A SENIOR HIGH SCHOOL STUDENT'S PERCEPTION ON EFL TEACHERS' TEACHING FACTORS

A Thesis

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STATEMENT OF WORK'S ORIGINALITY
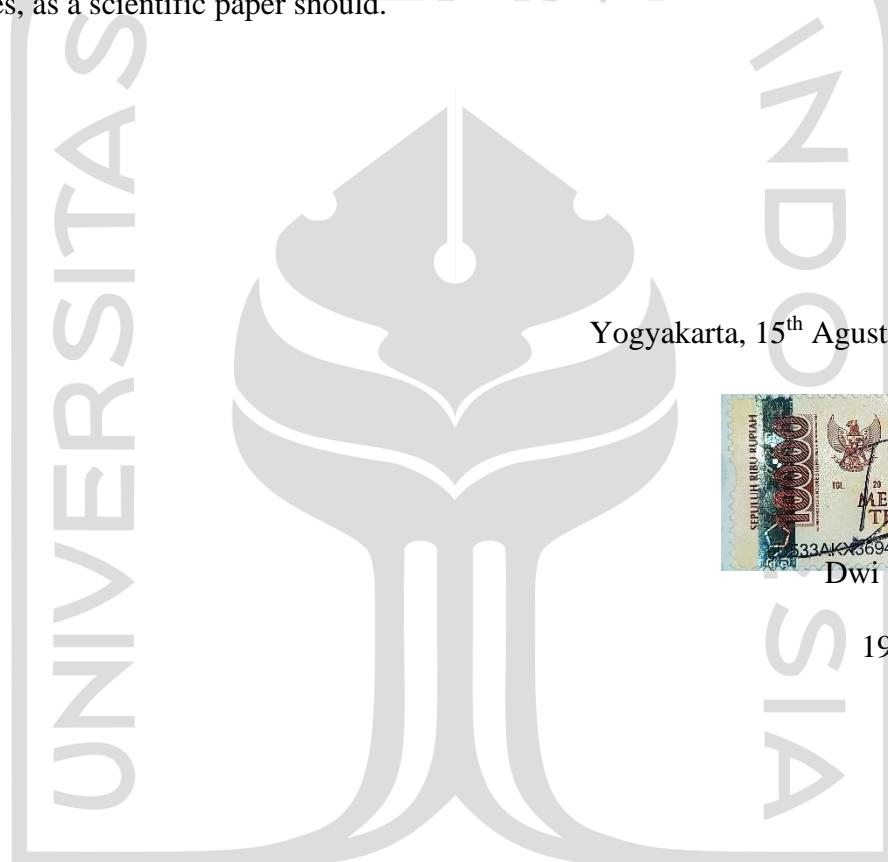
I honestly declare that this thesis, which I have written, does not contain the work or parts of other people's work, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 15th Agustus 2023

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MOTTO

"Allah does not charge a soul except [with that within] its capacity."

(Q.S Al-Baqarah, 2:286)

"Do your best and enjoy the journey. If you work hard, the results will definitely follow."

(Lalisa Manoban, Blackpink)

DEDICATION

First and foremost, I dedicate this thesis to myself. Thank you for always trying to complete this education and keep getting up even though you feel like you have failed, fallen, and felt a lot of doubt. Thank you for continuing to believe in yourself and keep trying your best even though there are many difficulties that come. I also dedicate this thesis to my family, especially my father Sabarudin, and my mother Suhartini. Thank you for always supporting me, praying for me and always trying to get the best education for me. For my older sister Novi Fatikasari, A.Md.Keb. and my younger sister Dania Tri Udina Sari. Thank you for your prayers and support while I wrote this thesis. Thank you to all my friends who have always been my best friends who have faithfully accompanied me during this learning process. May all of you always be blessed in the process of life and always in the protection of Allah SWT.

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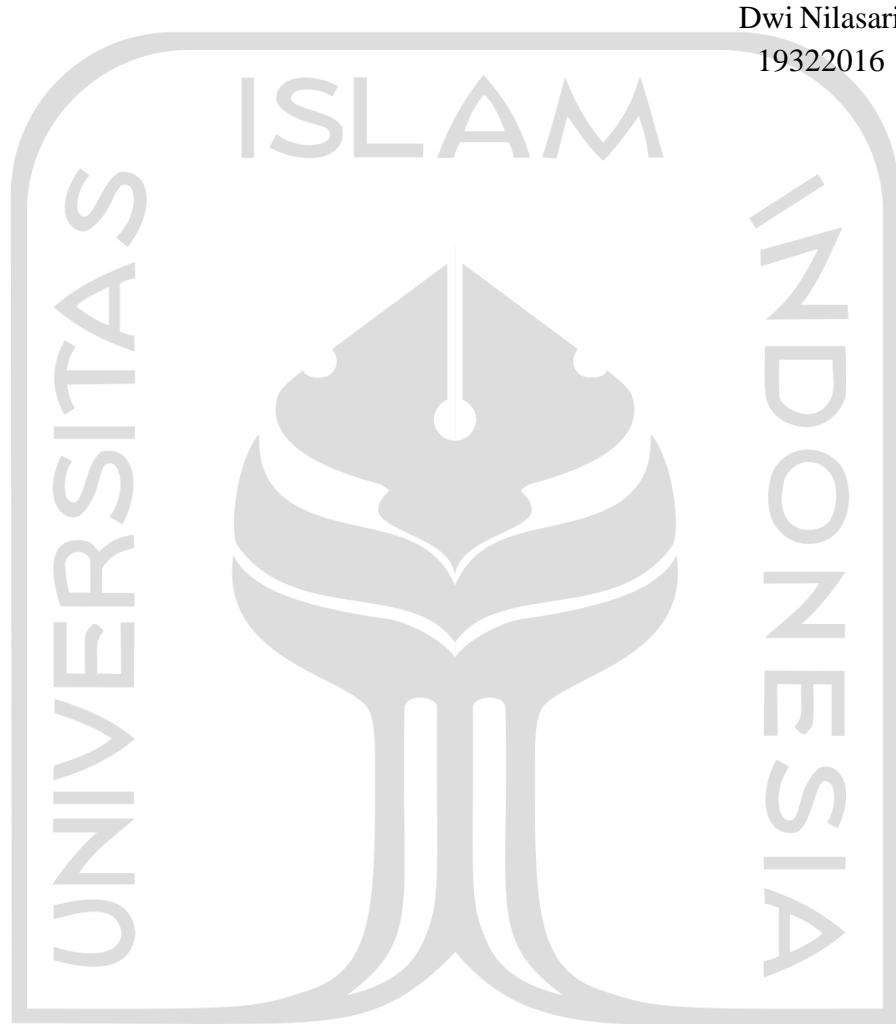
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TABLES OF CONTENTS

LIST OF APPENDICES

LIST OF TABLES

A Senior High School Student's Perception on EFL Teachers'

Teaching Factors

ABSTRACT

Students' learning experiences are significantly shaped by teaching factors. Through the perspective of a senior high school student, this study aims to examine how teaching factors can affect learning interest. Qualitative research on teaching factors is rather uncommon in Indonesia. The researcher uses a thematic analysis design consisting of a senior high school student as a participant. The data was collected by interview uses an adapted guide from Quadir (2021) which has five teaching factors. The results of the interviews were then analyzed and categorized according to the themes. The results of the interview found there are three factors emerged from the student's perspective on teaching factors, namely teacher competence in developing and providing media and materials, teacher classroom management strategies, and teacher affective strategies.

Keywords: EFL, student perception, teaching factors

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teachers play an important role in students' learning process, especially teacher's teaching practices that can affect students' motivation in learning foreign languages. Altun and Tahir (2020) stated that the process of learning a language is a complex process, not only relying on the power of the mind and intelligence but also on several other factors. Regardless of abilities, skills, and knowledge, if a teacher does not have sufficient strategies to motivate students, it is impossible to get satisfactory results. Quadir (2021) stated that research studies in the context of EFL (English as a foreign language) consistently show that the teaching factor is one of the most powerful factors in influencing students' motivation in learning English as a subject at school. There are several studies that show that there is a directly proportional relationship between teaching factors and students' learning motivation.

