasari, R. (2020). Student perception of the use of online lecture applications during the Covid-19 outbreak. *JAS-PT (Journal of Analysis of the Indonesian Higher Education System)*, 4(1), 47.
- Nasution, S. W. (2022). Assessment of the independent learning curriculum in elementary schools. *Proceedings of Elementary Education*, 1(1), 135–142
- Park, Y., Heo, G. M., & Lee, R. (2011). Blogging for informal learning: Analyzing bloggers' perceptions using learning perspective. *Journal of Educational Technology & Society*, 14(2), 149–160.
- Pettis, J. (1997). Developing our professional competence: Some reflections. *TESL Canada Journal*, 67–71.
- Rahardjo, M. (2011). *Metode pengumpulan data penelitian kualitatif*.
- Rakhmat, J., & Surjaman, T. (1999). *Psikologi komunikasi*. Remaja Rosdakarya.

- Ranson, S., Farrell, C., Peim, N., & Smith, P. (2005). Does governance matter for school improvement? *School Effectiveness and School Improvement*, 16(3), 305–325.
- Richards, J. C. (2002). 30 years of TEFL/TESL: A personal reflection. *RELC Journal*, 33(2), 1–35.
- Rohmah, L. (2020). *Studi tentang Persepsi Siswa EFL Pada Interaksi Nonverbal Guru Bahasa Inggris Di MAN 1 Bengkalis*.
- Sari, Z. I., & Noe, W.,. 2014. The Relationship between Teachers' Pedagogic Competence and Teachers' Teaching Performance at SDIT Nurul Falah Kec. Tambun Utara, Bekasi Regency. *Pedagogic Journal*, Vol. II, No. 1, 2014.
- Sakkir, G., & Dollah, S. (2019). Measuring students' writing skills using Facebook group application in EFL context. *International Journal of Humanities and Innovation (IJHI)*, 2(3).
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). Characteristics of a Good Efl Teacher: Indonesian Efl Students Perspectives. *Jurnal Nalar Pendidikan*, 9(1), 52–59.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571.
- Stern, H. H. (1975). What can we learn from the good language learner? *Canadian Modern Language Review*, 31(4), 304–319.
- Sudijono, A. (2001). Introduction to educational evaluation.
- Sugiono, P. (2014). Educational research methods are a quantitative approach. Pdf. *Educational Research Methods Quantitative, Qualitative and R&D Approaches*, 12.
- Sutopo, H. (2006). *Qualitative research: The basis of theory and its application in research*. Surakarta: Sebelas Maret University.
- Suprihatiningrum, J. 2014. *Professional Teachers: Guidelines for Teacher Performance, Qualifications & Competencies*. Yogyakarta: Ar-Ruzz Media.

- Taniredja, T., & Abduh, M. (2016). *Pedagogical, personality, social and professional competence in correlation with teachers' performance (Correlational study of junior high school teacher at SMPN 3 Purwokerto)*.
- Wahyudi, I. 2012. The Complete Guide to Teacher Certification Tests. PT. Achievement of Librarian
- Wichadee, S., & Orawiwatnakul, W. (2012). Cooperative language learning: Increasing opportunities for learning in teams. *Journal of College Teaching & Learning (Online)*, 9(2), 93
- Windrawanto, Yustinus. 2015. Training in the Context of Continuous Professional Development of Teachers: A Literature Review. FKIP. Satya Wacana Christian University. Vol. 31, No.2. December 2015: 90-101. <http://ejournal.uksw.edu/satyawidya/article/download/621/414/>.
- Woolfolk, A. E., & Brooks, D. M. (1985). The influence of teachers' nonverbal behaviors on students' perceptions and performance. *The Elementary School Journal*, 85(4), 513–528.

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

IZIN PENELITIAN

Nomor : 500.16.7.2/820/IP/VIII/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 070/474/VIII/2024 Tanggal 08 Agustus 2024 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: DHEANDA AULIA FITRI AL AZIZAH
Pekerjaan	: Mahasiswi
N I M	: 10256120005
Program Study/Jurusan	: S1 Tadris Bahasa Inggris
Universitas	: STAIN Majene
Alamat	: Lingk. Lembang, Kel. Lembang, Kec. Banggae Timur, Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "**MALE AND FEMALE PRE-SERVICE TEACHER PERCEPTION OF AN EFFECTIVE EFL IN CLASSROOM**" 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) Exemplar 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 : 09-08-2024

Kepala Dinas



Hj. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb.

