INVESTIGATING THE STUDENTS' PERCEPTION AND SATISFACTION TAUGHT BY NON-ENGLISH TEACHER BACKRGROUND (A Case Study in SMAN 9 Raja Ampat)

THESIS

Submitted by

HENOK REINBRAND MAMBRISAU

NIM: 148820318005

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGE, SOCIAL AND SPORT EDUCATION

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by:

Henok Reinbrand Mambrisau

Born:

On Sorong

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The thesis was approved by the Dean of Faculty of Language, Social and Sport Education at Education University of Muhammadiyah Sorong.

On : April 02nd 2024

The Dean

Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Team of Thesis Examiners

1. Nursalim, M.Pd.
   NIDN. 1406088801

2. Rizqi Claudia Wardani.H, M.Pd.
   NIDN. 1404029501

3. Nurteteng, M.Pd.
   NIDN. 1418039201

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DECLARATION AUTHENTICITY

Name : Henok Reinbrand Mambrisau

NIM : 148820318015

Title   : Investigating The Students' Perception and Satisfaction Taught by Non-English Teacher Background (A Case Study in SMAN 9 Raja Ampat)

I hereby declare that the thesis there is no work ever submitted for a degree in a college, and as long as my knowledge also does not have works of literature ever written or published by others, except as in writing referenced in this text is mentioned in the bibliography.

Sorong, April 2nd 2024

My Sincelery

Henok Reinbrand Mambrisau
NIM.148820318015

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First of all, the researcher gives thanks to God, for with His blessing the researcher can complete this thesis, with the title " Investigating The Students' Perception and Satisfaction Taught by Non-English Teacher Background (A Case Study in SMAN 9 Raja Ampat)" is submitted to fulfill the partial requirements for the degree of sarjana education. Because of that, the researcher says thank you to all individuals who helps in the process of writing this thesis. Hopefully, God replies all helps and bless you all the researcher realized that this thesis still imperfect in arrangment and the content. The researcher hope the criticism from the readers can help the researcher in perfecting the next thesis. last but not the least Hopefully, this thesis can helps the readers to gain more knowledge about speaking skill. Therefore, I would like to extend my appreciation to all of them, especially to:

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The Researcher

Henok Reinbrand Mambrisau
NIM.148820318005

ABSTRACT

Henok Reinbrand Mambrisau/148820318015, 2024. Investigating The Students Perception and Satisfaction Tought by Non English Teacher Background (A Case Study in SMAN 9 Raja Ampat). **Thesis, English Education Department, Faculty of Education, Language, Social and Sport, Education university of Muhammadiyah Sorong. March 2024.**

This case study aimed to explore the students' perception and satisfaction when taught by non-English teacher backgrounds at SMAN 9 Raja Ampat, with a total population of 114 students, of which 71 participated in the research. The research utilized interviews and satisfaction questionnaires as instruments to gather data. The findings revealed that students faced challenges in understanding the material and teacher explanations, leading to a lack of successful achievement of teaching objectives. Students expressed concerns about the accuracy of the material taught by non-English teachers, highlighting worries about the truthfulness of the content. While the teacher demonstrated strong pedagogical competence in managing the class effectively, the lack of professional competence in English due to a Bahasa Indonesia educational background posed communication barriers. Regarding student satisfaction, the results showed a range of responses, with no students feeling very unsatisfied, one student feeling unsatisfied, and 12 students feeling neutral about the teaching and learning process. However, a significant majority of students, 63.90%, reported feeling satisfied with the non-English teacher background. Students' satisfaction was influenced by the teacher's pedagogical competence rather than their English proficiency, with 18.31% of students feeling very satisfied towards the teacher despite language challenges. This study suggests the importance of balancing pedagogical and language competencies for effective teaching and student satisfaction in multicultural educational settings.

Keywords: **Perception, Satisfaction, Non-English Teacher**

ABSTRAK

Henok Reinbrand Mambrisau/148820318015, 2024. Persepi dan Kepuasan Siswa Diajar oleh Guru Berlatar Belakang Non-Bahasa Inggris (Studi Kasus di SMAN 9 Raja Ampat). **Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa, Sosial dan Olahraga, Universitas Pendidikan Muhammadiyah Sorong. Maret 2024.**