Additionally, according to Quadir (2021), the teaching methods used in the classroom might have an impact on students' inherent motivation to study English in order to become proficient and secure a better future. Numerous research carried out in diverse EFL contexts show that a teaching component regularly ranks as the top cause of students' demotivation to learn English. In other words, EFL students tend to constantly link their lack of interest in learning English to the teaching methods used

in their English classes (Falout et al., 2009). The most often mentioned causes of pupils losing interest in studying English as a topic in school include the instructor's unpleasant behavior and personality, the instructional approach and methods, and inadequate linguistic proficiency (Quadir, 2021). Therefore, it is necessary to consider students' perceptions and experiences about teaching practices in the classroom to identify teaching factors that influence their motivation to learn English. There have been various studies on this topic. In the Indonesian context, Apriliyanti and Darliani (2017) examined the correlation between EFL learners' motivation in their English Courses and their English learning achievement. The author also found another study conducted by Erniyanti and Putra (2022) about the motivation of non-English language students Intrinsic and extrinsic in learning English. The results of this study indicate that the students have intrinsic and extrinsic motivation even though they are not students majoring in English. However, none of these studies have discussed teaching factors. Furthermore, several studies about motivation and teaching factors were conducted in Bangladesh and Kurdistan. A study in Bangladesh reveals that: Perceptions of Bangladeshi EFL students as teaching factors that influence students' motivation to study. Qualitative research on teaching factors is rather uncommon in Indonesia. Although there has been research conducted in various EFL environments, it is quite unfamiliar about teaching factors that affected student's perception on learning. The objective of this study is to analyze a senior high school student's perceptive on teaching factors in EFL classroom (Quadir, 2021).

1.2. Formulation of the Problem

This current study attempts to investigate student's perception of teaching factors in EFL classroom which guided by this question:

1. How is the senior high school student's perception of EFL teaching factors?

1.3. Objective of the Study

The purpose of this study was to analyze a high school student's perspective of EFL teachers' teaching factors in her school.

1.4. Significance of the Study

This study can enrich the discussion on factors that can improve the English teacher's teaching quality. If it is implemented well and carefully, a good teaching factor can give a lot of benefits for the students, the institution and the teacher themselves. For other researchers, this research provides any information that is needed by other researchers in completing their study. The other researchers can use this research as a reference in conducting research.

CHAPTER II

LITERATURE REVIEW

2.1. Teaching Factors in English Language Teaching

One of the elements that affects students' enthusiasm to study English is the teaching competence used by the teacher in the classroom. This is connected to Quadir's (2021) stated that the top-ranking attribution of students' demotivation to learning English was consistently a teaching element based on a large number of studies carried out in diverse EFL situations. In other words, EFL students tend to be quite repetitious and constantly link their lack of enthusiasm in learning English to the teaching assignments they are given in their English classes (Falout et al., 2009).

There are a number of teaching factors that can have an impact on a student's lack of interest in studying English as a subject in school. The most frequently reported causes of students losing interest in studying English include unfavorable instructor conduct and personality, teaching methods and styles, and bad classroom management (Quadir,2021). These student-demotivating elements recur in numerous studies carried out in various Asian EFL contexts.

Quadir (2021) in his study of teaching factors in Bangladesh has defined several factors. Those factors indicate students' learning motivation. The five teaching factors include: (1) teacher's instructional style, (2) private tutoring, (3) personality and behavior, (4) competence and classroom management, (5) attitude and commitment. The main determinant of a student's motivation is the teachers' instructional strategies

and teaching techniques. It includes teachers' teaching styles, approaches, and teaching methods that affect students' motivation to learn English. In the same context, Abbas and Hussain (2018) classify teaching styles into five, namely, expert type, formal authority type, personal model type, facilitator type, and delegator type. Meanwhile, Ali et al. (2010) divide teaching styles into four, namely, classical, technological, personalized, and interactional teaching styles. Furthermore, the second factor is private tutoring which means the teacher provides special assistance for students because the explanation in class is sometimes lacking for some students. The nature of private tutoring can be demonstrated through students' understanding in the form of interactions in class and their skill in following all the assessments given. The next factor is the teachers' personality and behavior. This factor means that teachers' personalities and behavior have an essential role in affecting students' feelings and comfort in learning. Moreover, the next factors are teachers' competence and classroom management. This factor means that teachers who have competence and good classroom management can affect students' learning motivation because the teacher conveys the material well to them, and the students can also absorb the lessons presented well Lastly, teachers' attitude and commitment consist of the perception of students who show the commitment and attitude of the teacher carried out in the classroom greatly affects students' motivation to learn English.

2.2. Previous Studies

There is another earlier research that covers this subject. Numerous research was carried out in various Asian EFL settings. In a quantitative study conducted in the Japanese context, Kikuchi (2009) collected data from 656 Japanese secondary school students and determined that teacher behavior and instructional strategies were the leading causes of students' lack of enthusiasm for learning English. The second key factor impacting students' motivation to study English, according to Sakai and Kikuchi (2009), is instructor competency and teaching style. In a thorough analysis of 900 Japanese university EFL students, Falout et al. (2009) found that instructor proximity is the most significant external element that has a detrimental impact on student motivation.
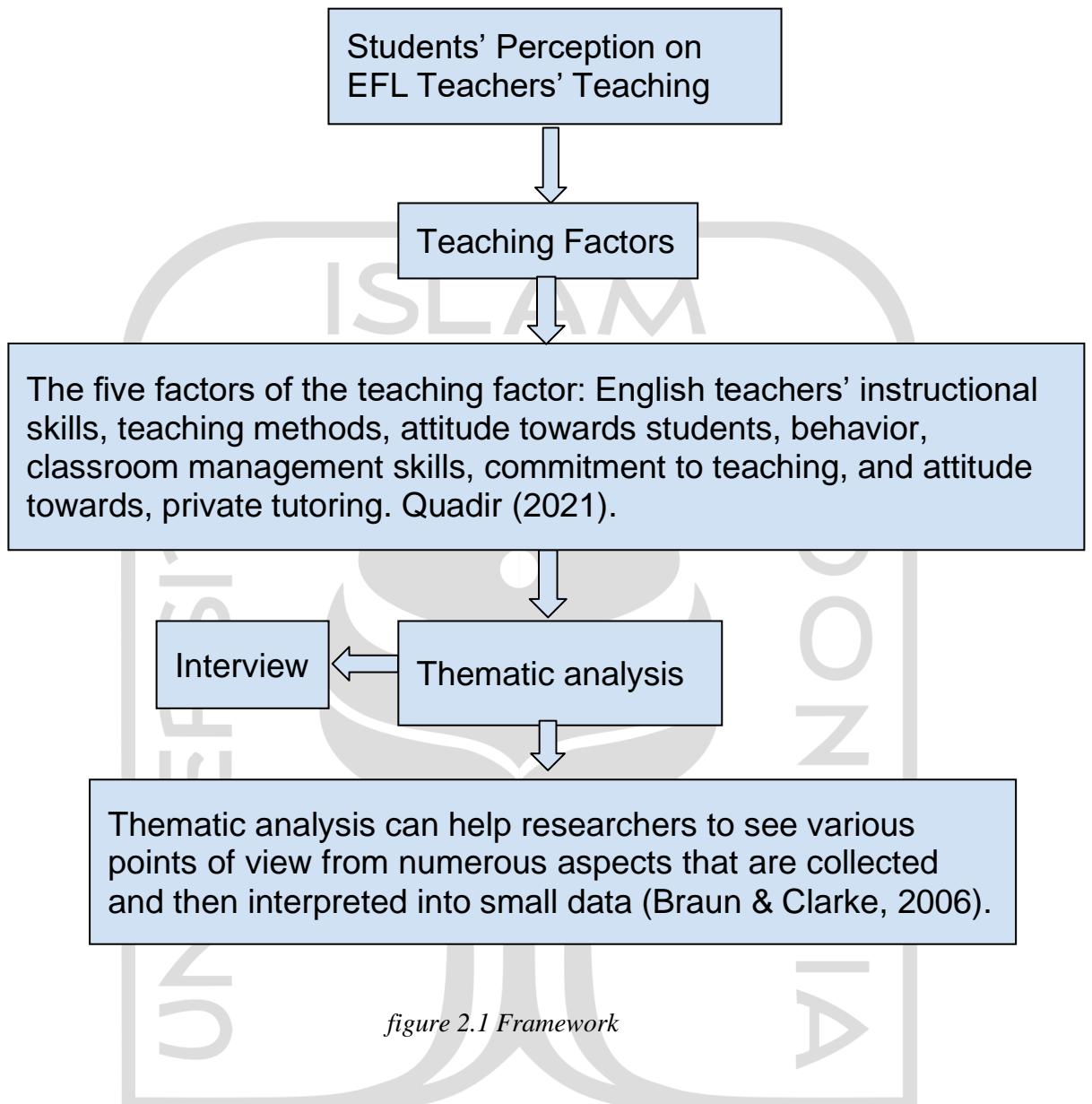
Several studies have been conducted to investigate whether teaching factors influence students' motivation and interest in learning in the Korean EFL context. Jung (2011) used a reflective questionnaire to gather data from high school students. According to the study, tedious lectures, poor grammar instruction, and poor vocabulary instruction all lower students' motivation to learn English. Song and Kim (2017) conducting a study using an open-ended questionnaire found that classroom practices like teacher-centered pedagogy, teaching that was exam-focused, giving students insufficient opportunity to participate in class activities, and encouraging them to memorize material decreased high school students' willingness to learn English. Young Korean EFL students were the subjects of a qualitative study by Kim et al.