Pangkat: Pembina Utama Muda

Nip. 196809281992032011

APPENDIX 2 Instrument 1: Questionnaire

INSTRUMEN QUESTIONNAIRE

Variable	Aspek	Indikator	Karakteristik	Nomor pernyataan	Total
Persepsi Mahasiswa Sebagai Calon Guru Terhadap Guru EFL Yang Efektif Didalam Kelas	Kompetensi Pedagogik dan Kompetensi Professional	Planning	Prepare lessons well and control class time wisely	1, 9, 14	4
			Explain the real benefits that can be obtained from studying a particular topic in learning	4	
		Implement ation	Teach students according to the lesson	3, 21, 23	16
			Provide opportunities for students to learn effectively	7, 10, 11, 15, 17, 18, 19	
			Provide appropriate material based on the student's needs	2, 6, 20, 26	
			Use a language level appropriate to the student's abilities	8, 16	
		Assessmen t	Inform the assessment procedures in the classroom	24, 25, 27	9
			Provide lots of examples and exercise	5, 28, 29	
			Provide activities that can check student's progress	13, 22	

			Motivate to encourage student's enthusiasm for learning	12	
--	--	--	---	----	--

APPENDIX 3 : Validity Test

ITEM	VALIDITAS	KRITERIA
1	0,86589	Sangat Tinggi
2	0,81114	Sangat Tinggi
3	0,858025	Sangat Tinggi
4	0,816711	Sangat Tinggi
5	0,649771	Tinggi
6	0,644615	Tinggi
7	0,772285	Tinggi
8	0,527074	Sedang
9	0,76577	Tinggi
10	0,704114	Tinggi
11	0,700308	Tinggi
12	0,88048	Sangat Tinggi
13	0,860211	Sangat Tinggi
14	0,890338	Sangat Tinggi
15	0,890179	Sangat Tinggi
16	0,82023	Sangat Tinggi
17	0,89325	Sangat Tinggi
18	0,880186	Sangat Tinggi
19	0,918392	Sangat Tinggi
20	0,909242	Sangat Tinggi
21	0,895696	Sangat Tinggi
22	0,917558	Sangat Tinggi

23	0,889898	Sangat Tinggi
24	0,924712	Sangat Tinggi
25	0,842573	Sangat Tinggi
26	0,917911	Sangat Tinggi
27	0,848088	Sangat Tinggi
28	0,811102	Sangat Tinggi
29	0,910897	Sangat Tinggi

Name	Number Of Steatment																												To tal		
	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18	S 19	S 20	S 21	S 22	S 23	S 24	S 25	S 26	S 27	S 28		S 29	
Stude nt 1	5	5	5	5	4	4	5	4	5	5	4	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	139
Stude nt 2	5	4	4	3	5	5	5	3	4	3	3	3	3	3	4	3	4	5	4	5	4	3	3	3	4	4	3	3	5	110	
Stude nt 3	5	4	4	3	4	5	5	1	3	4	4	5	3	4	5	3	5	5	5	5	5	5	5	4	4	4	4	4	4	120	
Stude nt 4	4	3	3	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	116	
Stude nt 5	4	4	4	3	5	5	5	3	4	5	3	4	3	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	114	
Stude nt 6	5	5	5	4	5	5	5	4	5	3	5	4	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	137	
Stude nt 7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	116	
Stude nt 8	5	4	4	4	5	3	5	3	5	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	5	4	4	5	4	117	
Stude nt 9	5	4	4	5	5	5	5	5	5	5	2	5	3	5	5	5	5	4	5	5	5	5	5	5	5	5	5	2	5	134	
Stude nt 10	5	5	5	4	5	4	4	4	4	4	4	5	5	5	5	5	5	4	5	4	4	4	4	4	5	5	5	5	4	131	
Stude nt 11	4	4	4	4	4	5	5	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	3	4	4	117	
Stude nt 12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	115	
Stude nt 13	5	4	3	3	5	5	5	3	4	3	5	5	4	4	5	5	5	4	3	4	4	5	4	4	4	5	4	4	5	123	
Stude nt 14	2	2	2	3	2	3	2	2	2	2	3	3	2	3	2	2	2	1	2	1	1	1	1	1	1	1	1	2	1	1	53

APPENDIX 5 : Questionnaire Format

PERSEPSI MAHASISWA SEBAGAI CALON SEORANG GURU TERHADAP EFEKTIFITAS PEMBELAJARAN BAHASA ASING DI DALAM KELAS

A. IDENTITAS

NAMA :
ASAL UNIVERSITAS :

B. PETUNJUK DALAM PENGISIAN

Terdapat skala 1 sampai 5, harap tunjukkan guru yang efektif dengan memilih nomor yang relevan. Tidak ada jawaban yang benar atau salah, pilihlah jawaban yang tepat menurut anda!

- 1 : Sangat Tidak Setuju
2 : Tidak Setuju
3 : Ragu-ragu
4 : Setuju
5 : Sangat Setuju

NO	PERNYATAAN	SS	S	RG	TS	STS
1	Mempersiapkan diri dengan baik untuk setiap Pelajaran.					
2	Mampu memberikan instruksi yang jelas untuk tugas yang diberikan					
3	Mampu menyajikan konten pembelajaran kepada siswa dengan cara yang bermakna.					
4	Mampu menyesuaikan pengajarannya dengan kehidupan, kekhawatiran, tujuan dan minat.					

5	Memberikan pekerjaan rumah/ tugas dengan jumlah wajar.					
6	Harus mengikuti perkembangan zaman.					
7	Mambuat pembelajaran yang menyenangkan.					
8	Mangajar Bahasa inggris dengan menggunakan Bahasa ibu.					
9	Menetapkan aturan kelas yang jelas yang dipahami dan dipatuhi oleh semua orang.					
10	Menggunakan banyak kerja berpasangan dan kerja kelompok Dimana peserta didik dapat berlatih Bahasa inggris.					
11	Mengajarkan cara belajar Bahasa inggris diluar kelas.					
12	Membangkitkan motivasi siswa untuk belajar Bahasa inggris.					
13	Mampu mendiagnosa masalah belajar peserta didik.					
14	Mengelola waktu kelas dengan baik dan menggunakan waktu secara efisien.					
15	Jadilah kreatif dengan menggunakan berbagai metode dan Teknik dalam mengajar.					

16	Pengajaran Bahasa Inggris disesuaikan dengan Tingkat Kemahiran Bahasa Inggris siswa.					
17	Dengarkan secara aktif pendapat siswa dan biarkan mereka mengekspresikan diri.					
18	Mampu memberikan manfaat bagi siswa didalam maupun diluar kelas.					
19	Membantu siswa mengembangkan rasa percaya diri untuk belajar Bahasa Inggris dengan baik.					
20	Bersikap adil dan benar dalam memberikan umpan balik, memberi giliran, dan memperhatikan perbedaan siswa.					
21	Berpengetahuan yaitu memiliki pengetahuan materi pembelajaran dan memiliki pengetahuan pedagogic.					
22	Memantau kemajuan dan memberikan umpan balik yang baik kepada siswa.					
23	Mengetahui Teknik-teknik pengajaran saat ini.					
24	Mengetahui cara menilai kinerja siswa secara wajar, benar, dan adil.					
25	Menganggap kesalahan bagian yang tidak terpisahkan					

	dari proses pembelajaran, koreksi diri sangat dianjurkan.					
26	Variasikan strategi interaksi kelas, misalnya menggunakan kerja kelompok dan berpasangan, drama, permainan peran, debat, dll.					
27	Mampu menilai kelebihan dan kelemahan siswa.					
28	Berpartisipasi dalam acara perkembangan professional guru seperti seminar, lokakarya, konferensi, dll.					
29	Mempersiapkan diri untuk mempelajari metode dan strategi pengajaran baru.					

APPENDIX 6: Instrument 2: Interview

NO.	PERTANYAAN
1	Menurut anda pendekatan kepada siswa seperti apa yang membuat siswa dekat dengan anda?
2	Menurut anda metode pembelajaran yang seperti apa yang menurut anda efektif untuk dilakukan?
3	Menurut anda pemberian tugas seperti apa sehingga siswa semangat untuk mengerjakannya?
4	Bagaimana cara anda untuk menarik minat siswa belajar Bahasa Inggris?
5	Menurut anda seperti apa guru EFL yang efektif itu?
6	Menurut anda bagaimana cara evaluasi pembelajaran agar dapat memastikan siswa paham dengan materi yang kita ajarkan?
7	Menurut anda bagaimana cara meningkatkan kualitas kompetensi profesional guru?

APPENDIX 7: Interview Result

Narasumber 1

Pewawancara	Menurut anda pendekatan siswa seperti apa yang membuat siswa dekat dengan anda?	
Narasumber	Menurut saya pendekatan kepada siswa itu cukup mudah tergantung pembawaan dari gurunya.	Pendekatan yang tepat (Kompetensi Pedagogik)
Pewawancara	Bisa dijelaskan pendekatan seperti apa itu?	
Narasumber	Contohnya melakukan ice breaking sebelum memulai pembelajaran, tapi harus tetap memberikan kesan serius, menerapsan 5 S (Senyum, sapa, salam, sopan dan santun) serta memberikan batas terhadap keakraban antara guru dan siswa, dan masih banyak lagi hal positif yang lainnya.	Mampu mencairkan suasana didalam kelas (Kompetensi Pedagogik)
Pewawancara	Menurut anda metode pembelajaran yang seperti apa menurut anda yang efektif untuk dilakukan?	
Narasumber	Menurut saya eee..... metode pembelajaran yang paling efektif untuk dilakukan didalam kelas yaitu pembelajaran berbasis teknologi.	Berbasis teknologi (Kompetensi Pedagogik)
Pewawancara	Mengapa pembelajaran berbasis teknologi menurut anda merupakan metode yang efektif?	
Narasumber	Karena metode ini memanfaatkan alat dan aplikasi teknologi untuk meningkatkan pengalaman pembelajaran ini termasuk penggunaan perangkat lunak seperti edukatif, presentasi, multimedia simulasi, atau platform pembelajaran online yang lainnya.	Pelaksanaan pembelajaran (Kompetensi Pedagogik)
Pewawancara	Berarti dengan kata lain guru harus mampu menguasai teknologi sesuai perkembangan zaman?	
Narasumber	Iya benar sekali, metode ini juga dapat melatih kemampuan guru dalam mendalami materi	Penguasaan materi

	pembelajaran yang disesuaikan dengan media ajar dengan berbasis teknologi.	(Kompetensi Profesional)
Pewawancara	Menurut pengalaman anda mengajar di sekolah, Bahasa yang anda gunakan saat menjelaskan apakah semuanya menggunakan Bahasa Inggris atau menggunakan Bahasa Indonesia?	
Narasumber	Berdasarkan pengalaman saya, Bahasa yang saya gunakan selama menjelaskan materi menggunakan Bahasa campuran yaitu Bahasa Inggris dan Indonesia. Hal tersebut saya lakukan karena siswa tidak mengerti ketika kita menggunakan Bahasa Inggris saat menjelaskan materi tersebut.	Bahasa yang digunakan (Kompetensi Pedagogik)
Pewawancara	Menurut anda pemberian tugas seperti apa sehingga siswa semangat untuk mengerjakannya?	
Narasumber	Memberikan tugas secara berkelompok atau tim untuk melibatkan siswa dalam diskusi berkelompok dan mendiskusikan topik tertentu.	Tugas kelompok (Kompetensi Pedagogik)
Pewawancara	Nah apa peran guru?	
Narasumber	Guru berperan sebagai fasilitator yang memandu dan mendorong partisipasi aktif pada siswa. Dimana pemberian tugas seperti ini mempromosikan pemikiran kritis, kolaborasi, dan keterlibatan aktif siswa dalam membangun pemahamannya dan menyelesaikan tugas atau proyek Bersama, dimana hal tersebut akan membuat siswa saling mendukung, berbagi pengetahuan, dan berkolaborasi untuk mencapai tujuan pembelajaran dari gurunya.	Pembelajaran berpusat pada siswa (Kompetensi Pedagogik)
Pewawancara	Bagaimana cara anda untuk menarik minat siswa belajar Bahasa Inggris?	
Narasumber	Menurut saya eee.... Ada beberapa hal untuk menarik minat siswa belajar Bahasa Inggris.	Minat Belajar (kompetensi pedagogic)
Pewawancara	Hal seperti apa contohnya?	

Narasumber	<ol style="list-style-type: none"> 1. Menjadikan pembelajaran Bahasa Inggris yang menyenangkan di dalam kelas 2. Menjelaskan betapa pentingnya Bahasa Inggris untuk dimasa yang akan datang 3. Memberitahu bahwa banyaknya peluang kerja dengan Bahasa Inggris 4. Memberikan pengalaman-pengalaman terbaik dalam belajar Bahasa Inggris 	Pendekatan Multi Aspek (Kompetensi Pedagogik)
Pewawancara	Menurut anda seperti apa guru EFL yang efektif di dalam kelas?	
Narasumber	<p>Menurut saya guru EFL yang efektif yaitu:</p> <ol style="list-style-type: none"> a. Mampu menjabarkan pembelajaran Bahasa Inggris di dalam kelas dengan baik b. Mampu mengetahui hal yang dibutuhkan siswa c. Mampu membedakan siswa mana yang cepat tangkap dan yang mana masih butuh bimbingan. d. Mengajar materi sesuai dengan kurikulum yang ada 	Mampu menguasai kompetensi guru
Pewawancara	Menurut anda bagaimana cara meningkatkan kualitas kompetensi profesional guru?	
Narasumber	Menurut saya untuk meningkatkan kualitas kompetensi guru harus sering mengikuti workshop, seminar, dan pelatihan terkait bidang studi dan metode pengajaran terbaru.	Meningkatkan kualitas (Kompetensi Profesional)
Pewawancara	Menurut anda bagaimana cara evaluasi pembelajaran agar dapat memastikan siswa paham dengan materi yang kita ajarkan?	
Narasumber	Menurut saya acara evaluasi pembelajaran agar dapat memastikan siswa paham dengan materi yang kita ajarkan yaitu dengan cara memberikan tes/ ulangan yang dikerjakan tanpa melihat buku ataupun handphone.	Memberikan Ulangan (Kompetensi Pedagogik)

Narasumber 2

Pewawancara	Menurut anda pendekatan siswa seperti apa yang membuat siswa dekat dengan anda?	
Narasumber	Baik menurut saya ada beberapa pendekatan yang dapat membuat siswa dekat dengan gurunya.	Pendekatan (Kompetensi Pedagogik)
Pewawancara	Bisa dijelaskan pendekatan seperti apa itu?	
Narasumber	<p>a. Empati dan mendengarkan, menunjukkan empati dengan benar-benar mendengarkan seperti masalah siswa, kekhawatiran siswa, atau cerita siswa. Nah hal ini dapat membantu hubungan yang lebih mendalam antara siswa dan guru.</p> <p>b. Pendekatan personal, dimana mengingat nama siswa, mengenali mereka, dan memperlakukan mereka sebagai individu dengan keunikannya masing-masing. Nah hal ini dapat membuat siswa itu merasa dihargai dan diperhatikan secara personal.</p> <p>c. Membangun kepercayaan, yaitu perlu ditunjukkan integritas adil dan konsisten dalam interaksi akan membuat siswa berdiskusi dengan guru tanpa rasa takut.</p> <p>d. Komunikasi yang terbuka dan jujur, nah disini siswa akan merasa dekat jika mereka tahu bahwa mereka bisa bicara jujur dengan pendidiknya, pendidik juga dapat memberikan timbal balik dengan tidak menghakimi siswa.</p>	Pendekatan Multi Aspek (Kompetensi Pedagogik)
Pewawancara	Menurut anda metode pembelajaran yang seperti apa menurut anda yang efektif untuk dilakukan?	
Narasumber	Menurut saya metode pembelajaran yang paling efektif untuk dilakukan didalam kelas yaitu...eeee pembelajaran berpusat pada siswa.	Metode Pembelajaran (Kompetensi Pedagogik)
Pewawancara	Mengapa pembelajaran yang berpusat pada siswa menurut anda merupakan metode yang efektif?	

Narasumber	Karena metode pembelajaran yang berpusat pada siswa yaitu students center learning nah disini metodenya itu berfokus pada kebutuhan, minat dan gaya belajar siswa, kemudian dorong siswa untuk lebih aktif belajar melalui diskusi, proyek ataupun pemecahan masalah, kemudian peran seorang guru itu lebih penting sebagai fasilitator daripada pemberi informasi	Pelaksanaan pembelajaran (Kompetensi Pedagogik)
Pewawancara	Berarti dengan kata lain guru harus mampu menguasai isi materi sesuai dengan topik?	
Narasumber	Iya benar sekali, metode ini juga dapat melatih kemampuan guru dalam mendalami materi pembelajaran yang disesuaikan dengan topik yang dapat dikaitkan dengan kehidupan sehari-hari mereka.	Penguasaan materi (Kompetensi Profesional)
Pewawancara	Menurut pengalaman anda mengajar di sekolah, Bahasa yang anda gunakan saat menjelaskan apakah semuanya menggunakan Bahasa Inggris atau menggunakan Bahasa Indonesia?	
Narasumber	Berdasarkan pengalaman saya, Bahasa yang saya gunakan selama menjelaskan materi menggunakan Bahasa campuran yaitu Bahasa Inggris dan Indonesia. Hal tersebut saya lakukan karena siswa tidak mengerti ketika kita menggunakan Bahasa Inggris saat menjelaskan materi tersebut.	Bahasa yang digunakan (Kompetensi Pedagogik)
Pewawancara	Menurut anda pemberian tugas seperti apa sehingga siswa semangat untuk mengerjakannya?	
Narasumber	Menurut saya...eee agar siswa semangat mengerjakan tugas eee.. jadi kita sebagai calon guru tugas-tugas tersebut kita buat lebih menarik, dan bermakna yaitu mudah dipahami, tugas tugas disesuaikan dengan metode pembelajaran yang digunakan.	Tugas yang menarik (Kompetensi Pedagogik)
Pewawancara	Tugas yang menarik seperti apa yang dimaksud?	
Narasumber	Guru dapat lebih mengkreasikan tugas-tugas siswa dengan cara membuat LKPD sesuai	Tugas LKPD

	dengan materi yang sedang dipelajari. LKPD bisa dibuat semenarik mungkin di Canva.	(Kompetensi Pedagogik)
Pewawancara	Bagaimana cara anda untuk menarik minat siswa belajar Bahasa Inggris?	
Narasumber	Cara menarik minat siswa belajar Bahasa Inggris itu memerlukan pendekatan secara kreatif dan interaktif kemudian disesuaikan dengan kebutuhan siswa	Minat Belajar (kompetensi pedagogic)
Pewawancara	Hal seperti apa contohnya?	
Narasumber	Adapun cara yang pernah saya gunakan yaitu mencari materi yang sering mereka alami dalam kehidupan sehari-hari. Menggunakan teknologi dan aplikasi belajar contohnya seperti duolingo, ataupun Kahoot dan aplikasi lainnya.	Pembelajaran dikolaborasikan dengan teknologi (Kompetensi Pedagogik)
Pewawancara	Menurut anda seperti apa guru EFL yang efektif didalam kelas?	
Narasumber	Menurut saya guru EFL yang efektif yaitu: <ul style="list-style-type: none"> a. Mampu menciptakan lingkungan pembelajaran yang mendukung, mengapa hal ini penting karena hal tersebut dapat membuat siswa lebih percaya diri untuk berpartisipasi dalam proses pembelajaran. b. Menerapkan pendekatan komunikatif, guru efl berfokus pada kemampuan siswa untuk berkomunikasi secara efektif bukan hanya menghafal aturan tata Bahasa, hal tersebut dapat membantu siswa lebih siap berkomunikasi dalam situasi di kehidupan nyata. c. Adaptif terhadap gaya dan Tingkat belajar siswa, mengapa saya katakan penting atau efektif karena setiap siswa belajar dengan cara yang berbeda-beda dan guru dapat menyesuaikan pendekatannya akan lebih efektif dalam menjangkau setiap siswa secara individual. 	Mampu menguasai kompetensi guru

	<p>d. Menggabungkan teknologi dalam pembelajaran, guru EFL yang efektif menggunakan teknologi seperti aplikasi belajar Bahasa, video atau alat interaktif online untuk memuat pembelajaran akan lebih menarik dan bervariasi terutama dalam proses belajar Bahasa Inggris. Teknologi juga sangat membantu meningkatkan keterlibatan siswa dan memungkinkan mereka belajar secara mandiri serta lebih interaktif.</p> <p>e. Kita bisa memberikan umpan balik yang positif, konstruktif dan mendetail. Nah...guru yang baik akan memberikan umpan balik yang spesifik dan positif terhadap siswa, mereka tidak hanya menunjukkan kesalahan tetapi juga memberitahu bagaimana cara untuk memperbaikinya. Hal ini sangat penting karena menurut saya umpan balik ini eee.... Akan sangat membantu siswa dalam memahami dimana mereka bisa meningkatkan keterampilan mereka sambil menjaga motivasi dan rasa percaya diri mereka utamanya dalam proses belajar Bahasa</p>	
Pewawancara	Menurut anda bagaimana cara meningkatkan kualitas kompetensi profesional guru?	
Narasumber	Menurut saya untuk meningkatkan kualitas kompetensi guru Membaca literatur pendidikan terkini, melakukan penelitian tindakan kelas, dan terus memperbarui pengetahuan. Meningkatkan keterampilan penggunaan teknologi informasi dan komunikasi dalam pembelajaran.	Meningkatkan kualitas (Kompetensi Profesional)
Pewawancara	Menurut anda bagaimana cara evaluasi pembelajaran agar dapat memastikan siswa paham dengan materi yang kita ajarkan?	
Narasumber	Menurut saya acara evaluasi pembelajaran agar dapat memastikan siswa paham dengan materi yang kita ajarkan yaitu dengan cara	Memberikan Ulangan (Kompetensi Pedagogik)

	memberikan tes/ ulangan yang dikerjakan tanpa melihat buku ataupun handphone.	
--	--	--

Narasumber 3

Pewawancara	Menurut anda pendekatan siswa seperti apa yang membuat siswa dekat dengan anda?	
Narasumber	menurut saya pendekatan yang sebaiknya dilakukan kepada siswa yaitu adalah dimana pendekatan tersebut bisa terjalin komunikasi yang dua arah artinya tidak hanya guru saja yang lebih aktif didalam kelas tapi siswa juga aktif didalam kelas.	Pendekatan 2 arah (Kompetensi Pedagogik)
Pewawancara	Bisa dijelaskan pendekatan seperti apa itu?	
Narasumber	Artinya pembelajaran tidak melulu berpusat kepada guru tetapi juga berfokus kepada siswa walaupun guru yang nantinya akan aktif dalam memberikan pembelajaran tetapi keaktifan guru tersebut dapat diimbangi oleh keaktifan siswa didalam kelas, sehingga komunikasinya lebih terbangun antara guru dan siswa. Misalnya disela-sela kegiatan pembelajaran guru memberikan game yang berkaitan dengan materi agar siswa tidak bosan.	Mampu mencairkan suasana didalam kelas (Kompetensi Pedagogik)
Pewawancara	Menurut anda metode pembelajaran yang seperti apa menurut anda yang efektif untuk dilakukan?	
Narasumber	Menurut saya metode yang efektif itu adalah metode yang bisa membuat suasana kelas lebih efektif, lebih aktif, kemudian lebih efisien dan intinya adalah metode yang bisa membantu guru serta siswa dalam mencapai tujuan pembelajaran yang ada, artinya metode tersebut bisa menyukseskan pembelajaran sehingga siswa tidak hanya sekedar aktif dalam belajar tetapi ilmu yang didapatkan siswa bisa diamalkan dalam kehidupan sehari-hari. Intinya metode yang memiliki banyak interaksi kepada	Interaksi kepada siswa (Kompetensi Pedagogik)

	siswa itu menurut saya sangat efektif untuk mencapai tujuan pembelajaran tersebut.	
Pewawancara	Mengapa pembelajaran yang lebih banyak interaksi kepada siswa menurut anda merupakan metode yang efektif?	
Narasumber	Karena metode ini mempunyai tujuan bahwa jika guru menerapkan interaksi lebih banyak kepada siswa maka siswa secara mandiri untuk memecahkan masalah yang telah diberikan sebelumnya	Pelaksanaan pembelajaran (Kompetensi Pedagogik)
Pewawancara	Berarti dengan kata lain guru harus mampu menguasai metode apa saja yang digunakan dalam pembelajaran yang berkaitan dengan interaksi lebih banyak kepada siswa?	
Narasumber	Iya benar sekali, metode ini juga dapat melatih kemampuan guru dalam mendalami materi pembelajaran yang disesuaikan dengan metode ajar.	Penguasaan metode (Kompetensi Profesional)
Pewawancara	Menurut pengalaman anda mengajar di sekolah, Bahasa yang anda gunakan saat menjelaskan apakah semuanya menggunakan Bahasa Inggris atau menggunakan Bahasa Indonesia?	
Narasumber	Berdasarkan pengalaman saya, Bahasa yang saya gunakan selama menjelaskan materi menggunakan Bahasa campuran yaitu Bahasa Inggris dan Indonesia. Hal tersebut saya lakukan karena siswa tidak mengerti ketika kita menggunakan Bahasa Inggris saat menjelaskan materi tersebut.	Bahasa yang digunakan (Kompetensi Pedagogik)
Pewawancara	Menurut anda pemberian tugas seperti apa sehingga siswa semangat untuk mengerjakannya?	
Narasumber	Memberikan tugas secara berkelompok atau tim untuk melibatkan siswa dalam diskusi berkelompok dan mendiskusikan topik tertentu.	Tugas kelompok (Kompetensi Pedagogik)
Pewawancara	Nah apa peran guru?	