Studi kasus ini bertujuan untuk mengeksplorasi persepsi dan kepuasan siswa ketika diajarkan oleh guru yang berlatar belakang non-bahasa Inggris di SMAN 9 Raja Ampat, dengan total populasi 114 siswa, yang 71 di antaranya berpartisipasi dalam riset ini. Penelitian menggunakan wawancara dan angket kepuasa sebagai instrumen untuk mengumpulkan data. Hasilnya mengungkapkan bahwa siswa menghadapi tantangan dalam memahami penjelasan materi dari guru, yang menuntun pada kurangnya pencapaian keberhasilan dari tujuan-tujuan pembelajaran yang seharusnya. Para siswa menyatakan kekhawatiran mengenai keakuratan materi yang diajarkan oleh guru non Bahasa Inggris, menekankan kekhawatiran mengenai kebenaran isi yang disampaikan. Sementara guru menunjukkan kompetensi pedagogis yang kuat dalam mengelola kelas dengan efektif, kurangnya kompetensi profesional dalam Bahasa inggris karena adanya penghalang komunikasi dari dikarekana guru tersebut latar belakang guru Bahasa Indonesia. Mengenai kepuasan siswa, hasilnya memperlihatkan berbagai tanggapan, tidak ada siswa yang merasa sangat tidak puas, seorang siswa merasa tidak puas, dan 12 siswa merasa netral mengenai proses pengajaran dan pembelajaran. Namun, sebagian besar siswa, 63,90%, merasa puas dengan pengajaran dari guru yang berlatar belakang non Bahasa Inggris. Kepuasan siswa dipengaruhi oleh kemampuan pedagogis guru daripada kemampuan bahasa inggrisnya, dengan 18,31% siswa merasa sangat puas terhadap guru terlepas dari tantangan bahasa. Penelitian ini memperlihatkan pentingnya kompetensi pedagogik daripada professional dalam proses pembelajaran.

Kata Kunci: Persepsi, Kepuasan, Guru Non Bahasa Inggris

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It consist of the background of the research, formulation of the problem, the objective of the research, the hypothesis of the research, significance of the research, and operational definition.

1.1 The Background of the Research

An educational institution relies on the guidance and support of a teacher to facilitate the learning process. Teachers are required to initiate the management of lessons, establish learning materials, formulate learning objectives, and employ established ways to assess learning outcomes and other professional competencies. A teacher must possess essential components that directly impact the success of an educational programme. In order to have a major impact on student learning, a teacher must possess pedagogical knowledge when implementing their teaching methods (Gibbons & Cobb, 2017).

By integrating personal, technological, scientific, spiritual, and social talents, one can develop a comprehensive set of abilities that encompass the expertise of a professor, resulting in a well-rounded and holistic professional. These skills encompass a thorough understanding of the subject matter, educational background, student knowledge, attitudes, and personal growth. They align with the national policy outlined in Government Regulation No. 19 of 2005, which emphasises pedagogical, personal, social, and professional skills (Sunarti, 2022).

Pedagogical skills are a crucial factor in assessing the achievement of learning outcomes in certain topics or areas of study. Nagauleng, Asrifan, & Waris (2021) argue that the capacity of teachers to effectively oversee and control learning activities is pedagogical in nature. This learning process entails learners comprehending, constructing, and executing learning designs, assessing learning outcomes, and cultivating students' knowledge and attitudes to enhance their diverse range of skills. It asserts that personal, social, and professional aptitudes bolster teaching abilities. These skills have a direct and cumulative impact on student behaviour, learning patterns, the inclination to acquire knowledge, and motivation and self-control. Personality is defined by one's knowledge, abilities, and attitudes (Rinantanti, Rahman, Atmowardoyo, & Bin-Tahi, 2017).

Concerning EFL teacher competence, Brosh cited in Abu & Halim (2017) an effective teacher should possess: 1. proficiency in organizing, explaining, and clarifying instructions; 2. fluency in the target language; 3. the ability to generate and maintain student interest and motivation; 4. fairness towards students by avoiding favoritism or prejudice; 5. accessibility to students always. In addition to these two globally recognised sets of norms, the author identifies three crucial attributes of an excellent educator.

An excellent teacher must possess vital characteristics that prioritise the significance of being both moral and well-informed, in addition to being competent. The second criterion implies that the instructor should consistently strive for professional growth by using past experiences. The third requirement necessitates the teacher's personal commitment to the progress of their career. According to

Tyagi & Misra (2021) the teaching profession necessitates teachers to incorporate continuous learning. Those competence above can not be have by non-english teacher background, because the competence of teaching English is special and different from the other subject.