(2018), which discovered that teachers' unclear explanations were one strong factor influencing student motivation.

In order to determine the elements that affect students' motivation to learn English, Alvinia and Sehat (2012) conducted a study in the context of Iranian EFL. They used a questionnaire to get data from high school pupils. They discovered through quantitative study that the teacher's personality and actions had the greatest impact on the motivation of EFL students.

2.3. Framework

As a result of a conceptual framework and empirical review, this study used Quadir (2021) theoretical framework. Quadir (2021) in his study of teaching factors in Bangladesh has defined several factors. Those factors indicate students' learning motivation. A teacher's instructional style, private tutoring, personality and behavior, competence and classroom management, and attitude and commitment were the five teaching factors.

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│  Students' Perception on    │
│  EFL Teachers' Teaching     │
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      │ Teaching Factors│
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│ The five factors of the teaching factor: English      │
│ teachers' instructional skills, teaching methods,      │
│ attitude towards students, behavior, classroom         │
│ management skills, commitment to teaching, and         │
│ attitude towards, private tutoring. Quadir (2021).     │
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│ Interview │ ◄─│ Thematic analysis│
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┌──────────────────────────────────────────────────────┐
│ Thematic analysis can help researchers to see various  │
│ points of view from numerous aspects that are collected│
│ and then interpreted into small data (Braun & Clarke,  │
│ 2006).                                                 │
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figure 2.1 Framework

CHAPTER III

METHODOLOGY

3.1. Research Design

The purpose of this study was to determine a student's perspective of teaching factors in EFL classroom. The researcher uses a qualitative method as the research design. To analyze the data thematic analysis approach was implemented. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) in data (Braun & Clarke, 2006). The data collected in this study used an interview guide.

3.2. Data preparation

In data preparation, there are several points that the researcher needs to address, such as the consent form, setting, and participants of this research.

3.2.1 Consent Form

The consent form is an important part of the research before conducting the interview which is then analyzed. It aims to inform participants about the data to be collected in this study. In addition, the researcher requires participant consent regarding data collection through a consent form. The form was given after the researcher gave an explanation of the data collection procedure. After that, the researcher asked the participants if they were willing to be part of the data for this study.

3.2.2 Setting & Participant

The data was collected on one of the Islamic Senior High School students in Yogyakarta. The researcher interviewed a senior high school student who loved English since she was in junior high school. To maintain the participant's confidentiality, her name was a pseudonym as Sasa. In the interview, Sasa constantly mentioned about three English teachers that has taught her during the period of her study in high school. Teacher A was her English teacher in the 10th grade, meanwhile teacher B taught her for the entire period of the transition from online to offline learning in 11th grade. As for her 12th grade, teacher A was assigned to teach her class but she has been substituted several times with teacher C. At school, Sasa was very active student at The English Club. She was also one of the administrators at the English Club during 11th grade. Apart from being active in participating in English Club activities, Sasa also took part in several English speech competitions at her school. Sasa also often becomes the host in English at school events. By looking at Sasa's background, who really likes and is interested in learning English, the researcher wants to know Sasa's perspective on teacher teaching factors that can increase her interest in learning English during the learning process in the classroom.

3.3. Instrument

This study used an interview guide as a data collection instrument. To collect qualitative data in this study, researchers used an interview guide as data collection. This interview guide was used based on repeated teaching factors identified by several

researchers (Kikuchi, 2009; Quadir, 2017; Sakai & Kikuchi, 2009; Quadir, 2021) on

EFL de/motivation of students conducted in several EFL Asia contexts. The researcher

included the following factors in the interview guide adapted from Quadir (2021):

English teachers' instructional skills, teaching methods, attitude toward students,

behaviors, classroom management skills, commitment to teaching, and attitude toward

private tutoring.

No	Construct	Operational definition	components	Questions
1.	**Teaching Factors**	Quadir (2021) discovered 5 factors that influence student motivation. Teachers' instructional and Teaching Methods are the most prominent factors regarding the factors that influence students' motivation to learn English. The second dominant factor that affects students' learning motivation is Private Tutoring because classroom instruction alone is not enough for students to learn English. Teachers' Personality and Behavior, teachers' unpleasant personalities, and	1. Teachers' Instructional styles and Teaching Method 2. Private Tutoring 3. Personality and Behavior 4. Competence and Classroom Management 5. Attitude and Commitment	1. How does your teacher teach? 2. Are there additional classes or activities other than in class? What are the activities? 3. How did your teacher treat you & your classmate? 4. How does your teacher manage the class while teaching? 5. How committed is your teacher when teaching in class?

inappropriate behavior were found to be a strong source of student demotivation in many contexts, one of which is learning. Teachers' competence and Classroom Management detected that teacher incompetence and poor classroom management skills can also affect students' learning motivation in class. The last factor that is built from students' perceptions is the Teachers' Attitude and Commitment of teachers in the classroom. In the context of EFL, it is important to create and familiarize a democratic classroom environment to involve every student in learning activities

Table 3.3 Interview guide

3.4. Data Collection

Before the interview session, the researcher made observations in advance of how students participated in learning activities. After that, the researcher gave the consent form and asked permission from the students to be interviewed. Then, the researcher conducted interviews according to the agreement. The data was taken in the

form of answers to interviews and voice recordings during the interview session that took place between researchers and students.

3.5. Data analysis

This study used thematic analysis to examine the data. According to Braun & Clarke (2006), thematic analysis can be used to identify, analyze, and display themes in the data. In this study, researchers analyzed data derived from interview answers and voice recordings at the time of the interview. The interview questions are adapted from Quadir (2021). It has 5 factors that influence students' motivation in class in learning English. Researchers conducted interviews and recorded them first and then copied the transcript of the recording. In the next step, the researchers analyzed the data from the interviews to see the factors that influence student motivation.

3.6. Trustworthiness

To make valid data, a researcher needs to provide reliable sources. To test the validity of the results, the researcher used five criteria to evaluate this study (Lincoln & Guba, 1985). The first criterion is credibility. The proper interpretation allows the researcher to determine the accuracy of the participant's original data. The second criterion is transferability, which is how the researcher determines how the study results have been applied to different participants. Next, the researcher uses dependencies to evaluate how well the participants' findings, interpretations, and implications of the study were handled by the data. The next step is conformity, which indicates that the findings of this study are consistent with other studies. The last criterion is reflexivity

on the part of the researcher. These types of criteria will help avoid bias and prejudice. Some of these criteria have been followed by researchers to support the validity of this data.

CHAPTER IV

FINDINGS & DISCUSSION

4.1. Findings

Data collection was carried out through semi-structured interviews in which questions were generated from the Quadir (2021) framework of teaching factor. The researcher contacted the participants for pre-scheduled interviews. Interviews were conducted 2 times. The first interview was conducted at school and lasted 16 minutes and 07 seconds. Meanwhile, the second interview was conducted outside the school, lasting 13 minutes and 16 seconds. All the recorded interviews were transcribed. The data were then analyzed using thematic analysis according to Braun and Clarke (2006) with 6 phases: familiarizing with the data, transcribing the data by reading and re-reading the data and noting the most important parts, generating initial codes coding the data and compiling relevant data with each code, searching for themes organizes the code into themes, collect all relevant data for each theme for easy understanding, reviews themes to ascertain whether the codes match or not, defines and naming themes, and generates data reports by theme.

The researcher concluded there were three themes that emerged from the participants' statements that had been transcribed previously. The first theme is teachers' competence in developing and providing media and materials. The second is teachers' classroom management strategies, and the third is teachers' affective strategies,

Table 4.1. Data Codes

Themes	Subcodes
Teachers' Competence in Developing and Providing Media and Material.	TU01, TU02, TU03, TT01, TT02, TT03, TT04, TT05, TT06, M01, M02, M03, TSL01, TSL02, TSL03, TSL04, TSL05, TSL06, TSL07, TS01, TS02, TS03, TS04, TS05
Teachers' Classroom Management Strategies	TM01, TM02, TM03, TR01, TR02, TF01, MG01, MG02, MG03, TS03, TSL04, TSL05, TSL07
Teachers' affective strategies	PB0, PB02, PB03, TF01, TF02, TA01

The data was coded based on the 5 aspects of teaching factors: teachers' instructional styles and teaching methods, private tutoring, personality and behavior, competence and classroom management, and attitude and commitment. Among those 5 factors, there were 2 that did not appear frequently personality and behavior, and attitude and commitment. After coding, the researcher tries to re-categorize the data based on a similar theme, then the above theme is obtained. This means that the tendency is that teachers are more likely to focus on material and using media, classroom management, and affective strategies, while for personality and behavior, attitude and commitment are not really the focus of the students. Further elaboration will be explained in the discussion section below.

4.2. Discussion

4.2.1 Teachers' Competence in Developing and Providing Media and Material

The first theme was teachers' competence in developing and providing media and material themes. This theme was formed because there was the appearance of repeated data which led to the teacher's concern for material that affected students' learning interests. Sasa mentioned several times that the English teacher's teaching style with traditional methods and teaching that only used LKS books affected participants' interest in learning because they were considered too monotonous. This statement is in accordance with what was mentioned by Sasa in the interview session. *"For teacher A, what might it be, if you can say the way of learning is still monotonous, so it is not as varied as if there are activities or ice breaking, is not it for teacher A, it is like coming straight to open a book….". (TS01, TSL01)*

Additionally, according to Quadir (2021), unattractive and traditional teaching methods and approaches are some of the most detrimental factors affecting students' motivation and interest in learning English. Therefore, developing more varied teaching materials in teaching languages is important. This is in line with the opinion of Tomlinson as cited in Azarnoosh et al. (2016) in the book which says the development of materials for language teaching is very important both as a practical endeavor and as a field of academic study. Sasa also revealed that she also hoped that learning methods would be more varied in-class

17

learning activities, not too monotonous, and only used LKS books so that they could improve their English skills in class. *"If I want it to be more varied, it is like the activities are not too monotonous, does not seem to just use worksheets or books ". (TSL04)*

Making teaching materials and media interesting in language classes is a complex process. To maintain students' attention and interest in English classes, it is necessary to maintain variations in teaching and learning activities. Sasa also mentioned that in terms of material development, this Teacher A was more monotonous compared to other English teachers in her class. Teacher B and Teacher C used to provide various media and materials to create better engagement with Sasa. Sasa felt more enjoy and enthusiastic when learning English with various kinds of materials and media. Despite the online or offline learning mode, if it provides varied material and varied media, it will also make students enthusiastic about learning. It can be concluded that the provision of material and media variations is very important from Sasa's perspective for boosting enthusiasm for learning.

Actually, students have their own preferences regarding their desires in the learning process, so that by connecting material and student learning interests it will be better because it is more suitable. Therefore, it is important for the teacher to carry out a needs analysis before the learning process so that the teacher can find out what the student's character is like and what they want when studying in class so that the teacher can adapt to the class situation. That way the teacher can improve teaching performance

and students can increase their interest in learning so as to create a balanced learning process.

4.2.2 Teachers' Classroom Management Strategies

The second theme is teacher classroom management strategies. This theme will discuss Sasa's perspective on teacher classroom management strategies during the learning process. Sasa said in the interview session that the teacher managing the class did not have special rules during the learning process. *"There are no special rules from the teacher, the teacher really looks like a cool person" (PB03, MG03, TR02).* In addition, Sasa also mentioned that the teacher's attitude during the teaching process was cool, not fierce. Even in giving a reprimand teacher did not directly reprimand the student concerned but by giving an implied warning that was not addressed directly to the student. Meanwhile, Sasa hoped that she would not want the teacher's attitude to be like that, because according to Sasa's perspective if the teacher gave an implicit reprimand the message would not be conveyed properly and could confuse students. *"For example, according to my own view, actually from one side, actually, for example, if the warning is vague, the person we are addressing does not get the message across..." (TM01).*

Classroom management is an important part of the learning process, in line with the opinion of Yasin, Mustafa, and Bina (2022) who said class management is an important element of the teaching and learning process that determines the quality of teaching. One of the important things in classroom management is the rules in class. Alter and Haydan (2017) said classroom rules were identified as an integral

part of effective classroom management because they are relatively simple to implement and focus on preventing challenging behaviors before they occur. Therefore, it is important for teachers to establish clear rules and procedures in class so as to help students behave during the learning process. As mentioned earlier by Sasa, from her own perception, she wants clear procedures, because clear procedures can make it less confusing for students so that students can focus more on learning and not guess what the teacher means, and can make the learning process more effective.

4.2.3 Teachers' Affective Strategies

This theme discussed about teachers' affective teaching strategies. Crossman and Behrens (1992) consider that having affective strategies shows a teacher's understanding of a student's emotions, values, and motivation. Therefore, having affective strategies can assist teachers in building good relationships with students during the learning process. According to Sasa, the teacher has performed some affective strategies in her teaching activities, even though it is quite a bare minimum and inconsistent. As Sasa mentioned in her interview session, *"It is like giving a compliment, good job mas Yusuf is like giving a word of affirmation like that, what do people who have done work like give it in the form of appreciation if the teacher is aware of that, if you have a diligent student, you will definitely be appreciated like that" (TA01)*, the teacher gives an appreciation to students who have submitted their assignments. In addition, the teacher tries to build good engagement with her students, one of which is by giving praise to students who

have done their assignments. Appreciation in the form of compliments from the teacher can be called a form of the teacher giving affection to students.

Apart from giving appreciation in the form of words of affirmation, Sasa also said the teacher gave feedback as mentioned by Sasa. *"It's like giving advice, for example, if someone does not know what to do, you are still confused or what about the assignment right, the teacher sometimes helps..."(TF01).* Feedback is one of the best sentences that a teacher can give to students because the teacher provides feedback so that students can improve their ability to learn. According to Leung et al. (2021) feedback is an important part of education and training programs. In this case when the teacher gives feedback to students in the form of showing her understanding of student values, both in seeing at their assignment and their task the teacher can know that the students have values and therefore she as a teacher helps them by giving them some feedback and instruction. As previously mentioned above teachers who implement affective strategies it means that they understand the value of students. According to Sasa's statement, her teacher approaches students when they have difficulties in doing tasks and helps them with their tasks. This means it can be concluded that the teacher understands the value of the student and therefore she decides to help the students. In addition, providing feedback can help students maximize their potential at various stages of training, increase their awareness of strengths and areas for improvement and identify actions to be taken to improve performance.

Even though in providing feedback and appreciation it is not inconsistent, this can give enthusiasm to students in learning activities. Sasa also feels that this is good for her and the other students because Sasa feels that in this way she can do even more optimally in carrying out the assignments given thanks to the feedback that the teacher previously gave. Such as giving suggestions regarding the location of errors or inaccuracies in the answers to the assignments given so Sasa can fix them and try to do more optimally in doing them.

Affective strategies can be a way for teachers to create a positive classroom atmosphere. This was also mentioned by Manoli and Bekiari (2015) Affective strategies can facilitate the delivery of teacher messages through social interaction by giving affection through creating a positive emotional atmosphere in the classroom. As a teacher, it is necessary to show affection, because, in addition to suitable learning materials, varied learning media, transparent procedures and rules in class, affection from the teacher is still essential to create a good learning process.

CHAPTER V

CONCLUSION & RECOMMENDATION

5.1. Conclusion

This research was conducted to determine students' perspectives on EFL teacher teaching factors. This data collection uses qualitative. The researcher used an interview guideline adapted from Quadir (2021), which has 5 teaching factors. Participants who took part in this study were Sasa who is a student in a senior high school Yogyakarta. From the results of interviews and data analysis, it was found that 3 themes emerged from Sasa's perspective on teachers teaching factors. The first theme is teachers' competence in developing and providing media and materials in Sasa's interview, which stated that monotonous learning methods can affect students' interest in learning. Developing varied teaching materials and media is very important to maintain students' interest in learning English. Providing a variety of materials and media students can improve their English skills and be enthusiastic about learning. From the results of the data found, this is the most prominent teaching factor. The second theme is teachers' classroom management strategies. According to Sasa, the teacher who manages the class does not have special rules, and the teacher's attitude during the learning process is cool, not fierce. However, Sasa hopes that teachers will be more assertive in reprimanding students because implied warnings can be confusing. Classroom management is an important part of the learning process, and clear rules and

procedures can help students behave and focus on learning. The last theme is teachers' affective strategies, Sasa said the teacher has performed some affective strategies in her teaching activities, even though it is quite a bare minimum and inconsistent. Affective strategies are essential to creating a good learning process, along with suitable learning materials, varied learning media, and transparent procedures and rules in class.

5.2. Suggestion

The research carried out still has some limitations that must be considered so that it can be done better in further research. First, this study only involved one student as a participant to find out students' perspectives on EFL teachers' teaching factors. For further research, it would be better to involve more students as participants so that the results of the data obtained are more robust and accurate. Second, for the criteria of the participants involved. Future research is expected to be able to determine what criteria are suitable for becoming participants in this study so that the data obtained is more optimal. Third, the method used during the research only used interviews. For future researchers, it is suggested to add a method in the form of observation to see how the real teaching practice is, then the researcher can cross-check with the student's perspective. With the addition of the method, it is hoped that the results obtained by future researchers will be far better than what already exists.

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APPENDICES

Appendix 1Consent Form

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama   : Zalfa Spfia Rasheeda
Umur   : 18th
Jenis Kelamin : Perempuan
Pekerjaan   : Pelajar

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul "**Student's**

Perception on EFL Teachers Teaching Factors" dan bersedia untuk:

1. Diwawancarai terkait topik penelitian

2. Merekam suara Ketika sedang di wawancarai sebagai data observasi

3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa **paksaan** dari pihak manapun.

Yogyakarta, 27 Februari 2023

Peneliti   Partisipan

Dwi Nilasari   Zalfa Spfia Rasheeda

28

Appendix 2 Transcript Interview

Teaching Factors:
1. **Teacher instructional style**
2. **Private tutoring**
3. **Personality and behavior**
4. **Competence and classroom management**
5. **Attitude and commitment**

➢ **How does your teacher teach?**
- Sebelumnya di Mayoga itu ada 2 guru Bahasa inggris yang bergantian waktu itu, pernah kelas 10 sampe semester 2 sama miss Indarti, terus ganti sama miss Ami dari kelas 11 sampe sekarang.

➢ Kalo dari miss Indarti itu gimana?
- Kalo dulu kan masih ini yaa kak corona, jadi masih online gitu kan, kalo pembelajaran dari miss indarti itu ini kak jadi dia itu kadang-kadang ngadain zoom git uterus kayak misalkan penjelasan materi, terus kadang-kadang bahas soal pas lagi zoom, terus kalo misalkan kayak penugasan dari miss indarti sendiri tuh kayak eee lewat aplikasi, kek pernah Namanya flip jadi kayak kita tuh, flip itu mirip kek missal flip tu kayak eee suatu platform jadi kita tuh kayak eee bisa nulis paragraph disitu nanti orang lain bisa liat gitu kak.

➢ Langsung praktek berarti?
- Iyaa kak langsung praktek tapi yaa secara online aja sih kak kalo sama miss indarti. Terus kalo sama miss Ami tuh eee kan udah transisi offline yaa sekarang jadi kalo sama miss Ami tuh lebih banyak ke textbook sih kak jadi eee terpacu sama LKS kalo miss Ami, kek lebih sama apa yaa nggak sebanyak praktek nya gitu kalo sama miss Ami.

➢ Owhh berarti lebih ke buku pacuannya?
- Iyaa pacuannya buku. Prakteknya jarang, ada tapi jarang banget kalo praktek ini sih kak yang paling terbaru, praktek nyanyi jadi buat jadi kek kita disuruh buat video nyanyi terus nanti kayak direkam masukin ke google classroom gitu.

➢ Kalo untuk di kelas nya?
- Kalo untuk dikelas nya secara praktek langsung mungkin pas presentasi ya kak.

➢ Full iggris?
- Ngga sih kak, ada mix, kadang ada indonya ada inggris nya gitu.

➢ Tapi kalo dari Miss Ami nya ngewajibin ngga harus full Bahasa inggris?
- Miss Ami ngesaraninnya iyaa sih tapi kek ngga bener-bener kek harus banget jadi kayak eee kasi flexible gitu, kek gapapa deh pake indo gitu

➢ Tapi enjoy selama proses pembelajaran?
- Enjoy sih kak, karena emang suka Bahasa inggris.

- ➢ **Are there additional classes or activities other than in class? What are the activities?**
  - • Organisasi, termasuk?
- ➢ Tapi itu di luar kelas?
  - • Iyaa di luar kelas ada, kalo organisasi ini aku ikut ini kak jadi Namanya MEC (Mayoga English Club) jadi aku ikut organisasi MEC ini dari kelas 10, kelas 10 itu sampe semester 2 jadi anggota biasa, jadi anggotanya kek Cuma ikut partisipasi gitu kan, terus dari kelas 11 sampe kelas 12 ini aku daftar jadi BPH jadi BPH itu Namanya Badan Pengurus Harian jadi kayak yang ngurusin organisasinya langsung gitu, nah disitu aku eee menjabat sebagai kurikulum nah aku sebagai kurikulum tuh kayak eee jadi kan nanti kan kita ada kegiatan larut yak an diluar pelajaran gitu, nah nanti tuh tiap kegiatan larut itu kita kayak ada kayak kegiatan activities fun activities nya nah itu tugasku disitu membuat kayak aku tuh nanti kita hari ini mau ngapain nih atau kegiatannya buat materinya atau membuat kegiatannya organisasinya gitu itu tugasku dulu kalo sekarang udah engga, udah pensiun.
- ➢ Tapi itu bukan dari bu Ami nya atau miss indarti?
  - • Eee itu dinaungin sama miss Ami jadi miss Ami tuh jadi penanggung jawab nya MEC gitu.
- ➢ Jadi itu termasuk ke eskul yaa berarti?
  - • Iyaa kak termasuk eskul itu.

- ➢ **How did your teacher treat you and your classmate? (pernah marah ngga? Atau galak ngga?)**
  - • Hmmm berarti kaya sikapnya yaa kak?
- ➢ Hmm iyaa sikapnya gimana ke kalian?
  - • Eee kalo miss Ami itu sikapnya menurut ku sih secara garis besar cool sih kak jadi kek bukan yang kayak drastis kayak galak banget engga tapi kalo misalkan kaya ada eee orang-orang yang misalkan main hp atau kayak ngga dengerin tuh, eee di tegur tapi di tegurnya tuh secara tersirat gitu ngga kek tertuju missal kakaknya salah, ngga-ngga menyebutkan nama gitu kaya missal aku main hp nih terus eee mis Ami negur kayak terima kasih udah mendengarkan saya dan tidak bermain hp jadi gitu caranya tersirat kalo mau negur kek gitu miss Ami.
- ➢ Tapi kalo untuk pas saat penyampaian materi nya dikelas gimana? Galak ngga?
  - • Kalo galak ngga sih kak biasanya ngga ada intonasi kek kasar gitu ngga sih.

- ➢ **How does your teacher manage the class while teaching?** Gimana sih cara miss Ami ngelola kelasnya gitu? Memanage kelas nya gimana?
  - • Eeee kalo miss Ami itu mungkin apay aa, kalo bisa dibilang cara belajar nya masih monoton, jadi tuh kayak belum variative kayak di selingin aktivitas atau ice breaking itu ngga sih kalo miss Ami itu, jadi kayak dating langsung buka buku atau

misal miss Ami itu kadang pernah kemaren buat flip book itu loh kak jadi kek miss Ami nyiapin materi tentang lagu gitu kan terus dibuat jadi flip booknya, mungkin itu aja sih jadi kayak masih terpacu sama textbook, ppt kayak gitu.

➢ Jadi lebih sering pake textbook gitu yaa, lebih terpacu sama lks aja jadi jarang ke prakteknya langsung?
- Iyaa kak, lebih ke textbook sama lks nya jadi jarang prakteknya.

➢ Kalo untuk manage kelasnya gimana? Kayak ngatur kelas-kelasnya, ada peratura khusus ngga kalo dari miss Ami?
- Eeee ngga ada sih kak kalo gitu.

➢ Mungkin pas belajar di kelas full dalam Bahasa inggris atau mungkin kalo kalian mau ngomong, kek sebisa mungkin pake Bahasa inggris mau izin atau gimana.
- Miss Ami itu kadang bilang kayak gitu kek misal sebisa mungkin kalo kalian bisa, kalian pake Bahasa inggris gitu pas kalo misal mau izin ke kamar mandi atau mau tanya itu tapi kek engga mengharuskan banget sih kak kayak ngga harus banget kek ngga ada yang rules harus ngikuti banget sih.

➢ **How committed is your teacher when teaching in class? (tepat waktunya? Kalo ada jam kosong gimana? Kalo untuk waktunya dulu deh gimana kalo miss Ami?**
- Eee itukan kalo di kelasku miss Ami ngajarnya 2 hari satu hari nya itu Cuma diisi 1 jam sama ada yang satunya 2 jam, nah kadang miss Ami itu emang kadang ada yang bener-bener on time jadi pas bel itu udah dating ke kelas tapia da juga waktu dimana miss Ami tuh mungkin telat 10 menit atau 5 menit tapi tetep dating gitu kak tapi kek kalo misalkan miss Ami ngga dating itu kan jamkos yaa biasanya itu kasi tugas, kek misal ngerjain lks halaman berapa terus nanti di kumpulin kek gitu.

➢ Nah kalo jam kosong gitu kan katanya di kasi tugas, nanti tuh di bahas lagi ngga?
- Jarang sih, kadang dibahas tapi jarang sih kak, jadi lebih kek yaudah yang penting ada kegiatan waktu ngga masuk gitu.

➢ Nah kalo tanggapan kamu sendiri kalo kaya gitu gimana? Harusnya itu gimana?
- Kalo seharusnya mungkin menurut ku kalo misalkan eeee ada tugas pun atau mungkin tryout-tryout kelas 12 kan banyak tryout nih kak jadi mungkin kalo Bahasa inggris ya bisa dibahas mungkin, kek pertanyaan-pertanyaannya, kemaren itu juga sempet bahas juga dikit eee soal tryout kelas 12 gitu.

➢ Tapi ngga banyak?
- Iyaa ngga banyak, Cuma beberapa aja kak.

➢ Sayang yaa kalo ngga dibahas soalnya kan udah kelas 12.
- Hmmm iyaa kak sayang banget sebenarnya.

- Tapi kalo boleh milih nih kamu lebih enjoy sama miss Ami atau sama miss Indarti? Untuk dikelas nya cara mengajarnya lebih enak yang mana? Bukan enak sih tapi lebih nyamannya sama siapa? Yang lebih mengasah Bahasa inggris kamu khususnya.
  - Hmmm kalo ini aku juga mau cerita sedikit kak, jadi waktu itu kan miss Ami pernah eeee libur yaa ambil cuti gitu kan keluar ke asalnya gitu kan ke aceh nah waktu itu tu diisi sama miss Fitri Bahasa inggris nya nah menurutku pengajaran miss fitri ini tuh bisa di bilang apa ya lebih variative gitu kak di aitu juga ngetes kita tuh bisa fasih ngga sih kalo dalam baca teks kaya lebih praktis ada jadi menurut ku kalo misalkan diantara 3 guru itu aku lebih cocok sama miss Fitri malah, karena dia lebih interaktif dan banyak prakteknya juga.

- Sayangnya ngga di ajar sama Miss Fitri yaa.
  - Iyaa ngga di ajar sama Miss Fitri.
- Kalo boleh tau miss Fitri ngajar kelas berapa?
  - Eeee kelas, kan aku kelas IPA 2 kalo setauku kelas IPA 3,4,5 kak.

- Owhh tetep kelas 12 yaa tapi Cuma beda jurusan aja
  - Iyaa kak beda jurusannya aja gitu.

- Untuk pertanyaannya sih udah selesai, atau misalnya dari kamu sendiri mau tambahin khusus nya persepsi kamu tentang pengajaran guru kamu dikelas khususnya untuk Bahasa inggris.
  - Hmmm mungkin kalo aku pengennya lebih eeee di variatifin aja sih kak kayak kegiatannya jangan terlalu monoton, jangan terlalu kek terpacu LKS atau buku, jadi kayak eeee mungkin kita ada dimana kita lagi eee misal main game dulu sebelum pelajaran atau kek mungkin pembelajarannya diselingin main game atau apa gitu jadi dimana kita tuh ngerasa kayak ngga stress dan ngga tegang gitu loh dikelas gitu kak, mungkin itu aja sih kak.

- Jadi ngaruh ngga kira-kira ke motivasi kamu belajar Bahasa inggris jadinya? Gara-gara cara ngajar guru yang kek gitu?
  - Ngaruh, ngaruh banget sih kak, iyaa ngaruh banget sih menurut aku karena misalkan dengan di tambahin kegiatan yang mungkin diluar tentang eee buku juga bisa lebih semangat lagi sih kak kaya eeee ya lebih semangat lagi belajarnya.

- Ngga yang kaya terpaku buku terus gitu yaa
  - Hmmm he'e iyaa bener-bener banget, jadi kaya, kita tuh wah ketemu buku lagi buku lagi gitukan.

➢ Jadi juga kaya kalian yang awalnya motivasi buat belajar Bahasa inggris nya tinggi jadi rendah gitu yaa.

- He'e iyaa bener-bener kak.

➢ Sebelumnya kan zalfa sempet bahas tuh tentang ada organisasi MEC (Mayoga English Club) nah itu tuh kan diampu sama guru Bahasa inggris kan sama miss Ami, kalo eee di MEC itu nyambung ngga sama pembelajaran setiap hari di kelas?

- Eeee karena kita tuh kalo misalkan membuat materi atau kegiatan Bahasa inggris tuh sebenarnya bebas yaa kak jadi kayak ngga harus mengacu pada eee materi yang dikelas, jadi yaa emang bisa, bisa ada yang mungkin ada unsur yang dari kelas nya tapi ada juga bisa yang ngga ada yang di pelajari atau disampaikan dikelas kaya misal beberapa apay aa kegiatan kaya eee pronunciation gitu kan kadang jarang di praktekan di kelas gitukan tapi kalo di MEC di praktekin gitu jadi ngga harus mengacu banget pada materi di kelas gitu kak.

➢ Kamu ngerasa nya gimana terlibat di MEC itu sama guru itu, soalnya kamu kan di ajarin nih sama miss Ami tapi kamu juga ikut MEC yang dipegang sama miss Ami itu kamu gimana?

- Eee kalo rasa pribadi ku gimana gitu kak?

➢ Iyaa pribadinya zalfa

- Eeemm seneng sih kak, seneng banget karena aku kan emang suka sama yang berbau Bahasa inggris gitu yaa, jadi apa lagi devisi ku itukan devisi kurikulum yang bertugas kaya eeemmm membuat materi kegiatan Bahasa inggris dalam MEC itu jadi yaa bawaannya seneng, karena kan kita juga bisa mengajari kaya aku tuh punya bekal apa nih yang bisa aku ajari, bisa aku sampaikan ke adek-adek atau ke anggota MEC pas larut kayak gitu, kalo untuk rasa yang kaya diampu sama miss Ami tuh, eeee miss Ami tuh so far untuk eee di MEC juga di damping sih kak jadi kayak kalo misalkan ada problems atau misalkan kaya kita punya keluh kesah apa tentang MEC yang mungkin perlu di perbaiki atau apa gitu miss Ami biasanya ngampu, biasanya membantu eee apay aa berusaha bantu sebisa beliau gimana.

➢ Berarti ada keterkaitannya yaa di kelas sama organisasi di MEC ini?

- He'em iyaa kak, karena kan di ampu sama satu guru yang sama kan kebetulannya gitu.

➢ Terus nih kita balik lagi nyenggol masalah yang kakak ada nanaya perihal ini miss Ami tuh gimana sih cara ngajar di kelas, wataknya gimana kan pernah nanya, kaya keras atau engga nya kan zalfa pernah bilang katanya miss Ami tuh lebih cool, lebih kalo cara tegurannya galak engga, pelan engga emmm maksudnya kek gimana yaa bilang nya ya,

33

eee yaa galak engga di tengah-tengah lahh , cool gitu, nah kalo menurut zalfa kalo misal dengan cara teguran yang kaya gitu kan bisa dibilang samar-samar kan yaa kamu gimana tanggapannya kalo malah miss Ami cara tegurannya kek gitu? Ngaruh ngga ke kamu kira-kira?

- Kalo misalkan menurut pandangan aku sendiri sebenarnya kalo dari satu sisi tuh sebenarnya tuh kalo misalkan tegurannya samar-samar ngga kaya yang kaya nargetin ohh ke kak dwi aja atau ohh ke zalfa aja itu kaya orang yang kita tuju tuh ngga tersampaikan pesannya gitu loh kak menurutku itu minus nya tapi plus nya adalah orang yang tersindir atau yang kaya miss Ami berusah tegur itu ngga merasa kaya malu atau a shame karena dia udah di tegur di depan kelas gitu kak, menurut aku gitu sih kak.

➢ Berarti tetap ngaruh gitu yaa ke kamu, yaa ada plus minus nya lah, ngaruh tapia da plus minus nya.
- He'emm iya kak ngaruh ada tapi tete pada plus minus nya.

➢ Okeyy lanjut yaa ke pertanyaan selanjutnya kita bahas lagi tentang manage kelas nya miss Ami nih, kan eeee ada rulesnyaa ngga sihh kalo dikelas miss Ami, rules khusus kek peraturan khusus yang ada didalam kelas nya kelas miss Ami tuh ada ngga?
- Yang khusus di kelas miss Ami aja gitu yaa kak?

➢ Iyaa, kayak mungkin kalo ada misbehavior nih gimana cara menghandle nya gitu, kan udah pernah ngomongin eee tentang attitude nya, marah nya dan lain-lainnya itu, kalo secara personal eee tegurannya tuh kalo ada yang salah gimana? Miss Ami nya gimana kalo mau ngasih tegurannya?
- Eeee paling ngasih tegurannya cumin sebatas teguran aja sih kak ngga ada yang kaya secara kasar gitu kaya kasi hukumannya atau apatuh ngga di tindak lanjuti jadi kaya cumin yaaa kasi teguran cumin sebatas omongan aja kalo miss Ami.

➢ Kalo untuk yang rulesnya tadi ada ngga?
- Rules khusus dari miss Ami ngga ada sihh, miss Ami tuh emang kaya apaa yaa cool orang nya.

➢ Hmmm mungkin pas pertemuan pertama mulai, biasanya kan ada kontrak belajar kelas itu miss Ami ada ngomongin?
- Khusus? Ngga sih kak secara khusus untuk kelasnya miss Ami ngga sih, seperti kelas pada umumnya aja sih kak yaa dateng belajar, bahas bareng ngerjain soal gitu aja sih kak, ngga ada yang harus kayak misal di pelajaran miss Ami ngga boleh main hp tuhh ngga ada.

➢ Kalo untuk ngelanggar gitu hukumannya berupa apa?
- Eee kalo miss Ami hukuman sejauh ini belum ada sih kak.

- ➢ Kalo untuk pujian sendiri gimana miss Ami sering ngga kasi pujian-pujian gitu ke siswa-siswanya?
  - • Eeee sering, kalo misalkan ke orang-orang yang misal kayak miss Ami kasi tugas nih gitu kan kek misal eee secara lewat google form gitu atau misal google classroom nah itukan keliatan yaa kak yang udah ngumpulin siapa nah biasanya kalo misalkan yang udah ngumpulin tuh di kasi pujian kayak oohh mas yusuf misal udah ngerjain terus kayak ngasih pujian good job mas yusuf kaya ngasih apa yaa word of affirmation gitu, orang yang udah ngerjain kayak ngasih apa yaa bentuk appreciate kalo miss Ami tuh sadar gitu loh kalo ada anak rajin tuh pasti di appreciate gitu.
- ➢ Berarti ada yaa
  - • Iyaa ada kak.
- ➢ Kalo untuk prepare dikelas, well prepare ngga untuk ppt sama materi di kelas miss Ami seperti apa?
  - • Eee kalo miss Ami itu mungkin kalo ppt itu ngga sesering itu sih kak, miss Ami tuh paling sekali ppt, tapi juga sekali ini eee namaya flipbook jadi bentuknya kayak yaa kayak buku tapi digital gitu jadi miss Ami nyiapin kaya materi yang mau di sampaikan, kayak kemaren itu waktu pertemuan terakhir kita bahas tentang materi songs gitu kak nah miss Ami tuh kayak nyiapin eee flipbook tentang eeee materi songs, kaya eee di jabarin songs itu apa terus kayak kasih contoh-contoh songs gitu.
- ➢ Owhh iyaa, nah zalfa kan juga pernah bilang kemaren kan kayak eee di kelas kalo sama miss Ami sering nya group work, kan perkelompok gitu kan kalo ngerjain tugas, itu miss Ami ada jalan moving around ngga? Kayak keliling gitu, mungkin buat make sure gitu.
  - • Buat make sure gitu yaa, iyaa ada kak kadang kayak sering nanyaa kayak progressnya sampe mana sih kek gitu.
- ➢ Ada ngasih feedback juga ngga?
  - • Adaa kek ngasih saran kek misalkan ada yang mungkin bleum apay aa belum masih bingung atau gimana sama tugas nya gitu kan miss Ami kek kadang bantu, kayak ngasih arahan gini-gini kayak gitu, terus kayak misal ada yang udah ngerjain terus miss Ami ngoreksi kadang ada yang kek gitu juga.
- ➢ How do you feel about that? Kayak masalah miss Ami yang kasi feedback gitu?
  - • I think its greats since eeee apa yaa kasi feedback itu juga jadi kita sebagai siswa kita tau gitu loh kayak misalkan eee ohh aku mungkin kalo misalkan miss Ami ngasi saran yang eee mungkin aku ada salahnya jadi aku jadi bisa tau kan salahnya dimana, terus kalo misalkan dari situ kan kita kan jadi bisa apay aa eee medevelop diri kita sendiri ngga sih kak kayak lebih eee kerjanya jadi lebih bagus, lebih baik, lebih maksimal kayak apa sih tugas nya jadi bagus kaya gitu.
- ➢ Berarti seneng yaa?
 - • Iyaa of course sih kak hehe seneng.

Appendix 3 Table Analysis

Data Number	Transcript	Data Reduction	Coding
01	➢ Kalo dari miss Indarti itu gimana? ● Kalo dulu kan masih ini yaa kak corona, jadi masih online gitu kan, kalo pembelajaran dari miss indarti itu ini kak jadi dia itu kadang-kadang ngadain zoom gitu terus kayak misalkan penjelasan materi, terus kadang-kadang bahas soal pas lagi zoom, terus kalo misalkan kayak penugasan dari miss indarti sendiri tuh kayak eee lewat aplikasi, kek pernah Namanya flip jadi kayak kita tuh, flip itu mirip kek missal flip tu kayak eee suatu platform jadi kita tuh kayak eee bisa nulis paragraph disitu nanti orang lain bisa liat gitu kak.	1. Teacher Instructional style 2. Private Tutoring 3. Personality and Behavior 4. Competence and classroom management 5. Attitude and Commitment	TU01 (Technology utilization) TT01 (Teaching Technique)
02	➢ Langsung praktek berarti? ● Iyaa kak langsung praktek tapi yaa secara online aja sih kak kalo sama miss indarti. Terus kalo sama miss Ami tuh eee kan udah transisi offline yaa sekarang jadi kalo sama miss Ami tuh lebih banyak ke textbook sih kak jadi eee terpacu sama		TT02 (Teaching Technique) TT03 (Teaching Technique) M01 (Media)

	LKS kalo miss Ami, kek lebih sama apa yaa nggak sebanyak praktek nya gitu kalo sama miss Ami.		
03	➢ Owhh berarti lebih ke buku pacuannya? ● Iyaa pacuannya buku. Prakteknya jarang, ada tapi jarang banget kalo praktek ini sih kak yang paling terbaru, praktek nyanyi jadi buat jadi kek kita disuruh buat video nyanyi terus nanti kayak direkam masukin ke google classroom gitu.		TT04 (Teaching Technique) TU02 (Technology Utilization)
04	➢ Kalo untuk di kelas nya? ● Kalo untuk dikelas nya secara praktek langsung mungkin pas presentasi ya kak.		TT05 (Teaching Technique)
05	➢ Hmm iyaa sikapnya gimana ke kalian? ● Eee kalo miss Ami itu sikapnya menurut ku sih secara garis besar cool sih kak jadi kek bukan yang kayak drastis kayak galak banget engga tapi kalo misalkan kaya ada eee orang-orang yang misalkan main hp atau kayak ngga dengerin tuh, eee di tegur tapi di tegurnya tuh secara tersirat gitu ngga kek tertuju missal kakaknya salah, ngga-ngga menyebutkan nama gitu kaya missal aku main hp nih terus eee mis		PB01 (Personality Behavior) MG01 (Management)

	Ami negur kayak terima kasih udah mendengarkan saya dan tidak bermain hp jadi gitu caranya tersirat kalo mau negur kek gitu miss Ami.		
06	➢ Tapi kalo untuk pas saat penyampaian materi nya dikelas gimana? Galak ngga? ● Kalo galak ngga sih kak biasanya ngga ada intonasi kek kasar gitu ngga sih.		PB02 (Personality Behavior)
07	➢ How does your teacher manage the class while teaching? Gimana sih cara miss Ami ngelola kelasnya gitu? Memanage kelas nya gimana? ● Eeee kalo miss Ami itu mungkin apa yaa, kalo bisa dibilang cara belajar nya masih monoton, jadi tuh kayak belum variative kayak di selingin aktivitas atau ice breaking itu ngga sih kalo miss Ami itu, jadi kayak datang langsung buka buku atau misal miss Ami itu kadang pernah kemaren buat flip book itu loh kak jadi kek miss Ami nyiapin materi tentang lagu gitu kan terus dibuat jadi flip booknya, mungkin itu aja sih jadi kayak masih terpacu sama textbook, ppt kayak gitu.		TSL01 (Teaching Style) TS01 (Teaching Strategy) M02 (Media)

08	➢ Jadi lebih sering pake textbook gitu yaa, lebih terpacu sama lks aja jadi jarang ke prakteknya langsung? ● Iyaa kak, lebih ke textbook sama lks nya jadi jarang prakteknya.		M03 (Media) TSL02(Teaching Style)
09	➢ Mungkin pas belajar di kelas full dalam Bahasa inggris atau mungkin kalo kalian mau ngomong, kek sebisa mungkin pake Bahasa inggris mau izin atau gimana. ● Miss Ami itu kadang bilang kayak gitu kek misal sebisa mungkin kalo kalian bisa, kalian pake Bahasa inggris gitu pas kalo misal mau izin ke kamar mandi atau mau tanya itu tapi kek engga mengharuskan banget sih kak kayak ngga harus banget kek ngga ada yang rules harus ngikuti banget sih.		TSL03 (Teaching style) MG02 (Management) TS02 (Teaching Strategy)
10	➢ Tapi kalo boleh milih nih kamu lebih enjoy sama miss Ami atau sama miss Indarti? Untuk dikelas nya cara mengajarnya lebih enak yang mana? Bukan enak sih tapi lebih nyamannya sama siapa? Yang lebih mengasah Bahasa inggris kamu khususnya.		TS03 (Teaching strategy) TT06 (Teaching Technique)

	● Hmmm kalo ini aku juga mau cerita sedikit kak, jadi waktu itu kan miss Ami pernah eeee libur yaa ambil cuti gitu kan keluar ke asalnya gitu kan ke aceh nah waktu itu tu diisi sama miss Fitri Bahasa inggris nya nah menurutku pengajaran miss fitri ini tuh bisa di bilang apa ya lebih variative gitu kak di aitu juga ngetes kita tuh bisa fasih ngga sih kalo dalam baca teks kaya lebih praktis ada jadi menurut ku kalo misalkan diantara 3 guru itu aku lebih cocok sama miss Fitri malah, karena dia lebih interaktif dan banyak prakteknya juga.		
11	➢ Untuk pertanyaannya sih udah selesai, atau misalnya dari kamu sendiri mau tambahin khusus nya persepsi kamu tentang pengajaran guru kamu dikelas khususnya untuk Bahasa inggris. ● Hmmm mungkin kalo aku pengennya lebih eeee di variatifin aja sih kak kayak kegiatannya jangan terlalu monoton, jangan terlalu kek terpacu LKS atau buku, jadi kayak eeee mungkin kita ada dimana kita lagi eee misal main game dulu sebelum pelajaran atau kek mungkin pembelajarannya diselingin		TSL04 (Teaching Style)

	main game atau apa gitu jadi dimana kita tuh ngerasa kayak ngga stress dan ngga tegang gitu loh dikelas gitu kak, mungkin itu aja sih kak.		
12	➢ Sebelumnya kan zalfa sempet bahas tuh tentang ada organisasi MEC (Mayoga English Club) nah itu tuh kan diampu sama guru Bahasa inggris kan sama miss Ami, kalo eee di MEC itu nyambung ngga sama pembelajaran setiap hari di kelas? ● Eeee karena kita tuh kalo misalkan membuat materi atau kegiatan Bahasa inggris tuh sebenarnya bebas yaa kak jadi kayak ngga harus mengacu pada eee materi yang dikelas, jadi yaa emang bisa, bisa ada yang mungkin ada unsur yang dari kelas nya tapi ada juga bisa yang ngga ada yang di pelajari atau disampaikan dikelas kaya misal beberapa apa yaa kegiatan kaya eee pronunciation gitu kan kadang jarang di praktekan di kelas gitukan tapi kalo di MEC di praktekin gitu jadi ngga harus mengacu banget pada materi di kelas gitu kak.		MT01 (Material)

13	➢ Terus nih kita balik lagi nyenggol masalah yang kakak ada nanya perihal ini miss Ami tuh gimana sih cara ngajar di kelas, wataknya gimana kan pernah nanya, kaya keras atau engga nya kan zalfa pernah bilang katanya miss Ami tuh lebih cool, lebih kalo cara tegurannya galak engga, pelan engga emmm maksudnya kek gimana yaa bilang nya ya, eee yaa galak engga di tengah-tengah lahh , cool gitu, nah kalo menurut zalfa kalo misal dengan cara teguran yang kaya gitu kan bisa dibilang samar-samar kan yaa kamu gimana tanggapannya kalo malah miss Ami cara tegurannya kek gitu? Ngaruh ngga ke kamu kira-kira? ● Kalo misalkan menurut pandangan aku sendiri sebenarnya kalo dari satu sisi tuh sebenarnya tuh kalo misalkan tegurannya samar-samar ngga kaya yang kaya nargetin ohh ke kak dwi aja atau ohh ke zalfa aja itu kaya orang yang kita tuju tuh ngga tersampaikan pesannya gitu loh kak menurutku itu minus nya tapi plus nya adalah		TM01 (Teaching Management) TSL05 (Teaching Style)

	orang yang tersindir atau yang kaya miss Ami berusah tegur itu ngga merasa kaya malu atau a shame karena dia udah di tegur di depan kelas gitu kak, menurut aku gitu sih kak.		
14	➢ Iyaa, kayak mungkin kalo ada misbehavior nih gimana cara menghandle nya gitu, kan udah pernah ngomongin eee tentang attitude nya, marah nya dan lain-lainnya itu, kalo secara personal eee tegurannya tuh kalo ada yang salah gimana? Miss Ami nya gimana kalo mau ngasih tegurannya? ● Eeee paling ngasih tegurannya cumin sebatas teguran aja sih kak ngga ada yang kaya secara kasar gitu kaya kasi hukumannya atau apatuh ngga di tindak lanjuti jadi kaya cumin yaaa kasi teguran cumin sebatas omongan aja kalo miss Ami.		TSL06 (Teaching Style) TR01 (Teaching Rules)
15	➢ Kalo untuk yang rulesnya tadi ada ngga? ● Rules khusus dari miss Ami ngga ada sihh, miss Ami tuh emang kaya apaa yaa cool orang nya.		PB03 (Personality Behavior) MG03 (Management) TR02 (Teaching Rules)
16	➢ Hmmm mungkin pas pertemuan pertama		TM02 (Teaching Management)

	mulai, biasanya kan ada kontrak belajar kelas itu miss Ami ada ngomongin? ● Khusus? Ngga sih kak secara khusus untuk kelasnya miss Ami ngga sih, seperti kelas pada umumnya aja sih kak yaa dateng belajar, bahas bareng ngerjain soal gitu aja sih kak, ngga ada yang harus kayak misal di pelajaran miss Ami ngga boleh main hp tuhh ngga ada.		
17	➢ Kalo untuk ngelanggar gitu hukumannya berupa apa? ● Eee kalo miss Ami hukuman sejauh ini belum ada sih kak.		TM03 (Teaching Management)
18	➢ Kalo untuk pujian sendiri gimana miss Ami sering ngga kasi word of affirmation gitu ke siswa-siswanya? ● Eeee sering, kalo misalkan ke orang-orang yang misal kayak miss Ami kasi tugas nih gitu kan kek misal eee secara lewat google form gitu atau misal google classroom nah itukan keliatan yaa kak yang udah ngumpulin siapa nah biasanya kalo misalkan yang udah ngumpulin tuh di kasi pujian kayak oohh mas yusuf misal udah ngerjain terus kayak ngasih pujian good job mas yusuf kaya ngasih		TA01 (Teacher Appreciation) TU03(Technology Utilization) M04(Media)

	apa yaa word of affirmation gitu, orang yang udah ngerjain kayak ngasih apa yaa bentuk appreciate kalo miss Ami tuh sadar gitu loh kalo ada anak rajin tuh pasti di appreciate gitu.		
19	➢ Kalo untuk prepare dikelas, well prepare ngga untuk ppt sama materi di kelas miss Ami seperti apa? ● Eee kalo miss Ami itu mungkin kalo ppt itu ngga sesering itu sih kak, miss Ami tuh paling sekali ppt, tapi juga sekali ini eee namaya flipbook jadi bentuknya kayak yaa kayak buku tapi digital gitu jadi miss Ami nyiapin kaya materi yang mau di sampaikan, kayak kemaren itu waktu pertemuan terakhir kita bahas tentang materi songs gitu kak nah miss Ami tuh kayak nyiapin eee flipbook tentang eeee materi songs, kaya eee di jabarin songs itu apa terus kayak kasih contoh-contoh songs gitu.		TU04 (Technology Utilization) TS04 (Teaching strategy) MT02 (Material) M05(Media)
20	➢ Owhh iyaa, nah zalfa kan juga pernah bilang kemaren kan kayak eee di kelas kalo sama miss Ami sering nya group work, kan perkelompok gitu kan kalo ngerjain		TSL07 (Teaching Style)

	tugas, itu miss Ami ada jalan moving around ngga? Kayak keliling gitu, mungkin buat make sure gitu. ● Buat make sure gitu yaa, iyaa ada kak kadang kayak sering nanyaa kayak progressnya sampe mana sih kek gitu.		
21	➢ Ada ngasih feedback juga ngga ● Adaa kek ngasih saran kek misalkan ada yang mungkin belum apa yaa belum masih bingung atau gimana sama tugas nya gitu kan miss Ami kek kadang bantu, kayak ngasih arahan gini-gini kayak gitu, terus kayak misal ada yang udah ngerjain terus miss Ami ngoreksi kadang ada yang kek gitu juga.		TF01 (Teacher Feedback)
22	➢ How do you feel about that? Kayak masalah miss Ami yang kasi feedback gitu? ● I think its greats since eeee apa yaa kasi feedback itu juga jadi kita sebagai siswa kita tau gitu loh kayak misalkan eee ohh aku mungkin kalo misalkan miss Ami ngasi saran yang eee mungkin aku ada salahnya jadi aku jadi bisa tau kan salahnya dimana, terus kalo misalkan dari situ kan kita kan jadi bisa apay aa eee		TS05 (Teaching strategy) TF02 (Teacher Feedback)

	medevelop diri kita sendiri ngga sih kak kayak lebih eee kerjanya jadi lebih bagus, lebih baik, lebih maksimal kayak apa sih tugas nya jadi bagus kaya gitu.		