Narasumber	Guru berperan sebagai fasilitator yang memandu dan mendorong partisipasi aktif pada siswa. Dimana pemberian tugas seperti ini mempromosikan pemikiran kritis, kolaborasi, dan keterlibatan aktif siswa dalam membangun pemahamannya dan menyelesaikan tugas atau proyek Bersama, dimana hal tersebut akan membuat siswa saling mendukung, berbagi pengetahuan, dan berkolaborasi untuk mencapai tujuan pembelajaran dari gurunya.	Pembelajaran berpusat pada siswa (Kompetensi Pedagogik)
Pewawancara	Bagaimana cara anda untuk menarik minat siswa belajar Bahasa Inggris?	
Narasumber	Menurut saya eee.... Ada beberapa hal untuk menarik minat siswa belajar Bahasa Inggris.	Minat Belajar (kompetensi pedagogic)
Pewawancara	Hal seperti apa contohnya?	
Narasumber	<ol style="list-style-type: none"> 1. Menjadikan pembelajaran Bahasa Inggris yang menyenangkan didalam kelas 2. Menjelaskan betapa pentingnya Bahasa Inggris untuk dimasa yang akan datang 3. Memberitahu bahwa banyaknya peluang kerja dengan Bahasa Inggris 4. Memberikan pengalaman-pengalaman terbaik dalam belajar Bahasa Inggris 	Pendekatan Multi Aspek (Kompetensi Pedagogik)
Pewawancara	Menurut anda seperti apa guru EFL yang efektif didalam kelas?	
Narasumber	Menurut saya guru EFL yang efektif yaitu: <ol style="list-style-type: none"> 1. Mampu menjabarkan pembelajaran Bahasa Inggris didalam kelas dengan baik 2. Mampu mengetahui hal yang dibutuhkan siswa 3. Mampu membedakan siswa mana yang cepat tangkap dan yang mana masih butuh bimbingan. 4. Mengajar materi sesuai dengan kurikulum yang ada 	Mampu menguasai kompetensi guru
Pewawancara	Menurut anda bagaimana cara meningkatkan kualitas kompetensi profesional guru?	

Narasumber	Menurut saya untuk meningkatkan kualitas kompetensi guru harus sering mengikuti workshop, seminar, dan pelatihan terkait bidang studi dan metode pengajaran terbaru.	Meningkatkan kualitas (Kompetensi Profesional)
Pewawancara	Menurut anda bagaimana cara evaluasi pembelajaran agar dapat memastikan siswa paham dengan materi yang kita ajarkan?	
Narasumber	Menurut saya acara evaluasi pembelajaran agar dapat memastikan siswa paham dengan materi yang kita ajarkan yaitu dengan cara memberikan tes/ ulangan yang dikerjakan tanpa melihat buku ataupun handphone.	Memberikan Ulangan (Kompetensi Pedagogik)

APPENDIX 8: Documentation of Interview



CURRICULUM VITAE



Dheanda Aulia Fitri Al Azizah, was born in Demak, Semarang, Central Java, on 17 December 2001. The researcher attended elementary school at SDN 02 Kampung Baru and graduated in 2014. Then, the researcher continued her education at SMPN 4 Majene and graduated in 2017. Furthermore, the researcher continued his senior high school at SMKN 2 Majene, majoring in Accounting, and graduated in 2020. In 2020, the researcher became one of the students who passed the SPAN-PTKIN route at STAIN Majene. In the Tarbiyah and Teacher Department, the English Education Study Programme.