The students didn't get the value of competence explain above if the students taught by the non-English teacher background. The reason is the non-english may lack a deep understanding of the cultural nuances and specific challenges that non-native English speakers face. This can make it more difficult for them to effectively tailor their teaching methods and materials to meet the needs of their students. Additionally, non-English teacher backgrounds may also result in limited knowledge of language acquisition theories and strategies, which are crucial for creating a comprehensive and effective language learning environment. They may struggle with effectively teaching grammar and pronunciation rules. Additionally, they may find it challenging to understand the cultural nuances and idiomatic expressions that are commonly used in English.

The same condition happened in SMAN 9 Raja Ampat. Based on the researchers' observation in November 2023, the researcher found that English subject in this school was taught by non-English teacher background. It was taught by the headmaster of this school and his educational background is Bahasa Indonesia. None of English teacher want to teach there because it is located in an island of Raja Ampat Regency near with the boarder of Philippines. This situation already happened for two years. The English subject only taught by non-English teacher to fulfill the learning time in the classroom.

Based on the problem above the researcher intends to invesitigate the student perception and satisfaction towards the non-English teacher background. Understanding students' perception and satisfaction when taught by non-English teacher backgrounds is crucial for several reasons. Firstly, it allows educators to identify any potential gaps or challenges that may arise due to language barriers or cultural differences. Additionally, this investigation helps in developing effective teaching strategies and support systems to ensure an inclusive and enriching learning environment for all students.

1.1 Formulation of the Problem

Based on the background of the problem above, the formulation of the problem in this research was:

1. What is the students' perception who taught by the non-English teacher background?

2. Are the students satisfied taught by the non-English teacher background?

1.2 Objective of the Research

The objective of the research were as follows:

1. To know the students' perception who taught by the non-English teacher background.

2. To find out the students satisfied taught by the non-English teacher background.

1.3 Significance of the Research

The result of the research could give a contribution to teacher, students, and other research, as follows:

1.3.1 Teacher

For teacher, the result of this research can become the reference about the importance of EFL teacher role in teaching English and the fit to the subject taught.

1.3.2 Schools

For the school, the result of this research was expected to give them the new information about the importance of the suitability of the subject and teacher background in teaching.

1.5.3. Government

By examining the students' perception and satisfaction, the government could gain valuable insights into the effectiveness of non-English teacher backgrounds and identify areas for improvement in the teaching methods and curriculum. It can also become the consideration towards the distribution of teachers in isolated areas.

1.4 Operational Definition

1.4.1 Perception

The definition of perception this research is the students' interpretation or opinion and comprehension of the knowledge, skills, and abilities possessed by non-English teacher background in teaching English language.

1.4.2 Satisfaction

Satisfaction on this research refers to the students level of contentment, fulfillment, and positive evaluation of various aspects such as teaching methods, instructional materials, classroom environment, communication skills, and the extent to which their learning needs and goals are met.

1.4.3 Non-English Teacher Background

In the context of this research, the operational definition of non-English teacher background refers to teachers who do not possess formal education or qualifications specifically in English language education or English language teaching. These teachers may have received their education and training in a different field or subject area, and their expertise lies outside the domain of English language instruction.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Perception

2.1.1 Definition of Perception

Perception is the way people see or understand something from their own point of view (Mouly, 2005). McDonald (2012) stated perception is provides a cognitive dimension of perception and sees perception as the process by which people attach meaning to experiences. The theory above is supported by Gibson cited in Lestari (2007) define perception as a process that involves receiving, organizing, and interpreting stimuli. According to (Khotimah, Wahyudin, & Robbiah, 2021) call this social perception which is the process by which we seek to understand other people.

Perception is the process by which individuals select, organize, store and interpret the information gathered from these senses. Besides that, (Koentjaningrat, 2010) explained that perception is the realization of the human brain process and it appears as a view about the phenomenon. In this process, many factors are involved, such as feelings, needs, motivation, educational background, and experience. (Walgito, 2010) stated that perception is a process that is preceded by the sensing process, which is the process of receiving a stimulus by the individual through the sense organs. According to (Robbins, 2001) every perception occurs in some situational context and this context can affect what one perceives.

(Andari, 2021) makes some assumption about perception as follows:

1. Perception is multimodal

2. Perception is something active and not is a passive process.

3. Perception cannot be explained by the division of behavior into the perceiver and the perceived.

4. Unexplained perceptions relating to responses conditioned to stimuli.

5. Relationships between people and the environment are something dynamic.

6. Image of the environment owned by the observer depends on past experience present motivation and attitude.

7. Past experience is projected into the present situation in relation to one's needs.

2.1. 2 Types of Perception

(Irwanto, 2002) stated that perception can be defined into two types, they are:

a. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

b. Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth

People may have different perceptions, that's because there are factors operating to shape and sometimes distort perceptions. (Walgito, 2010) said that there are two factors that influence a person's perception, namely internal factors and external factors.

a. Internal factor is factor which comes from an individual, such as: Individual feelings, attitudes and personality, prejudice desire or hope, attention (focus), learning process, physical state, psychiatric disorders, values and needs as well as interests, and motivation.

b. External factors come from environment and stimuli factors such as: family background, information obtained, situation, knowledge and needs around, intensity, size, independence, repetition of motion, new things and familiar or unfamiliar things the object. What people perceive toward something depends on their expectation on situation that they experience. External factors can affect peoples' perception and it can determine what people perceive to do.

2.1.3 Aspect of Perception

Basically, perception contains three aspects or components, such as affective components, psychomotor components, and cognitive components. The attitude of a person on an object is a manifestation of the three components that interact to understand, feel and behave toward the object of attitude. These three aspects interact and are consistent with one another. So, there is an internal organization between the three components.

(Walgito, 2010) proposes three main aspects of perception:

a. Cognition

This aspect involves components of knowledge, views, expectations, ways of thinking / gaining knowledge, and experiences of the past, as well as everything gained from the perception of individual perceptions.

b. Affection

This aspect concerns the components of emotional feelings and individual states of a particular object as well as everything that concerns bad evaluations based on one's emotional factors.

c. Psychomotor

This aspect concerns the motivation, attitude, behavior, or individual activity in accordance with his perception of a particular object or circumstance.

From all the aspects above, the researcher use them in making the instrument in this research.

2.1.4 Indicator of Perception

There are some theories which explained the indicator of perceptions. According to (Robbins, 2001) , the indicator of perception are two types, namely:

1. Reception.

The process of acceptance is an indicator of perception in the physiological, i.e., the functioning of the senses to catch stimulating from the outside.

2. Evaluation

The stimulation of the outside that has been sensed, then it is evaluated by individuals. This evaluation is very subjective. The one values the same stimulus as something difficult and boring. But the other one values the same stimulus as something nice and fun.

According to (Hamka, 2002) the indicator of perception, there are two types, namely:

1. Absorbs

Absorbs is the stimulation in outside from the individual are absorbed through the senses, into the brain, get a place. There is process of analyzed, classified and organized based on their experiences. Thus, it produces different mind in each person even though the stimulus that was given same.

2. Understand

Understand is the indicator of perception as a result classification and organization process. This stage occurs in a psychic process. The results of analysis are understanding. The understanding is also subjective, different for each person.

According to Walgito (2010), perception has indicators as follows:

1. Absorption

Absorption of stimulus or objects from outside the individual. Stimulus or object is absorbed or accepted by the five senses, such as vision, hearing, touch, smell, and taste individually or together. From the results of absorption or acceptance by the five senses will get the ideas, responses, or impressions in the brain. The ideas can be single or plural, depending on the object of perception observed. In the brain, it collects ideas or impressions, both old and newly formed. The clear or not the ideas depend on the clear or not the stimulus, the sensitivity of the senses and time that just or long ago.

2. Understanding

After there are ideas or impressions in the brain, then the ideas are organized, classified, compared, and interpreted, so it forms understanding. The process of understanding is very unique and fast. Understanding formed also depends on the old ideas that the individual has before. It is called apperception.

3. Assessment or evaluation

Having formed understanding, there is an assessment of individual. Individuals compare the understanding that is gotten with the criteria or norms

their owned subjectively. The assessment of each person is different although the object is same. Therefore, perception is individual.

2.2 Students Satisfaction

2.2.1 Definition of Satisfaction

The term "satisfaction" originates from the Latin words "satis," meaning sufficient or satisfactory, and "facio," meaning to accomplish or create (Masfiyah & Artanti, 2023). Elliott (2002) define satisfaction as the emotional state of happiness that arises when an individual's wants and aspirations are met. It is the result of experiencing performance or outcomes that meet one's expectations. When an individual views a service encounter as satisfactory, they will feel content. Conversely, if their perception of the service clashes with their expectations, they will feel dissatisfied (Khadka & Maharjan, 2017). Thus, satisfaction is the subjective evaluation of the enjoyable achievement of a service.

Student satisfaction refers to the degree to which students' expectations and goals for teaching and learning activities align with the actual experience they receive. Based on the previous explanation, it can be inferred that student satisfaction refers to a student's reaction to achieving learning outcomes that meet or above their expectations. Student satisfaction refers to the experience of joy, contentment, and alleviation felt by students in response to the physical and non-physical services offered during the lecture process (Mendes, