

**THE STUDENTS' PERCEPTIONS AT MAAHAD TAHFIZD
BAITUL EHSAN MALURI, KUALA LUMPUR
ABOUT THE TEACIDNG STYLE OF PLP TEACHER
FROM UIN SYAHADA PADANGSIDINPUAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Adda; y Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Educational (S.Pd) in English Educational
Department*

Written By:

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SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

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2025

LETTER OF AGREEMENT

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An Aufa Nabila Siregar

Padangsidempuan, 11 Desember 2025

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Assalamu 'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revise on thesis belongs to Aufa Nabila Siregar, entitled "The Students' Perception at Mahaad Tahfizd Baitul Ehsan Maluri, Kuala Lumpur About the Teaching Style of PLP Teacher from UIN Syahada Padangsidempuan", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Taining Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis wil soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

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Title of Thesis : **The Students' Perception of Maahad Tahfizd Baitul Ehsan Maluri Kuala Lumpur About Teaching Style of PLP Teacher From UIN Syahada Padangsidempuan**

This study explores Malaysian students' perceptions of learning English with a foreign teacher, specifically an Indonesian teacher, at *Maahad Tahfiz Baitul Ehsan Maluri*, Kuala Lumpur. Using a qualitative case study design, data were collected from 20 students through questionnaires and semi-structured interviews. Thematic analysis was applied to identify key patterns in students' responses. Findings indicate that students generally have positive perceptions of the foreign teacher's performance, particularly in lesson preparation, clarity of explanation, and respectful interaction. The teacher was viewed as confident, approachable, and motivating, which enhanced students' interest and participation in English learning. However, minor challenges were found in classroom management and individualized feedback. Overall, the study concludes that foreign teachers can positively influence English language learning in multicultural contexts when they adapt their teaching to students' linguistic and cultural backgrounds.

Keywords: *students' perception, foreign teacher, English learning, teaching practice, multicultural education*

ABSTRAK

Nama : Aufa Nabila Siregar
NIM : 2120300069
Judul Skripsi : **The Students' Perception of Maahad Tahfiz Baitul Ehsan Maluri Kuala Lumpur About Teaching Style of PLP Teacher From UIN Syahada Padangsidimpuan**

Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa Malaysia terhadap pembelajaran Bahasa Inggris dengan guru asing, khususnya guru asal Indonesia, di *Maahad Tahfiz Baitul Ehsan Maluri*, Kuala Lumpur. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan dari 20 siswa melalui kuesioner dan wawancara semi-terstruktur. Analisis tematik digunakan untuk mengidentifikasi pola utama dalam tanggapan siswa. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi yang positif terhadap kinerja guru asing, terutama dalam hal kesiapan mengajar, kejelasan penjelasan, dan sikap hormat terhadap siswa. Guru dinilai percaya diri, mudah didekati, serta mampu memotivasi siswa untuk lebih tertarik dan aktif dalam belajar Bahasa Inggris. Namun, ditemukan beberapa kendala kecil terkait manajemen kelas dan pemberian umpan balik individual. Secara keseluruhan, penelitian ini menyimpulkan bahwa guru asing dapat memberikan pengaruh positif terhadap pembelajaran Bahasa Inggris dalam konteks multikultural apabila mereka mampu menyesuaikan metode pengajaran dengan latar bahasa dan budaya siswa.

Kata Kunci: *persepsi siswa, guru asing, pembelajaran Bahasa Inggris, praktik mengajar, pendidikan multikultural*

ملخص البحث

الاسم يميني عوفا نبيلة سريغار

رقم التسجيل: ٢١٢٠٢٠٠٠٦٩

تأثير أسلوب ربط النص بالذات على فهم المقروء لدى طلاب الصف الحادي عشر في : عنوان الرسالة
أحمد دحلان سيبيروك الإسلامية الثانوية الخاصة .ح.مدرسة خ

تركز هذه الدراسة على تحديد تأثير أسلوب ربط النص بالذات على فهم المقروء لدى طلاب الصف الحادي يواجه الطلاب صعوبات في فهم أحمد دحلان سيبيروك الإسلامية الثانوية الخاصة .ح.عشر في مدرسة خ (قلة مفرداتهم اللغوية) ضعف فهمهم للقرآن (عدم فهم معظمهم للنصوص الإنجليزية) :المقروء، منها هدفت هذه الدراسة إلى تحديد فهم المقروء لدى الطلاب قبل الحاجة إلى استخدام أساليب التعلم لفهم المقروء هذه وبعد التعلم باستخدام أسلوب ربط النص بالذات، واختبار الأثر الدال لاستخدامه على فهم المقروء لديهم شملت هذه الدراسة الدراسة دراسة كمية، منهجها تجريبي، بتصميم مجموعة ضابطة قبل وبعد الاختبار (استخدمت العينة أسلوب العينة الكلية، حيث شغل الصف الحادي عشر جميع طلاب الصف الحادي عشر جمعت البيانات من خلال المجموعة الضابطة (طالباً) -المجموعة التجريبية، والصف الحادي عشر (طالباً) أظهرت النتائج أن متوسط قيمة المجموعة التجريبية أعلى .اختبارين قبلي وبعدي، وخللت باستخدام اختبار بالإضافة إلى ذلك، من متوسط قيمة المجموعة الضابطة بعد التعلم باستخدام أسلوب ربط النص بالذات ويمكن لهذه الدراسة وبالتالي، قُبلت الفرضية البديلة . وبعد إجراء اختبار ، وجدت هذه الدراسة أن بدرجة الاستنتاج أن هناك تأثيراً كبيراً لاستخدام أسلوب ربط النص بالذات على فهم المقروء لدى طلاب الصف الحادي عشر في مدرسة

ربط النص بالذات، فهم المقروء، إعادة سرد الن:الكلمات المفتاحية

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Padangsidempuan, 11-12-2025

The Signed



Aufa Nabila Siregar

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Perception is primary contact with the world. Whatever we know, we know directly or indirectly by means of perception. The vast majority of actions rely on perceptual guidance. The mind begins and, to be a bit dramatic, ends with perception.¹ So, researcher find the perceptions of Malaysian students regarding English language learning, particularly in settings with non-native instructors, are critical to understanding language education dynamics.

Malaysia's diverse cultural and linguistic landscape presents unique challenges and opportunities in teaching English, which is considered a vital second language for academic success and professional advancement. However, the effectiveness of English instruction is often influenced by factors such as the teacher's background, pedagogical approaches, and the cultural context in which the learning takes place.

In this instance, the presence of an Indonesian teacher in the classroom introduces various complexities that warrant investigation. Despite the historical and linguistic connections between Malaysia and Indonesia, students may have mixed feelings about learning from an instructor from a neighboring country. These feelings can range from admiration for shared

¹Bance Nanay, *Perception* (New York: Routledge, 2024).
https://www.google.co.id/books/edition/Perception_The_Basics/FVDoEAAAQBAJ?hl=id&gbpv=1&dq=bence+nanay+Perception&pg=PT77&printsec=frontcover

cultural ties to concerns about the teacher's English proficiency and instructional methods.

The way students perceive their instructor can greatly affect their motivation and participation. For example, if students regard the teaching training teacher as a collaborator rather than a traditional authority figure, this could create a more relaxed and open learning atmosphere.² So, this research has shown that students' perceptions are often shaped by their past language learning experiences, their attitudes toward English, and their future aspirations regarding the language.

Thus, gaining insight into the perceptions of Malaysian students in this context is crucial for identifying barriers to effective language acquisition. This study aims to explore these dynamics more thoroughly, focusing on how Malaysian students at Baitul Ehsan Maluri perceive their experiences learning English with an Indonesian teacher. By examining their attitudes, motivations, and challenges, educators can develop more effective instructional strategies that cater to the diverse needs of students in multicultural settings. Ultimately, this research seeks to enhance the quality of English language instruction, foster inclusive learning environments, and support students in achieving their language learning objectives in an increasingly interconnected world.

In conclusion, the perceptions of Malaysian students in Baitul Ehsan Maluri regarding their English language learning experiences with an

²Soyhan Egitim and Travis Garcia, "Japanese University Students' Perceptions of Foreign English Teachers," *English Language Teaching* 14, no. 5 (2021): 13, <https://doi.org/10.5539/elt.v14n5p13>.

Indonesian teacher are shaped by a complex interplay of cultural, linguistic, and educational factors. Understanding these perceptions is essential for identifying both the strengths and challenges present in a multicultural classroom environment. The shared cultural and historical between Malaysia and Indonesia can foster a sense of familiarity, and potentially enhancing student engagement.

By investigating these dynamics, educators can gain valuable insights into how students relate to their learning experiences, which can inform more effective teaching strategies tailored to their needs. Ultimately, this study highlights the importance of fostering an inclusive and supportive learning environment that recognizes and values the diverse backgrounds of students. By addressing the specific perceptions and challenges faced by Malaysian students in this context, educators can improve English language instruction and help students achieve their academic and personal language learning goals in an increasingly globalized world. Therefore, the researcher is interested in conducting a study on investigating The Students at Ma'had Tahfidz Baitul Ehsan Maluri, Kuala Lumpur about their perception on foreign teacher.

B. The Focus of the Problem

The focus of this research is to examine the perceptions of Malaysian students at Baitul Ehsan Maluri regarding their experiences in learning English from foreign teacher, in this occasion with Indonesian teacher. Specifically, this research aims to understand how students at Baitul Ehsan

Maluri perceive the academic achievement, their motivation to learn, and their participation on their learning process.

C. The Definitions of the Key Terms

1. Teacher teaching practice of UIN Syahada

Teaching Practice is known as *Praktik Pengalaman Lapangan* (PPL), is a program carried out by student-teachers of UIN Syahada PSP as part of their professional teaching training. Which involves planning lessons, teaching in real classrooms, and applying pedagogical skills under supervision.

2. Teaching Performance

Teaching practice performance refers to how well the student-teachers carry out their duties in the classroom. Which includes aspects such as preparation, clarity of instruction, teaching methods, classroom management, interaction with students, and professional behavior.

3. Teaching style

Teaching style refers to the characteristic approach, behavior, and methods a teacher uses when delivering instruction and interacting with students. It is the way a teacher teaches and interacts with students.

4. Students' perception

Students' perception means how students see and judge the way student-teachers teach. Includes their feelings (like enjoyment or

frustration), their thoughts (like clarity and relevance), and their actions (like participation and motivation).

So, “the perception of students’ maahad tahfizd baitul ehsan maluri Kuala Lumpur about the English teacher performance in teaching practice of English department students UIN Syahada Padangsidempuan”. Means Baitul Ehsan Maluri, Kuala Lumpur, regarding the performance of English department student-teachers from UIN Syahada Padangsidempuan during their teaching practice. It aims to understand how the students view the effectiveness, teaching methods, classroom interaction, and overall professionalism of the English student-teachers in delivering English lessons.

D. The Formulation of the Problem

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

1. How is the perception of students at Maahad Tahfiz Baitul Ehsan Maluri, Kuala Lumpur about Teaching Style of PLP Teacher uin syahada Padangdimpuan?
2. What is the students at Ma’had Tahfizd like about the teachings style of PLP Teacher UIN Syahada Padangsidempuan ?

E. The Objective of the Research

These objectives aim to explore various aspects of students' perceptions and experiences in learning English. The specific objectives are as follows:

1. To describe the perception of students at Maahad Tahfiz Baitul Ehsan Maluri, Kuala Lumpur towards PLP teacher.
2. To describe the Students' favorite teaching Style from PLP teacher UIN Syahda Padangsidempuan.

F. The Significances of the Research

This research has several important implications for various stakeholders in the field of education, especially in multicultural and multilingual contexts. The significance of this research can be described as follows:

1. For Student

This research seeks to amplify the voices of students who are directly affected by the presence and teaching approach of foreign English teachers. Their perceptions whether positive or negative are essential to understanding the overall learning environment. The study will:

- a. Help identify how students respond to different teaching styles, and accents used by foreign educators.
- b. Reveal whether foreign teachers positively impact student motivation, interest, and confidence in learning English.
- c. Offer insights into how foreign teachers may influence students' willingness to speak English, especially in an environment where English is a second or third language.
- d. Contribute to the development of a more inclusive and

engaging language learning environment that supports students from diverse academic and religious backgrounds.

2. For Foreign English Teachers

Foreign teachers often bring different pedagogical techniques, communication styles, and cultural backgrounds into the classroom. While this diversity can enrich the learning experience, it can also present challenges in adapting to local norms and expectations. This study will be useful for foreign English teachers in several ways:

- a. Provide a clearer understanding of how students in a Maahad Tahfiz setting perceive their teaching methods, behavior, and interactions.
- b. Help teachers identify areas where they can improve their communication and teaching strategies to be more effective.
- c. Encourage self-reflection among foreign educators to better align their practices with students' needs and cultural contexts.
- d. Serve as a feedback mechanism for teachers to improve lesson planning, classroom management, and student engagement, particularly in a religious learning environment.

3. For other Researcher

Here is a limited body of research on the interaction between foreign teachers and students in religious school settings, especially in Malaysia. This study contributes new insights that can:

- a. Serve as a foundation for further research in the field of English language education within Islamic institutions.
- b. Provide comparative data for studies examining differences between students taught by local and foreign teachers.
- c. Encourage exploration of long-term outcomes of foreign teacher involvement in second-language acquisition.
- d. Broaden academic understanding of how globalization and international mobility of educators affect education in local and religious contexts.

G. The Outline of the Thesis

To produce a systematic discussion, writers must arrange their writing systematically. This is necessary so that the results of the research can be used, described clearly and easily understood. To achieve this goal, the author will provide an explanation of the writing structure as follows.

Chapter I introduction covers the background, problem formulation, objectives, and usefulness of the research, as well as the assertion of terms and the systematics of the discussion. Chapter II discusses theories related to mathematics learning methods, namely the rhythmic method. And also in this chapter we discuss new theories and also previous research, as well as the basis for the chosen methodology.

Chapter III explains the research methods used by researchers; the data source used; data collection procedures; data analysis; and

procedures for verifying the validity of research results. Chapter IV discusses the findings and results of the research through the data obtained by the researcher. Chapter V discusses conclusions and suggestion.

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Description

1. Perception

a. Definition of Perception

Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions.¹ So, obtaining responses is obtained through the stages of selection, interpretation, and reaction.

Otter in Ghadirian, Ayub & Salehi described perception as a process of actions for acquiring information.² That acquisition can stem from the environments to which students are exposed. Another definition from Nugroho perception is a process that starts form the use of the five senses in receiving a stimulus, then it organized and interpreted.³ So that it has an understanding of what is sensed.

According to Fuady, Arifin and Kuswarno perception is about objects, events, or relationships obtained by inferring information experience interpreting messages.⁴ Whereas, according to Sugihartono

¹Erin Erin Anggita Maharani, "Persepsi Mahasiswa Pendidikan Matematika Terhadap Perkuliahan Online," *Mosharafa: Jurnal Pendidikan Matematika* 7, no. 3 (2018): 337–44, <https://doi.org/10.31980/mosharafa.v7i3.39>.

²Ghadirian, Ayub & Salehi "Described Perception as a Process of Actions for Acquiring Information," 2019, 16–17.

³Riri Zarmida and Fauzan Saputra, "The Students' Perception on Online Learning During the Pandemic Covid-19: The Case of English Students of Uin Sulthan Thaha Saifuddin Jambi," *Langue (Journal of Language and Education)* 2, no. 1 (2023): 51–58, <https://doi.org/10.22437/langue.v2i1.25234>.

⁴I. Fuady, H. Arifin, and E. Kuswarno, "Factor Analysis That Effect University Student Perception in Untirta About Existence of Region Regulation in Serang City - Analisis Faktor Yang

perception is the ability of the senses to translate stimulus or the process to translate stimulus into human senses. So, in human perception, there is a difference in sensing something that is good or positive perception and negative perception that will affect the human action.

Perception is primary contact with the world. Whatever researcher know directly or indirectly by means of perception. The vast majority of our actions rely on perceptual guidance. The mind begins and, to be a bit dramatic, ends with perception. When we are trying to explain how the mind works.⁵ So, it is a good idea to start with understanding perception. First of all, the most developed and sophisticated set of neuroscientific findings about the brain concern our perceptual processes.

From the definition above, it can be concluded that perception arises based on experience and feeling of each individual. Perception is a response owned by each individual through the process of sensing.

b. Types of Perceptions

Perception divided into two, those are positive and negative perceptions.

1) Positive perception

Positive perception is a perception that describes all knowledge and responses that continue with the effort to use it.⁶ So, this will be

Mempengaruhi Persepsi Mahasiswa Untirta Terhadap Keberadaan Perda Syariah Di Kota Serang,” *Jurnal Penelitian Komunikasi Dan Opini Publik* 21, no. 1 (2017): 123770.

⁵Nanay, *Perception*.

⁶Lynn Meltzer et al., “Positive and Negative Self- Perceptions: Is There a Cyclical Relationship Between Teachers’ and Students’ Perceptions of Effort, Strategy Use, and Academic

continued by activating or accepting and supporting the perceived object.

Positive perception is the way an individual interprets situations, people, or experiences in an optimistic and constructive manner. It involves focusing on the good aspects of a situation rather than dwelling on negatives. People with positive perception tend to see challenges as opportunities, trust others' intentions, and maintain confidence in their abilities.

Characteristics of Positive Perception:

2) Negative perception

Negative perception is a perception that describes all knowledge and responses that are not in harmony with the object in perception. It will proceed with passivity or reject and oppose the perceived object. Negative perception occurs when an individual interprets a situation in a pessimistic, critical, or harmful manner.⁷ So, this can lead to anxiety, distrust, or ineffective responses to problems.

Characteristics of Perceptions are:

a) Pedagogical Effectiveness

Pedagogical effectiveness refers to students' perceptions of how well a teacher delivers instruction and facilitates learning. This includes the teacher's ability to explain concepts clearly, use

Performance?," *Learning Disabilities Research & Practice* 19, no. 1 (2004): 33–44, <https://doi.org/10.1111/j.1540-5826.2004.00087.x>.

⁷Asım Çivitci, "The Moderating Role of Positive and Negative Affect on the Relationship between Perceived Social Support and Stress in College Students," *Kuram ve Uygulamada Eğitim Bilimleri* 15, no. 3 (2015): 565–73, <https://doi.org/10.12738/estp.2015.3.2553>.

appropriate teaching methods, manage the class effectively, and assess student understanding. High pedagogical effectiveness results in meaningful learning experiences and helps students achieve learning objectives.

b) Classroom Rigorous Expectations

Classroom rigorous expectations describe the extent to which students feel that a teacher challenges them to achieve high standards. This includes expectations related to effort, deep understanding, persistence in completing tasks, and strong academic performance. When teachers maintain rigorous expectations, students are encouraged to work harder, think critically, and take responsibility for their learning.

c) Classroom Climate

Classroom climate refers to students' perceptions of the overall atmosphere in the classroom, including social interactions and learning conditions. A positive classroom climate is characterized by mutual respect, safety, support, and openness to participation. Such an environment promotes active learning, collaboration, and emotional comfort for students.

d) Teacher–Student Relationships

Teacher–student relationships reflect the strength and quality of social connections between teachers and students, both inside and outside the classroom. Positive relationships are built on trust,

respect, and effective communication. Strong teacher–student relationships increase student motivation, engagement, and willingness to seek academic support.

e) Shared and Inclusive Curriculum

Shared and inclusive curriculum refers to students’ perceptions of how well course content represents diverse perspectives, cultures, and experiences. An inclusive curriculum ensures that all students feel represented and respected, regardless of background. This approach enhances understanding, equity, and relevance of learning materials.

f) Classroom Engagement

Classroom engagement describes how attentive, interested, and actively involved students are during learning activities. This includes participation in discussions, focus during lessons, and enthusiasm for completing tasks. High levels of engagement indicate that teaching strategies successfully motivate students and encourage active learning.⁸

Individuals with negative perceptions often concentrate on the flaws in situations or people, feel unmotivated and pessimistic, and struggle to accept change or feedback. This

⁸ H.R.Nurul A.Isa., “Student Perceptions and Adaptations to Quality Assurance of Education Services During the 2019 Corona Pandemic Persepsi Dan Adaptasi Mahasiswa Pendidikan Pada Masa Pandemi Corona” 5, no. 2 (2021), <https://doi.org/10.21070/halaqa.v5i2.1578>.

mindset can limit personal growth, reduce resilience, and negatively affect relationships and overall quality of life.

c. Factors Influencing Perception

Both positive and negative perceptions are influenced by several factors, including:

1) Personal Experiences

Life experiences shape how a person evaluates situations.

2) Social Environment

Family, friends, and surrounding culture play a significant role in shaping one's mindset.

3) Emotional State

Emotions can influence how someone perceives something (e.g., people tend to be more pessimistic when feeling sad).

4) Mindset

People with a growth mindset tend to have positive perceptions, while those with a fixed mindset are more prone to negative perceptions.⁹

Thus, it can be said that perception is both positive and the negative will always affect someone in doing something. Positive perception or negative perception all depends on how individuals describe all their knowledge about an object that is perceived.

⁹Jordan Bailey, Anthony Oliveri, and Edward Levin, "Are All Negative Consequences Truly Negative? Assessing Variations Among College Students' Perceptions of Alcohol Related Consequences," *Bone* 23, no. 1 (2013): 1–7, <https://doi.org/10.1016/j.addbeh.2008.06.014>.Are.

Perception is determined by personal perception and situational factors. The explanation as follows:

1) Functional Factors

Functional factors come from needs, experience, and other things that are included in personal factors.¹⁰

2) Structural Factors

Structural factors originate from the nature of physical stimuli and the neurological effects they cause on the individual nervous system.¹¹

Perception is influenced by both internal and external factors. Functional factors, such as personal needs and past experiences, shape how individuals interpret stimuli. Meanwhile, structural factors, like the characteristics of the stimuli and their effects on the nervous system, also play a key role in how perception is formed.

d. The Process of Perception

Based on Walgito the process of perception occurs in the following stages. The first stage, which is known as the natural process or physical process, is the process of capturing a stimulus by the human senses. The second stage, a stage known as a stimulus that is a physiological by receptors (sensory organs) through sensory nerves.

¹⁰S. Torresin et al., “Combined Effects of Environmental Factors on Human Perception and Objective Performance: A Review of Experimental Laboratory Works,” *Indoor Air* 28, no. 4 (July 2018): 525–38, <https://doi.org/10.1111/ina.12457>.

¹¹Fuady, Arifin, and Kuswarno, “Factor Analysis That Effect University Student Perception in Untirta About Existence of Region Regulation in Serang City - Analisis Faktor Yang Mempengaruhi Persepsi Mahasiswa Untirta Terhadap Keberadaan Perda Syariah Di Kota Serang.”

The third stage, which is known as the psychological process, is a process of arising individual awareness about the stimulus that received by receptor. The fourth stage is the results obtained from the process of perception, which is in the form of responses and behavior.¹²

The perception process involves a series of stages, starting from the detection of stimuli by the senses, followed by the transmission of this information through physiological responses, leading to psychological awareness, and finally resulting in a response or behavior. Each stage plays a crucial role in how individuals interpret and react to the world around them.

2. Teaching style

One of the widely recognized theories about teaching styles is proposed by Anthony F. Grasha, who categorized teaching styles into five distinct types: Expert, Formal Authority, Personal Model, Facilitator, and Delegator.¹³ The Expert style emphasizes the teacher's knowledge and expertise, often involving detailed explanations and factual information the Formal Authority style focuses on maintaining discipline and structure within the classroom.¹⁴ So, the personal model style allows teachers to demonstrate tasks and act as role models, encouraging students to learn by example.

In the Facilitator style, the teacher guides students to take

¹²Fuady, Arifin, and Kuswarno.

¹³ Anthony F Grasha and Natalia Yangarber-hicks, "Integrating Teaching Styles and Learning Styles with Instructional Technology," 2000.

¹⁴I De Florio-Hansen, *Teaching and Learning English in the Digital Age*, UTB Uni-Taschenbücher: Schulpädagogik (utb GmbH, 2018).

responsibility for their own learning through active engagement and problem-solving. Meanwhile, the Delegator style promotes student independence, allowing learners to work autonomously while the teacher provides minimal direction. Egitim and Garcia's framework highlights that effective teaching involves adapting one's style to the students' needs, the subject matter, and the learning context.¹⁵

So, this theory provides valuable insight into how teaching practices can influence student engagement, motivation, and academic performance.

Mohanna emphasizes that effective teaching does not rely on a single fixed style but on the ability of teachers to be flexible and adaptable. Through the development of the Six Staffordshire Teaching Styles Questionnaire, she highlights that teachers should be aware of their natural teaching preferences while also adjusting their methods to suit learners' needs, contexts, and levels of development. According to Mohanna, the most effective teacher is the "all-round flexible and adaptable teacher," who can employ a variety of approaches, create supportive environments, and guide learners as they progress from dependence toward greater independence.¹⁶ So, this perspective complements other teaching style theories, such as Grasha's, by stressing the importance of self-awareness and adaptability in shaping effective

¹⁵ Egitim and Garcia, "Japanese University Students' Perceptions of Foreign English Teachers."

¹⁶ K Mohanna, R Chambers, and D Wall, *Your Teaching Style: A Practical Guide to Understanding, Developing and Improving* (CRC Press, 2018).

teaching practices.

3. Teaching Behaviour

Teaching behavior refers to the actions, strategies, and interactions that educators use to facilitate learning in the classroom. It encompasses a range of practices, from verbal communication to non-verbal cues, classroom management techniques, and the way teachers engage with students. Effective teaching behavior is often characterized by clarity, responsiveness, enthusiasm, and adaptability, ensuring that lessons are not only informative but also engaging and inclusive.¹⁷

So, teachers who demonstrate positive teaching behavior can create a supportive learning environment where students feel motivated, respected, and encouraged to participate actively in their education. Furthermore, the teacher's ability to adapt their behavior based on the needs and dynamics of the class is critical in fostering a productive and positive learning experience for all students.

B. Review of Related Findings

This research is not the first research that had been done, there are some researches that related to this research, as follow :

The first is conducted by Rasyid et al, this study aimed to investigate the students' insights toward native English-speaking teachers' (NESTs) and nonnative English-speaking teachers' (NNEST) teaching strategies. The

¹⁷ Wang, Carrie Lijuan, and Amy S. Ha. 2020. "The Theory of Planned Behaviour: Predicting Pre-Service Teachers' Teaching Behaviour towards a Constructivist Approach." *Sport, Education and Society* 18 (2): 222–42. doi:10.1080/13573322.2011.558572.

qualitative data were classified into six themes: explanation, class interaction, teaching strategy, improvisation, and ideal teachers. The research finding revealed that the students perceived NESTs slightly better than NNESTs.¹⁸ So, the study by Rasyid found that students viewed native English-speaking teachers slightly more positively than nonnative teachers, particularly in teaching strategies and classroom interaction.

The second is conducted by Walkinshaw and Oanh, the objectives of the research are to examine Native and Non-Native English Language Teachers: Student Perceptions in Vietnam and Japan. The qualitative data were confirmed the existence of phenotypical, gender, and personality FET stereotypes in Japanese university EFL classes. The research finding revealed that The Students found classroom interaction with non-NESTs easier because of their shared culture. Non-NESTs pronunciation was often deemed inferior to that of NESTs, but also easier to comprehend.¹⁹ So, the study by Walkinshaw and Oanh found that students in Vietnam and Japan perceived non-native teachers as easier to interact with due to shared culture, while native teachers had better pronunciation but were harder to understand.

The third is conducted by Egitim and Garcia. The objectives of this research is to examine Japanese University Students' Perceptions of Foreign

¹⁸Fathor Rasyid et al., "Students' Perception toward Teaching Strategies of Native and Nonnative English-Speaking Teachers: A Case Study in Indonesia," ed. Mohammad Mosiur Rahman, *Education Research International* 2023 (May 13, 2023): 1–9, <https://doi.org/10.1155/2023/7827917>.

¹⁹Ian Walkinshaw and Duongthi Hoang Oanh, "Native and Non-Native English Language Teachers: Student Perceptions in Vietnam and Japan," *SAGE Open* 4, no. 2 (2014), <https://doi.org/10.1177/2158244014534451>.

English Teachers. The qualitative data provided a more nuanced understanding of phenotypical, gender, and personality stereotypes associated with FETs and their potential implications for teachers who fell outside of these stereotypical categorizations. The research findings confirmed Students' prior educational experiences, socio-cultural factors, and the mass media were found to be influential in constructing and reinforcing the aforementioned stereotypes. The participants also believed intercultural activities were beneficial for them to develop a more tolerant and accepting attitude.²⁰ So, the study by So Egitim and Garcia found that Japanese students' perceptions of foreign English teachers were shaped by stereotypes influenced by education, culture, and media. Intercultural activities helped students develop more tolerance and acceptance.

So, the researcher found another study difference with this study, that this study only found positive perceptions while other studies found negative and positive perceptions from the students' academic achievement, their motivation to learn, and their participation on their learning process.

C. Framework of Thinking

The global world of the 21st century has placed a high emphasis on English language proficiency, making it a critical skill for academic and professional success. In Malaysia, English is widely taught as a second language, and many students are exposed to a variety of teaching methods and teachers, including local and foreign instructors.

²⁰Egitim and Garcia, "Japanese University Students' Perceptions of Foreign English Teachers."

In the research process, it discovered by Braine, G's theory which discusses perceptions in the English teaching profession in East Asia and Southeast Asia, namely Native English Speaking Teachers (NEST). Based on this theory, it analyzed students' perceptions of learning English with foreign teachers.²¹ So, after analyzing student perceptions, Researcher matched the findings with Braine's theory to determine if this study follows the same student perceptions as outlined. Predictably, the results of this research show that students' perceptions are in line with perceptions in the English language teaching profession in East and Southeast Asia.

²¹ A. F. Selvi and B. Yazan, "George Braine: Teacher of Foreign Speakers of English: Research, Pedagogy, and Professional Growth," *Applied Linguistics* 32, no. 4 (2011): 466–69, <https://doi.org/10.1093/applin/amr028>.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This study employed a case study with a qualitative research approach that focuses on exploring and understanding individuals' lived experiences and the meanings they attach to those experiences. It aims to uncover the essence of study case as perceived by participants, emphasizing their subjective interpretations.

B. The Time and the Place of the Research

The location of the place where the researcher took the data is in Maahad Tahfiz Baitul Ehsan Maluri Kuala Lumpur, Malaysia. This research started from May until July 2025.

C. The Source of Data

There are two subjects of this research, namely teacher and students:

1) Teacher

The subject in this study is a teacher teaching practice of English department Students UIN Syahada Padangsidimpuan.

2) Students

Research data sources are from Students in maahad tahfizd baitul ehsan maluri. There are 50 Students at this school, and as the subject of this research were 20 (twenty) from class X¹. All of the students are female, and aged between 12 and 14 years.

D. The Instrument of the Research

The data for this study have been drawn from two primary sources:

1. Questionnaire

A research instrument is a tool used by the researcher to collect data. In this study, the instrument is a questionnaire given to students. The questionnaire is used to measure students' perception of the English student-teachers' teaching styles and performance during teaching practice. It consists of structured statements where students respond using a Like scale (from "Strongly Disagree" to "Strongly Agree"). The data collected from this instrument help the researcher evaluate how students view the effectiveness, approachability, and professionalism of the student-teachers.¹ So, the study uses a Likert-scale questionnaire to measure students' perceptions of the English student-teachers' teaching styles and performance.

Table I.1 Indicators of Questionnaire on Students' Perception

No	Aspects	Indicators	Number of Questions	Question Number
1	Preparation	1. Teacher came well prepared.	1	1
		2. The teacher	1	2

¹Louis Cohen, Lawrence Manion, and Keith Morrison, "Book Reviews Research Methods in Education," *The Australian Educational Researcher*, no. 2 (2017): 147–56.

		provided clear lesson objectives		
		3. Material Suitable for level	1	3
2	Clarity	4. The teacher explained the lesson clearly	1	4
3	Methods	5.The teacher used interesting methods	1	5
		6.The teacher used English appropriately and understandably	1	6
4	Interaction	7.The teacher encouraged student to speak or participate in class	1	7
		8.The teacher respected students during the learning process	1	8
5	Management	8.The teacher didn't manage the class well	1	9
6	Responsiveness	10. The teacher didn't	1	10

		answer students' question effectively		
7	Attitude	11. The teacher didn't show a positive and friendly attitude	1	11
		12. The teacher wasn't punctual and responsible	1	12
		13. the teacher didn't show confidence when teaching	1	13
8	Motivation	14. I didn't enjoy learning English with this teacher	1	14
		15. the teacher didn't help improve my interest in learning English	1	15
		16. I hope teacher like this doesn't come to teach in our school	1	16

2. Interviews

Based on theory, this paper portrays a perfect foreign teacher in English language teaching, that a foreign teacher should play four roles in the second language teaching class, namely, as a trigger, a supplier of an immersive environment, a presenter of the thinking ideology of the targeted language and a catalyst of the targeted language culture.

So, researcher used these roles to make some interview questions for student who in 1st grade senior high school. There are about as a trigger to motivate students, a supplier of an immersive environment to promote English use, a presenter of the target language's way of thinking, and a catalyst of the target culture to enhance cultural understanding in language learning.

Table I.2 Indicators of Interview on Students' Perception

No	Aspects	Indicators	Number of Questions	Question Number
1	1.What can a teacher to do make you exited to learn a new language?	Teacher preparation/ motivation trigger	1	1
	2.What kind of			2

	activities make you want to speak or use the language more?			
2	1.How does your teacher make the classroom feel like a real place where the language is used? 2.What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?	Speaking/participation activities	1	3
3	1.what do you learn about how people	Immersive Classroom Environment	1	5

	think or behave in the target language? 2. What does your teacher show that people express ideas differently in another language?			6
4	1. What do you learn about the culture of the language you're studying? 2. how does your teacher make learning about culture fun or interesting?	As a catalyst of the target language culture	1	7 8

E. The Techniques of Data Collection

Techniques of collecting data is important to give the real evidence of the research. The technique that used for collecting data is so measure the information for give the answer and complete the result of the research. In conducting the questionnaire and the interview to the respondents, the researcher applied by this proces:

1. Questionnaire

The following steps were taken to collect the data for this research:

- a. Distributing the Questionnaire
- b. Explaining the Purpose and Instructions
- c. Collecting the Responses
- d. Data Checking and Organizing
- e. Analyzed the Data

2. Interviews

The researcher conducted an interview 1 time for approximately 10 minutes for each student, and placed in the teacher's office, then before the student was called the question to be asked had been explained first, during the interview the researcher found that the students were very enthusiastic in participating in learning activities and were also motivated.

- a. Making appointments with resource persons
- b. Making a meet
- c. Doing interview

F. The Technique of Data Analysis

In this research, qualitative data used thematic analysis to understand students' attitudes, experiences and perceptions in depth. Thematic analysis is a widely used qualitative research method that focuses on identifying, analyzing, and interpreting patterns or themes within qualitative data. This approach is particularly valuable for understanding participants' experiences, perspectives, and social constructs.² The following qualitative data processing and analysis techniques were used to ensure that the data were examined thoroughly.

After collecting data from the questionnaire and interview, both data needs to be analyzed. The data from the questionnaire were put into a specific explanation and summarized in form of frequency and percentage. The frequency and percentages result were copied from google form result. Then the researcher interpreted the data on the table. Meanwhile, the data from interview were analyzed by using flow model by Miles and Huberman. The model has some components to analyze, such as data reduction, data display, and drawing conclusion. The first is data reduction. It refers to the process of choosing, focusing, and summarizing the raw data from interview, observation, or documents, or others qualitative data.³

So, this study used thematic analysis to explore students' attitudes,

²Chad R. Lochmiller, "Conducting Thematic Analysis with Qualitative Data," *Qualitative Report* 26, no. 6 (2021): 2029–44, <https://doi.org/10.46743/2160-3715/2021.5008>.

³Anthony J. Onwuegbuzie and Rebecca K. Weinbaum, "Mapping Miles and Huberman's Within-Case and Cross-Case Analysis Methods onto the Literature Review Process," *Journal of Educational Issues* 2, no. 1 (2016): 265, <https://doi.org/10.5296/jei.v2i1.9217>.
https://www.google.co.id/books/edition/The_Qualitative_Researcher's_Companion/46jfwR6y5joC?hl=id&gbpv=1&dq=miles+and+huberman&pg=P

experiences, and perceptions. Questionnaire data were summarized in tables using frequency and percentage results from Google Forms, while interview data were analyzed through Miles and Huberman's model, consisting of data reduction, data display, and drawing conclusions to ensure thorough analysis.

G. The Technique of Data Trustworthines

Trust in the quality or accuracy of the data obtained is an important aspect in qualitative research, so the result of the research can be accounted for. Then efforts need to be made to ensure the data collected truly reflects the relevant experiences, views and context of the participants. The techniques used to assess trustworthiness include a variety of approaches with the aim of ensuring that research findings are not only valid but also trustworthy.

According to Moleong in Kusumastuti and Khoiron explain in detail several data inspection techniques as follows:

- a. Expanding participation requires commitment that is not only short term but also requires long term involvement.
- b. Implement rigorous and ongoing research with rigor and ongoing investigation into research subject.
- c. Then triangulation is a technique used to verify the trustworthiness of the data.
- d. Engage in friendly discussions involving the results of interviews with colleagues to get input.

- e. Analyzing negative cases involves collecting examples that deviate from research models and use them for comparison.
- f. Adequate and referential tools that involve the use of free time for the purpose of comparing research findings with collected critic.
- g. Member checking is essential to verify credibility.
- h. Detailed explanation is a technique that precision and thoroughness depiction of research result to contextualize.
- i. Auditing is used to verify the accuracy and certainty of data, ensure the process or result are carried out effectively and overall.⁴

From the explanation above, the researcher used the member checking technique to check the accuracy of the data. In this process, the researcher returns the data, interpretations, or findings to the participants (for example, interview transcripts or summaries) to confirm that what has been recorded truly represents their views, experiences, or opinions. The researcher asked participants to reviewed and verified what the researcher understood from their responses to make sure there are no misunderstandings or misinterpretations. So, member checking helps improve the trustworthiness and validity of this research findings.

⁴Mustamil Ahmad Kusumastuti, Adhi & Khoiron, "Metode Penelitian Kali Pendidikan Sukarno Pressindo (LPSP)," 2019.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presented research findings (analyzes the data), and discusses. This research was conducted to investigate problems related to the students' perception on reward toward their motivation in English learning at the tenth grader of Maahad Tahfiz Baitul Ehsan Maluri, Kuala Lumpur and kinds of the reward in English learning.

A. The General Findings

The findings of this study reveal that students at Maahad Tahfiz Baitul Ehsan that located in Kuala Lumpur no 45 jalan Wirawati 6 Taman Maluri which is lead by Aizat bin Omar and the english teacher is puspa halimatusadiah generally hold positive perception toward the teaching practice performance of English teachers from UIN Syahada Padangsidempuan.

B. The Specific Finding

This research's findings are based on questionnaire and interview From the results of the study, students at Maahad Tahfiz Baitul Ehsan Kuala Lumpur generally gave a good perception of the English teacher from UIN Syahada PSP during the teaching practice. Students said that the teacher always came to class well-prepared with clear lesson plans and useful materials. They also noticed that the teacher used several methods like explaining, asking questions, and discussions, which made lessons easier to follow. However, some students hoped for more fun and interactive

activities such as games, group work, or using media to make the class even more interesting.

Students also felt happy with the way the teacher interacted with them. They said the teacher motivated them to be more active, although some students wished they could get more personal feedback to help with their progress. As for learning results, most students felt their vocabulary, sentence-making, and confidence in speaking English improved during the teaching practice. Still, a few mentioned that more practice, especially in writing and speaking, would make their improvement stronger.

Based on the questionnaire results, the overall mean score of student perception was 3.87 out of 5, which indicates a good level of satisfaction. Students particularly appreciated the teachers' lesson planning and clarity of explanation, with mean scores above 4.0, suggesting that lessons were perceived as well-structured and easy to follow. However, classroom management and student engagement received slightly lower scores, averaging between 3.7 and 3.8, while feedback and assessment received the lowest score (3.6), indicating that there is room for improvement in providing more individualized feedback and opportunities for student participation.

Interview findings further supported the survey results. Students consistently highlighted the teachers' ability to deliver lessons clearly, often using simple English supported with Malay explanations and relevant examples. Many students expressed that they benefited from the structured

approach, which helped them understand lesson content more easily. They also noted that group and pair activities created opportunities for engagement, but at the same time, not all students were able to practice speaking regularly due to time limitations and class size. Another common theme was related to feedback. While students valued the comments and corrections they received on quizzes and assignments, several mentioned the need for more personal feedback, especially regarding pronunciation and grammar. Classroom management was perceived as generally effective, but some students reported occasional challenges in maintaining discipline and equal participation during lessons.

Overall, the research findings suggest that students view the teaching practice of UIN Syahada PSP teachers positively, particularly in terms of preparation, clarity, and cultural sensitivity. Nonetheless, there remain areas that require attention, especially in enhancing classroom management, creating more speaking opportunities, and giving more individualized feedback. These findings indicate that while the teaching practice is already effective, targeted improvements in these areas would further enhance the learning experience of students at Maahad Tahfiz Baitul Ehsan.

By their answer from the questionnaire and the interview that the researcher gave before, it proved to answer the formulation of the problem below:

1. Result of Questionnaire

It proved by their answer from the questionnaire that the researcher gave before, there are 16 questionnaire's questions. Those are briefly analyzed, as explained below :

a. The Teacher came to class well-prepared

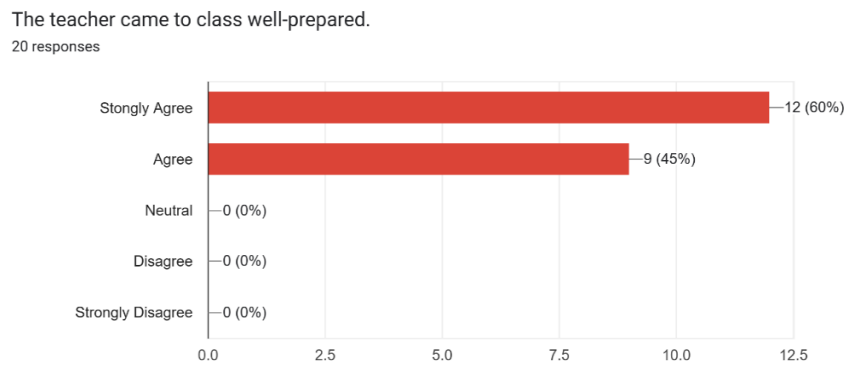


Figure IV.1. Questionnaire 1

The data shows overwhelmingly positive feedback regarding the teacher's preparedness. All respondents agreed to some extent that the teacher came to class well-prepared, with 60% strongly agreeing and 45% agreeing. There were no neutral or negative responses, indicating a high level of satisfaction. The results demonstrate that the teacher is consistently perceived as well-prepared by all students. This reflects a strong commitment to teaching and effective classroom management. Continued preparation at this level is recommended to maintain student satisfaction and engagement.

b. The Teacher provided clear lesson objectives

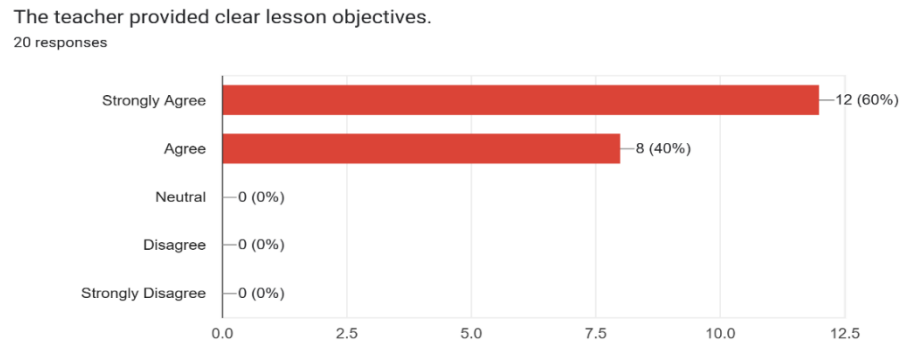


Figure IV.2. Questionnaire 2

The results show that all students positively perceived the teacher's ability to provide clear lesson objectives. A majority of respondents (60%) *strongly agreed*, while the remaining 40% *agreed*. There were no neutral or negative responses. The data indicates that the teacher has effectively communicated lesson goals and expectations to students. This clarity likely supports better understanding and engagement in the learning process. It is recommended that this practice be maintained or further enhanced.

c. The material used were suitable for our English level.

The materials used were suitable for our English level.

20 responses

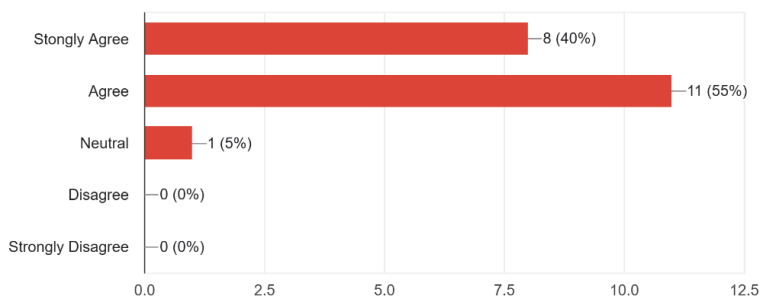


Figure IV.3. Questionnaire 3

The majority of students responded positively to the suitability of the materials provided. 55% agreed and 40% strongly agreed, indicating that the materials aligned well with their English proficiency level. Only 1 respondent (5%) chose neutral, and no negative responses were recorded. The feedback suggests that the teaching materials were appropriately matched to the students' level of English. This likely contributed to better understanding and classroom participation. It is recommended to continue using or developing materials with a similar level of suitability.

d. The teacher explained the lesson clearly

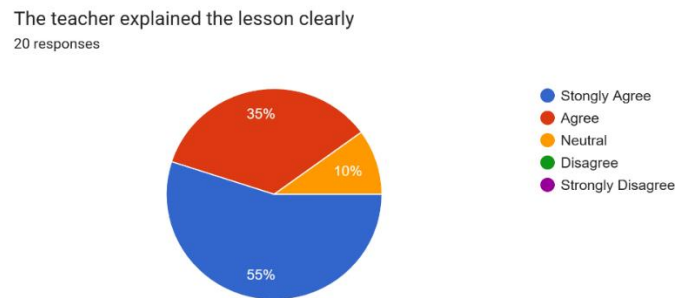


Figure IV.4. Questionnaire 4

The survey item “*The teacher explained the lesson clearly*” received a total of 20 responses. The results demonstrate a highly positive perception of the teacher’s ability to convey lesson content effectively. A majority of respondents, representing 55%, strongly agreed with the statement, while 35% indicated agreement. This suggests that a substantial 90% of the participants perceived the teacher’s explanations as clear and comprehensible.

Meanwhile, 10% of the respondents selected neutral, which may indicate occasional uncertainty or variability in their experiences with lesson clarity. Notably, there were no responses indicating disagreement or strong disagreement, reflecting a unanimous absence of negative perceptions toward the teacher’s clarity of instruction.

These findings suggest that the teacher possesses strong communication and pedagogical skills, enabling effective transmission of knowledge and fostering student understanding. The overwhelmingly positive responses highlight the teacher’s competence in delivering clear,

structured, and well-organized explanations, which are essential components of effective teaching and learning processes.

e. The teacher used interesting teaching methods

The teacher used interesting teaching methods.
20 responses

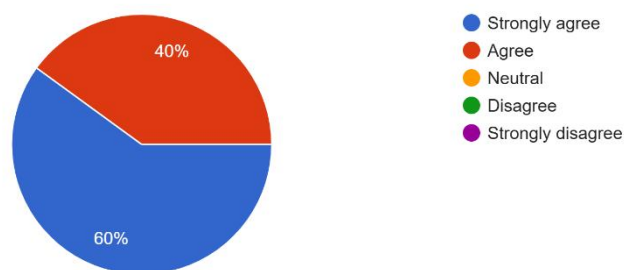


Figure IV.5. Questionnaire 5

The survey item “*The teacher used interesting teaching methods*” received 20 responses. The results indicate a highly positive perception of the teacher’s instructional approach. A majority of respondents (60%) strongly agreed that the teacher employed engaging and interesting teaching methods, while the remaining 40% agreed with the statement. There were no neutral or negative responses, demonstrating unanimous approval of the teacher’s pedagogical strategies.

These findings suggest that the teacher’s use of varied and stimulating teaching methods effectively captured students’ attention and enhanced their engagement in the learning process. The absence of disagreement further implies that the instructional techniques were well-received across all participants.

f. The teacher used English appropriately and understandably

The teacher used English appropriately and understandably.
20 responses

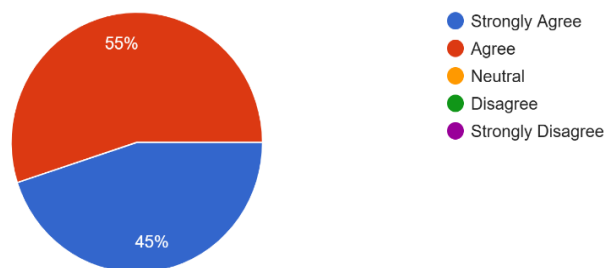


Figure IV.6. Questionnaire 6

The survey item “*The teacher used English appropriately and understandably*” received 20 responses. The findings reveal that students generally held a positive perception of the teacher’s language use during instruction. A total of 45% of the respondents strongly agreed, while 55% agreed that the teacher used English in a manner that was both appropriate and easy to understand.

The absence of neutral or negative responses indicates that all students recognized the teacher’s effective use of English as a medium of instruction. This consistency in positive feedback suggests that the teacher demonstrated a clear command of the language and maintained an appropriate level of linguistic complexity suitable for the learners’ proficiency level.

g. The teacher encouraged students to speak or participate in class

The teacher encouraged students to speak or participate in class.
20 responses

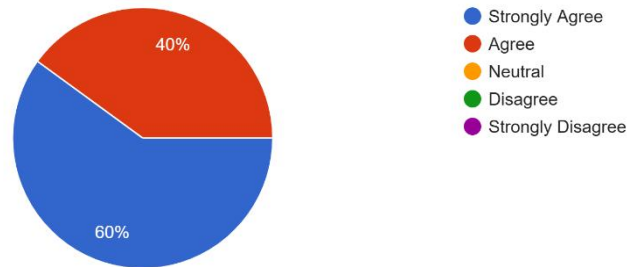


Figure IV.7. Questionnaire 7

The survey item “*The teacher encouraged students to speak or participate in class*” received a total of 20 responses. The results indicate a strong positive perception of the teacher’s efforts to foster classroom participation. A majority of respondents (60%) strongly agreed, while the remaining 40% agreed that the teacher actively encouraged them to speak or participate during lessons.

The absence of neutral, disagree, or strongly disagree responses signifies unanimous agreement among students regarding the teacher’s supportive attitude toward participation. This finding suggests that the teacher successfully created an inclusive and interactive learning environment where students felt motivated and confident to express their ideas.

h. The teacher respected students during the learning process

The teacher respected students during the learning process.
20 responses

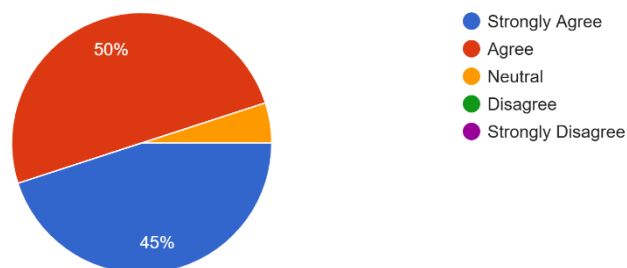


Figure IV.8. Questionnaire 8

The survey item “*The teacher respected students during the learning process*” received 20 responses. The results indicate a strong positive perception of the teacher’s respectful behaviour toward students. A total of 45% of respondents strongly agreed, while 50% agreed that the teacher demonstrated respect throughout the learning process. Additionally, 5% of respondents selected neutral, and there were no negative responses, reflecting that none of the students perceived any form of disrespect from the teacher.

The predominance of positive responses (a combined 95%) suggests that the teacher consistently maintained a professional and respectful attitude in classroom interactions. This finding highlights the importance of mutual respect in establishing a positive learning environment, where students feel valued, supported, and comfortable expressing their opinions.

i. The teacher didn't manage the class well

The teacher didn't manage the class well.
20 responses

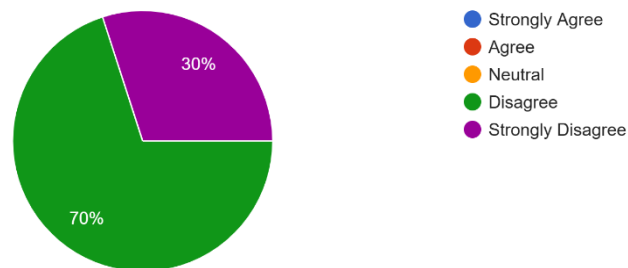


Figure IV.9. Questionnaire 9

The survey item “*The teacher didn't manage the class well*” received 20 responses. As this statement is negatively worded, the interpretation of the results is inverse — disagreement indicates a positive perception of the teacher's classroom management. The results show that 70% of respondents disagreed and 30% strongly disagreed with the statement. Notably, there were no neutral or agree responses, suggesting that all students held a favorable view of the teacher's classroom management abilities.

These findings indicate that the teacher was perceived as effective in maintaining order, discipline, and a conducive learning environment. The high percentage of disagreement reflects the teacher's competence in organizing classroom activities, managing student behavior, and ensuring smooth instructional flow throughout the lessons.

j. The teacher didn't answer students' question effectively

The teacher didn't answer students' questions effectively.
20 responses

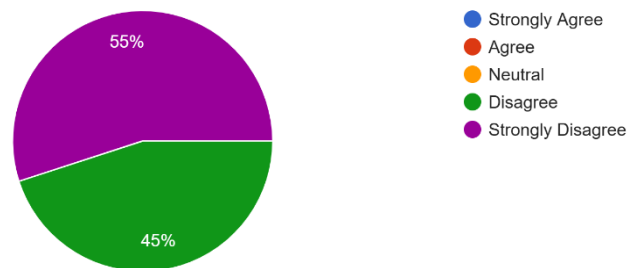


Figure IV.10. Questionnaire 10

The survey item “*The teacher didn't answer students' questions effectively*” received a total of 20 responses. As this statement is negatively phrased, disagreement represents a positive evaluation of the teacher's performance. The data show that 45% of respondents disagreed, and 55% strongly disagreed with the statement. There were no neutral or agree responses, indicating unanimous positive perceptions regarding the teacher's ability to respond effectively to students' questions.

These results suggest that students found the teacher's explanations and feedback to be clear, informative, and responsive to their inquiries. The absence of negative or uncertain responses highlights that the teacher was consistently able to address students' questions in a way that enhanced understanding and supported learning progress.

k. The teacher didn't show a positive and friendly attitude

The teacher didn't show a positive and friendly attitude.
20 responses

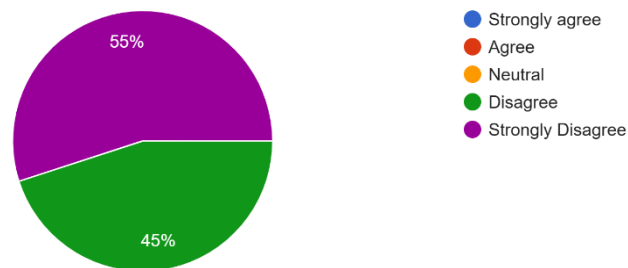


Figure IV.11. Questionnaire 11

The survey item “*The teacher didn't show a positive and friendly attitude*” received a total of 20 responses. Since the statement is negatively worded, disagreement signifies a favourable evaluation of the teacher's demean. The results reveal that 45% of respondents disagreed, while 55% strongly disagreed with the statement. There were no neutral or agree responses, indicating a consistent positive perception among students.

These findings demonstrate that students regarded the teacher as both positive and approachable throughout the learning process. The unanimous disagreement with the negative statement implies that the teacher maintained a friendly and supportive attitude, which likely contributed to a comfortable and motivating classroom environment.

I. The teacher wasn't punctual and responsible

The teacher wasn't punctual and responsible
20 responses

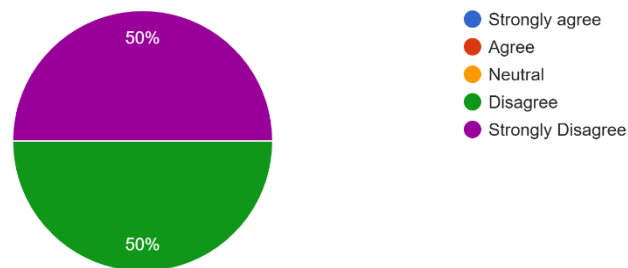


Figure IV.12. Questionnaire 12

The survey item “The teacher wasn’t punctual and responsible” received a total of 20 responses. Because the statement is negatively phrased, disagreement indicates a positive evaluation of the teacher’s punctuality and sense of responsibility. The results show that 50% of respondents disagreed, while the remaining 50% strongly disagreed with the statement. No respondents selected neutral or agreement options, reflecting unanimous approval of the teacher’s professional behavior.

These findings suggest that students perceived the teacher as consistently punctual, reliable, and committed to fulfilling their instructional duties. The complete absence of negative responses reinforces the view that the teacher demonstrated a high level of professionalism in managing class schedules and responsibilities.

m. The teacher didn't show confidence when teaching

The teacher didn't show confidence when teaching.
20 responses

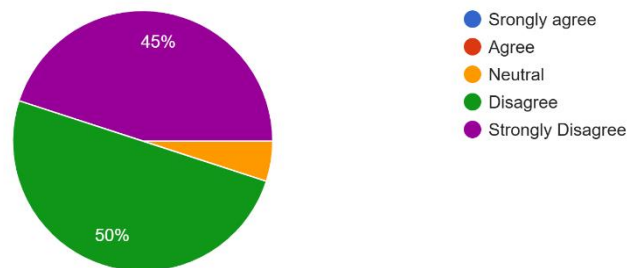


Figure IV.13. Questionnaire 13

The distribution of responses suggests that the majority of students held favorable views about the teacher's confidence. The combined 95% disagreement (disagree + strongly disagree) indicates a high level of confidence perceived by the learners. The minimal neutral responses further emphasize consistency in students' perspectives, with negligible uncertainty.

Overall, the findings imply that the teacher exhibited strong confidence in instructional delivery. Such confidence likely contributed to a positive learning atmosphere and effective classroom management. The absence of agreement responses indicates that a lack of confidence was not an observable issue among the students surveyed.

n. I didn't enjoy learning English with this teacher

I didn't enjoy learning English with this teacher.

20 responses

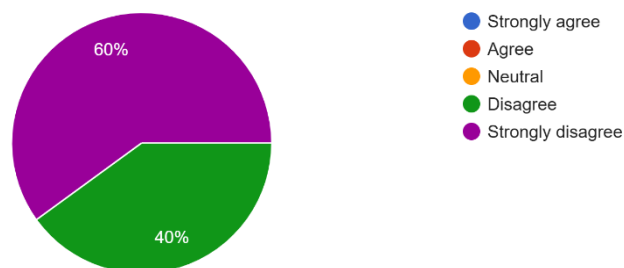


Figure IV.14. Questionnaire 14

The data reveal that all students (100%) expressed disagreement to some degree with the statement, implying a highly favorable attitude toward the teacher's English lessons. The strong disagreement (60%) suggests that a majority of students found the teacher's methods, personality, or classroom atmosphere particularly engaging and motivating. The absence of neutral or agreeing responses indicates a consistent and strong positive perception across the group.

Overall, the findings demonstrate that students enjoyed learning English with this teacher. The responses reflect high levels of student satisfaction and interest, suggesting that the teacher successfully created an enjoyable and effective learning environment. This positive emotional response likely contributes to greater student motivation and participation in class activities.

o. The teacher didn't help improve my interest in learning English

The teacher didn't help improve my interest in learning English
20 responses

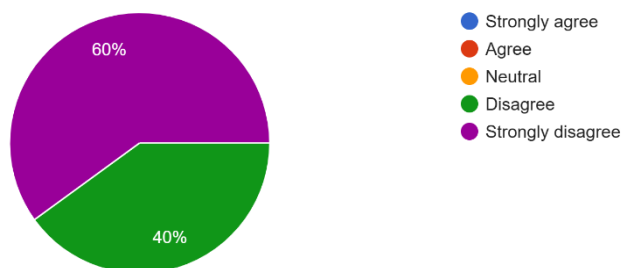


Figure IV.15. Questionnaire 15

The data demonstrate that all respondents (100%) disagreed with the idea that the teacher failed to enhance their interest in English learning. This uniform disagreement suggests that the teacher was effective in fostering enthusiasm and engagement among students. The majority (60%) expressing strong disagreement implies that the teacher's instructional style, interaction, or teaching methods significantly motivated students and stimulated their interest in the subject.

The findings clearly indicate that the teacher successfully increased students' interest in learning English. The absence of negative responses signifies a universally positive perception of the teacher's motivational influence. Such positive engagement often correlates with better learning outcomes, higher participation, and greater retention of language skills.

p. I hope more teacher like this doesn't come to teach in our school

I hope more teachers like this doesn't come to teach in our school
20 responses

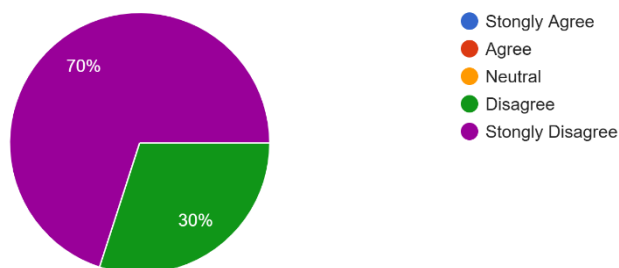


Figure IV.16. Questionnaire 16

The responses reveal a unanimously positive attitude among students toward the teacher. The complete disagreement (100%) with the negative statement implies that students valued the teacher's teaching style, personality, and classroom management. The high percentage of strong disagreement (70%) suggests that students not only had a favorable experience but also would prefer more teachers like this in the school. The absence of neutral or agreeing responses reflects a clear and consistent perception across all participants.

The findings suggest that the teacher left a strong positive impression on the students. They not only appreciated the teacher's approach but also viewed the teacher as a desirable model for future educators at the school. Such feedback highlights the teacher's effectiveness in building rapport, maintaining engagement, and promoting a supportive learning environment.

2. Result of Interview

It also evidenced by the interview answers given by students of maahad tahfizd Baitul Ehsan where their answers are very satisfactory from the first question to the last question and there are 8 interview's questions, those are briefly analyzed, as explained below.

1. What can a teacher do to make you excited to learn a new language?

Based on the interview, students expressed that teachers play an important role in increasing their enthusiasm for learning a new language. The respondents stated that they feel more excited and motivated when teachers create a fun, supportive, and interactive learning environment. Activities such as games, role plays, group discussions, and multimedia presentations help make the lessons more engaging and enjoyable.

Students also mentioned that teachers who show enthusiasm, patience, and encouragement make them feel more confident and less afraid of making mistakes. Furthermore, when teachers relate the learning materials to real-life situations such as daily conversations, cultural aspects, or practical communication students find the lessons more meaningful and useful.

Overall, the positive result of this interview indicates that a teacher's creativity, motivation, and supportive attitude significantly

contribute to students' excitement and interest in learning a new language.

2. What kind of activities make you want to speak or use the language more?

The interview results show that students are more motivated to speak and use the language when teachers provide interactive and communicative activities in the classroom. The respondents mentioned that activities such as role plays, group discussions, conversations with peers, games, and storytelling make them more confident and enthusiastic to practice speaking.

Students also expressed that they enjoy activities that allow them to use the language in real or meaningful contexts, such as dialogues about daily life, short presentations, or projects related to their interests. These activities not only make learning more enjoyable but also help students overcome their fear of making mistakes.

Overall, the positive result of this interview indicates that engaging, practical, and interactive activities can effectively encourage students to use the target language more actively, improve their speaking confidence, and foster a greater interest in language learning.

3. How does your teacher make the classroom feel like a real place where the language is used?

The interview results indicate that students feel more engaged and motivated when their teacher creates a classroom atmosphere that resembles real-life situations where the language is naturally used. Respondents stated that teachers often use the target language consistently during lessons, encouraging students to communicate in that language as well. This constant exposure helps students become more familiar and comfortable using it in everyday contexts.

Students also mentioned that their teachers design activities that simulate real-life interactions, such as dialogues, role plays, interviews, and situational conversations. In addition, teachers sometimes use authentic materials like videos, songs, and articles that reflect real cultural and social settings. These strategies make students feel as if they are learning and practicing in a real environment, not just in a classroom.

Overall, the positive result of this interview shows that by using authentic materials, communicative tasks, and immersive language practices, teachers successfully create a realistic and meaningful learning atmosphere that encourages students to use the target language naturally and confidently.

4. What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?

The interview findings reveal that students feel more involved and “inside” the language when teachers use interactive and engaging activities during lessons. Respondents stated that role plays, language games, watching videos, and participating in group discussions help them experience the language in a more natural and enjoyable way. These activities allow students to practice real communication, improve their pronunciation, and understand how the language is used in different contexts.

Students also expressed that multimedia activities such as videos, songs, and short films make the learning process more interesting and help them connect with the culture of the language being learned. Through these creative and practical methods, students feel more confident and motivated to use the target language actively.

Overall, the positive result of this interview indicates that interactive, communicative, and multimedia-based activities are highly effective in helping students immerse themselves in the language, enhance their speaking skills, and develop a deeper appreciation for the language and its culture.

5. What do you learn about how people think or behave in the target language?

The interview results reveal that students learn valuable lessons about how people in the target language culture think, act, and communicate. Respondents stated that through language learning, they gain insight into the social values, customs, and attitudes that influence how people express themselves. They become aware that every language carries its own way of showing respect, politeness, and emotions, which reflects the mindset and cultural identity of its speakers.

Students also mentioned that understanding these cultural aspects helps them communicate more appropriately and effectively in the target language. They feel that learning the language gives them the opportunity to see the world from a different perspective and to appreciate cultural diversity. As a result, they become more open-minded, respectful, and empathetic toward others.

Overall, the positive outcome of this interview indicates that learning a new language not only develops students' linguistic competence but also enhances their cultural awareness. It helps them understand how language and culture are interconnected, shaping the way people think and behave, and ultimately fostering intercultural understanding and global-mindedness among learners.

6. How does your teacher show that people express ideas differently in another language?

The interview results indicate that students understand how people express ideas differently in another language through the way their teacher presents and explains the lessons. Respondents stated that their teacher often gives examples of how certain words, phrases, or expressions in the target language carry meanings that cannot be translated directly into their native language. This helps students realize that every language has its own unique way of communicating thoughts and emotions.

Students also mentioned that their teacher uses real-life examples, dialogues, and cultural contexts to demonstrate how native speakers express opinions, feelings, and ideas in various situations. By comparing sentence structures, idioms, and expressions between languages, the teacher helps students see that communication styles are influenced by cultural values and traditions.

Overall, the positive result of this interview shows that the teacher plays a significant role in helping students understand linguistic and cultural differences. Through clear examples, cultural explanations, and authentic materials, the teacher helps students appreciate that expressing ideas in another language involves not only vocabulary and grammar but also understanding the culture and mindset of its speakers.

7. What have you learned about the culture of the language you're studying?

The interview results show that students have gained meaningful knowledge and appreciation of the culture related to the language they are studying. Respondents stated that through learning the language, they have discovered various cultural aspects such as traditions, customs, social manners, and ways of communication that reflect the identity and values of native speakers. They realized that understanding culture is an essential part of mastering a language because it helps them use expressions and behaviors appropriately in different situations.

Students also mentioned that learning about the culture makes the language more interesting and enjoyable. They become more aware of cultural differences and similarities, which helps them develop tolerance, respect, and open-mindedness toward other people. Activities such as watching cultural videos, learning songs, celebrating cultural events, and discussing customs in class help students feel more connected to the language and its people.

Overall, the positive result of this interview indicates that learning a new language allows students not only to improve their linguistic skills but also to broaden their cultural understanding. It fosters intercultural awareness, global perspective, and appreciation

for diversity, which are important aspects of modern language education.

8. How does your teacher make learning about culture fun or interesting?

The interview findings indicate that students find learning about culture fun and interesting because their teacher uses creative and engaging teaching strategies. Respondents mentioned that the teacher often incorporates cultural activities such as watching movies, listening to songs, role plays, cultural quizzes, storytelling, and celebrating traditional events from the target language's culture. These activities make the lessons more lively and enjoyable, allowing students to experience the culture in an interactive and memorable way.

Students also stated that the teacher's enthusiasm and positive attitude contribute greatly to their interest. By sharing real-life stories, cultural facts, and personal experiences, the teacher helps students connect emotionally with the culture they are learning about. In addition, the teacher encourages open discussions about cultural differences, which makes students feel curious and motivated to learn more.

Overall, the positive result of this interview shows that teachers can make cultural learning both enjoyable and meaningful through creativity, enthusiasm, and interactive teaching methods. This

approach not only increases students' motivation but also deepens their cultural understanding and appreciation of the target language.

C. The Discussion of Research Result

The results of this study show that students at Maahad Tahfiz Baitul Ehsan Kuala Lumpur generally perceive the teaching practice performance of English teachers from UIN Syahada PSP positively. The findings reveal strengths in lesson planning, clarity of explanation, and student engagement, but also highlight areas that require improvement, particularly in classroom management and individualized feedback. These results are consistent with prior research indicating that effective lesson planning and clear delivery are key components of successful teaching practice.

The first is conducted by Rasyid, this study aimed to investigate the students' insights toward native English-speaking teachers' (NESTs) and nonnative English-speaking teachers' (NNEST) teaching strategies. The qualitative data were classified into six themes: explanation, class interaction, teaching strategy, improvisation, and ideal teachers. The research finding revealed that the students perceived NESTs slightly better than NNESTs.²⁸ So, according to the study by Rasyid who found that students viewed native English-speaking teachers slightly more positively than nonnative teachers has a same result as the researcher's research that the students also viewed teachers slightly more positively.

²⁸Rasyid et al., "Students' Perception toward Teaching Strategies of Native and Nonnative English-Speaking Teachers: A Case Study in Indonesia."

The second is conducted by Walkinshaw and Oanh, the objectives of the research are to examine Native and Non-Native English Language Teachers: Student Perceptions in Vietnam and Japan. The qualitative data were confirmed the existence of phenotypical, gender, and personality FET stereotypes in Japanese university EFL classes. The research finding revealed that The Students found classroom interaction with non-NESTs easier because of their shared culture. Non-NESTs pronunciation was often deemed inferior to that of NESTs, but also easier to comprehend.²⁹

So, the study by Walkinshaw and Oanh found that students in Vietnam and Japan perceived non-native teachers as easier to interact with due to shared culture, while native teachers had better pronunciation but were harder to understand, which is different with result by the researcher's research because the students were easier to understand even when the teacher had better pronunciation.

The third is conducted by So Egitim and Garcia. The objectives of this research is to examine Japanese University Students' Perceptions of Foreign English Teachers. The qualitative data provided a more nuanced understanding of phenotypical, gender, and personality stereotypes associated with FETs and their potential implications for teachers who fell outside of these stereotypical categorizations. The research findings confirmed Students' prior educational experiences, socio-cultural factors, and the mass media were found to be influential in constructing and

²⁹Walkinshaw and Oanh, "Native and Non-Native English Language Teachers: Student Perceptions in Vietnam and Japan."

reinforcing the aforementioned stereotypes. The participants also believed intercultural activities were beneficial for them to develop a more tolerant and accepting attitude.³⁰ So, the study by So Egitim and Garcia found that Japanese students' perceptions of foreign English teachers were shaped by stereotypes influenced by education, culture, and media. Intercultural activities helped students develop more tolerance and acceptance, while the study by the researcher were shaped by the students' academic achievement, their motivation to learn, and their participation on their learning process.

So, the researcher found another study difference with this study, that this study only found positive perceptions while other studies found negative and positive perceptions from the students' academic achievement, their motivation to learn, and their participation on their learning process.

The findings on student engagement show that teachers were able to make lessons interactive through pair and group activities. However, the limited speaking opportunities for all students point to a gap in ensuring active participation across the class. Speaking practice is a fundamental component in language learning, and research indicates that learners need sufficient opportunities to produce language in order to develop fluency and accuracy. While interactive activities were appreciated, future teaching practices should incorporate strategies that distribute speaking chances more equitably, such as structured rotations or short individual presentations.

³⁰Egitim and Garcia, "Japanese University Students' Perceptions of Foreign English Teachers."

Finally, the lowest score was found in feedback and assessment. Although students appreciated corrections on written assignments, many expressed the need for more individualized oral feedback. Feedback is widely recognized as one of the most powerful tools for improving learning. The limited personalized feedback observed in this study suggests that teachers in training need to develop more efficient ways of providing targeted feedback, particularly in speaking tasks where pronunciation and grammar are critical.

The qualitative findings reinforce these results by illustrating students' appreciation of clarity, structured lessons, and relevant examples, while also voicing concerns about limited speaking practice and insufficient individual feedback. This triangulation between quantitative and qualitative data strengthens the validity of the findings.

D. The Threat of the Research

English is an important subject in Malaysian Islamic schools, yet students often face challenges in mastering it due to limited exposure and opportunities to practice. To address this, UIN Syahada PSP conducts teaching practice programs in partner schools, including Maahad Tahfiz Baitul Ehsan Kuala Lumpur. Understanding how students perceive these teaching practices is essential for evaluating their effectiveness and for improving teacher training.

CHAPTER V

CONCLUSION

A. The Conclusion

The analysis shows that students' perception overall toward the foreign English teacher is positive. Most students agreed that the teacher demonstrated good preparation, clear explanation, appropriate use of English during lessons, respect, and friendly. This is evidenced by the answers given by students through questionnaires.

This study investigated the perceptions of students at MaahadTahfiz Baitul Ehsan Kuala Lumpur regarding the teaching practice performance of English teachers from UIN Syahada PSP. The findings indicated that students generally liked the teachers' performance. Lesson planning and clarity of explanation were identified as the strongest aspects, reflecting the teachers' ability to prepare systematic lessons and deliver them in a clear and understandable manner. Through various teaching styles such as playing games, work in pairs, and learning with video. Students particularly appreciated the use of simple English, supported with Malay explanations and relevant examples. It can be proven through the interview answers that have been given by students.

B. The Suggestions

Based on the findings and implications, the researcher proposes several suggestions:

1. For Student Teachers

- a. Continue to prepare lessons systematically and use clear, simple language with supportive examples.
 - b. Develop strategies to manage large classes effectively and allocate speaking opportunities fairly.
 - c. Provide more personalized feedback, especially in oral communication skills.
- 2. For Teacher Training Institutions (UIN Syahada PSP)
 - a. Strengthen the teaching practice program by including workshops on classroom management and feedback techniques.
 - b. Encourage peer observation and reflective practice among student teachers.
 - c. Provide mentoring sessions where trainee teachers can receive guidance on handling real classroom challenges.
- 3. For Schools and Supervisors
 - a. Offer continuous support to trainee teachers through constructive feedback and classroom observation.
 - b. Facilitate learning environments that encourage student-centered activities and communication practice.
- 4. For Future Researchers
 - a. Replicate this study with a larger population or different school settings to compare perceptions.

- b. Include classroom observation and achievement tests to complement student perceptions with objective performance data.
- c. Explore long-term impacts of teaching practice performance on students' English proficiency.

C. The Implication

The results of this study carry several important implications for different stakeholders:

1. For UIN Syahada PSP

The findings highlight both strengths and weaknesses of teaching practice performance. Teacher training programs should continue to emphasize lesson planning and clear delivery while also providing more intensive training in classroom management, student engagement techniques, and effective feedback strategies.

2. For MaahadTahfiz Baitul Ehsan

As a partner institution, the school can support trainee teachers by providing mentoring, observation feedback, and facilities that encourage active learning. Collaboration between supervising teachers and student teachers is important to ensure continuous improvement.

3. For English Language Education

The study confirms that students value clarity, structure, and relevant examples in language learning. It also reinforces the importance of

individualized feedback and interactive practice as key factors in improving English proficiency among students in Islamic schools.

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Appendix 01

List Questionnaire Statement

Please fill out the questionnaire with SA, A, N, D, SD.

No	Statement	SA	A	N	D	SD
1	The teacher came to class well-prepared.	☐	☐	☐	☐	☐
2	The teacher provided clear lesson objectives.	☐	☐	☐	☐	☐
3	The materials used were suitable for our English level.	☐	☐	☐	☐	☐
4	The teacher explained the lesson clearly.	☐	☐	☐	☐	☐
5	The teacher used interesting teaching methods.	☐	☐	☐	☐	☐
6	The teacher used English appropriately	☐	☐	☐	☐	☐

and
understandably.

- | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7 | The teacher encouraged students to speak or participate in class. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8 | The teacher respected students during the learning process. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9 | The teacher didn't manage the class well. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10 | The teacher didn't answer students' questions effectively. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11 | The teacher didn't show a positive and friendly | ☐ | ☐ | ☐ | ☐ | ☐ |

attitude.

- | | | | | | | |
|----|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12 | The teacher | ☐ | ☐ | ☐ | ☐ | ☐ |
| | wasn't punctual | | | | | |
| | and | | | | | |
| | responsible. | | | | | |
| 13 | The teacher | ☐ | ☐ | ☐ | ☐ | ☐ |
| | didn't show | | | | | |
| | confidence | | | | | |
| | when teaching. | | | | | |
| 14 | I didn't enjoy | ☐ | ☐ | ☐ | ☐ | ☐ |
| | learning | | | | | |
| | English with | | | | | |
| | this teacher. | | | | | |
| 15 | The teacher | ☐ | ☐ | ☐ | ☐ | ☐ |
| | didn't help | | | | | |
| | improve my | | | | | |
| | interest in | | | | | |
| | learning | | | | | |
| | English. | | | | | |
| 16 | I hope more | ☐ | ☐ | ☐ | ☐ | ☐ |
| | teachers like | | | | | |
| | this doesn't | | | | | |
| | come to teach | | | | | |
| | in our school. | | | | | |

Appendix 02

List Question For Interview

No	Question
1	What can a teacher do to make you excited to learn a new language?
2	What kind of activities make you want to speak or use the language more?
3	How does your teacher make the classroom feel like a real place where the language is used?
4	What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?
5	What do you learn about how people think or behave in the target language?
6	How does your teacher show that people express ideas differently in another language?
7	What have you learned about the culture of the language you’re studying?
8	How does your teacher make learning about culture fun or interesting?

Appendix 03

Student 1

Respondent	Question & Answer
Teacher	What can a teacher do to make you excited to learn a new language?
Student	I get excited when the teacher uses fun stuff like songs or funny videos.
Teacher	What kind of activities make you want to speak or use the language more?
Student	I like doing pair work because it forces me to talk.
Teacher	How does your teacher make the classroom feel like a real place where the language is used?
Student	My teacher uses English a lot, so the class kinda feels real.
Teacher	What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?
Student	Role plays make me feel like I’m actually using the language.

Teacher	What do you learn about how people think or behave in the target language?
Student	I learn that English speakers talk more directly.
Teacher	How does your teacher show that people express ideas differently in another language?
Student	My teacher shows expressions that don't exist in Indonesian.
Teacher	What have you learned about the culture of the language you're studying?
Student	I learned some basic manners and greetings.
Teacher	How does your teacher make learning about culture fun or interesting?
Student	It's fun when we watch movie clips or look at cool pictures.

Student 2

Respondent	Question & Answer
Teacher	What can a teacher do to make you excited to learn a new language?

Student	I get interested when the teacher shares random fun facts about English.
Teacher	What kind of activities make you want to speak or use the language more?
Student	Games and group work make me talk more.
Teacher	How does your teacher make the classroom feel like a real place where the language is used?
Student	The class feels real because it's full of English posters.
Teacher	What kind of activities help you feel "inside" the language (for example, role plays, games, videos)?
Student	Watching videos helps me imagine the language in real life.
Teacher	What do you learn about how people think or behave in the target language?
Student	I learn that people in English-speaking countries think more independently.
Teacher	How does your teacher show that people express ideas differently in

	another language?
Student	The teacher compares English and Indonesian in a simple way.
Teacher	What have you learned about the culture of the language you're studying?
Student	I learned about holidays like Halloween.
Teacher	How does your teacher make learning about culture fun or interesting?
Student	Cultural quizzes make the lesson fun

Student 3

Respondent	Question & Answer
Teacher	What can a teacher do to make you excited to learn a new language?
Student	I like it when the teacher keeps the class chill and not too serious.
Teacher	What kind of activities make you want to speak or use the language more?
Student	Interviewing friends is fun and makes me speak more.
Teacher	How does your teacher make the

	classroom feel like a real place where the language is used?
Student	The teacher uses English for simple instructions.
Teacher	What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?
Student	Pretending to order food or buy something helps me learn.
Teacher	What do you learn about how people think or behave in the target language?
Student	I learn that people share opinions differently.
Teacher	How does your teacher show that people express ideas differently in another language?
Student	My teacher shows examples from movies.
Teacher	What have you learned about the culture of the language you’re studying?

Student	I learned how people eat politely.
Teacher	How does your teacher make learning about culture fun or interesting?
Student	I enjoy listening to the teacher's culture stories.

Student 4

Respondent	Question & Answer
Teacher	What can a teacher do to make you excited to learn a new language?
Student	I get excited when the teacher tells stories about learning English.
Teacher	What kind of activities make you want to speak or use the language more?
Student	Storytelling activities make me want to talk more.
Teacher	How does your teacher make the classroom feel like a real place where the language is used?
Student	The teacher tries not to use too much Indonesian.
Teacher	What kind of activities help you feel

	“inside” the language (for example, role plays, games, videos)?
Student	Games help me feel more interest
Teacher	What do you learn about how people think or behave in the target language?
Student	I learn that people are more strict with time.
Teacher	How does your teacher show that people express ideas differently in another language?
Student	My teacher shows how feelings are expressed differently.
Teacher	What have you learned about the culture of the language you’re studying?
Student	I learned about English foods.
Teacher	How does your teacher make learning about culture fun or interesting?
Student	Short films make the class more fun.

Student 5

Respondent	Question & Answer
Teacher	What can a teacher do to make you excited to learn a new language?
Student	I feel motivated when the teacher gives supportive comments.
Teacher	What kind of activities make you want to speak or use the language more?
Student	Group discussions make me talk because everyone has to join.
Teacher	How does your teacher make the classroom feel like a real place where the language is used?
Student	The teacher uses simple English every day.
Teacher	What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?
Student	Videos help me imagine being in an English-speaking place.
Teacher	What do you learn about how people think or behave in the target language?

Student	I learn that body language can be different.
Teacher	How does your teacher show that people express ideas differently in another language?
Student	The teacher shows cool idioms.
Teacher	What have you learned about the culture of the language you're studying?
Student	I learned about school life abroad.
Teacher	How does your teacher make learning about culture fun or interesting?
Student	The slides make culture lessons colorful and interesting.

Student 6

Respondent	Question & Answer
Teacher	What can a teacher do to make you excited to learn a new language?
Student	I love it when the teacher jokes around; the class feels lighter.

Teacher	What kind of activities make you want to speak or use the language more?
Student	Vocabulary games are fun and not stressful.
Teacher	How does your teacher make the classroom feel like a real place where the language is used?
Student	English songs in class help with the vibe.
Teacher	What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?
Student	Role plays make me feel like I’m actually speaking English for real.
Teacher	What do you learn about how people think or behave in the target language?
Student	I learn that people talk more openly.
Teacher	How does your teacher show that people express ideas differently in another language?
Student	Movie scenes help me understand expressions.

Teacher	What have you learned about the culture of the language you're studying?
Student	I learned about simple daily habits in English-speaking countries.
Teacher	How does your teacher make learning about culture fun or interesting?
Student	Guessing games make culture fun.

Student 7

Respondent	Question & Answer
Teacher	What can a teacher do to make you excited to learn a new language?
Student	I get motivated when the teacher explains how English helps my future.
Teacher	What kind of activities make you want to speak or use the language more?
Student	Making short dialogues is simple and makes me speak.
Teacher	How does your teacher make the classroom feel like a real place where the language is used?

Student	The teacher speaks English slowly so we can follow.
Teacher	What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?
Student	Pair activities make me feel involved.
Teacher	What do you learn about how people think or behave in the target language?
Student	I learn that questions are asked differently.
Teacher	How does your teacher show that people express ideas differently in another language?
Student	The teacher shows how natives talk in real life.
Teacher	What have you learned about the culture of the language you’re studying?
Student	I learned about British vs American accents.
Teacher	How does your teacher make learning about culture fun or interesting?

Student	Watching YouTube clips makes culture easy to understand.
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Student 8

Respondent	Question & Answer
Teacher	What can a teacher do to make you excited to learn a new language?
Student	Creative activities make the class fun and not boring.
Teacher	What kind of activities make you want to speak or use the language more?
Student	Presentations push me to speak more.
Teacher	How does your teacher make the classroom feel like a real place where the language is used?
Student	The teacher uses English for daily talk.
Teacher	What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?
Student	Movies make me feel inside the language.
Teacher	What do you learn about how people think or behave in the target language?

Student	I learn that expressions aren't always the same.
Teacher	How does your teacher show that people express ideas differently in another language?
Student	The teacher gives cultural examples often.
Teacher	What have you learned about the culture of the language you're studying?
Student	I learned about different festivals.
Teacher	How does your teacher make learning about culture fun or interesting?
Student	Kahoot makes culture lessons exciting.

Student 9

Respondent	Question & Answer
Teacher	What can a teacher do to make you excited to learn a new language?
Student	I like when the teacher connects lessons to real life.

Teacher	What kind of activities make you want to speak or use the language more?
Student	Speaking games like “find someone who...” are fun.
Teacher	How does your teacher make the classroom feel like a real place where the language is used?
Student	The teacher creates real-life situations for us to practice.
Teacher	What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?
Student	Role plays make me feel like I’m abroad.
Teacher	What do you learn about how people think or behave in the target language?
Student	I learn that politeness works differently.
Teacher	How does your teacher show that people express ideas differently in another language?
Student	The teacher explains how tone can change meaning.

Teacher	What have you learned about the culture of the language you're studying?
Student	I learned different greeting styles.
Teacher	How does your teacher make learning about culture fun or interesting?
Student	Cultural photos make the lesson lively

Student 10

Respondent	Question & Answer
Teacher	What can a teacher do to make you excited to learn a new language?
Student	Using music and movie clips definitely makes me excited.
Teacher	What kind of activities make you want to speak or use the language more?
Student	Talking with a partner feels natural and makes me speak more.
Teacher	How does your teacher make the classroom feel like a real place where the language is used?
Student	The teacher uses English most of the time, so we get used to it.

Teacher	What kind of activities help you feel “inside” the language (for example, role plays, games, videos)?
Student	Games and videos help me understand the language better.
Teacher	What do you learn about how people think or behave in the target language?
Student	I learn that emotions are expressed differently.
Teacher	How does your teacher show that people express ideas differently in another language?
Student	The teacher sometimes explains slang words.
Teacher	What have you learned about the culture of the language you’re studying?
Student	I learned about lifestyle in English-speaking countries.
Teacher	How does your teacher make learning about culture fun or interesting?
Student	Short documentaries make culture learning interesting.

Teacher teaches using media



The Teacher teaches using videos



The teacher directs students to play games



The student speak in the front class intodue her village



The Students do conversation in the outdoor about nature



CURRICULUM VITAE



A. Identify

Name : AUFA NABILA SIREGAR

Nim : 2120300069

Place and Birthday : Binjai, 31 Juli 2003

Gender : Female

Religion : Islam

Address : Dusun Aman Makmur, Desa Hajoran

B. Parent

1. Father's name : Asminan Siregar
2. Mother's name : Nurhabibah, S.E.

C. Educational Background

1. Elementary School : SD N 112246 Langga Payung
2. Junior High School : Mts N Sungai Kanan
3. Senior High School : MAS Darul Falah
4. Collage : UIN SYAHADA Padangsidimpuan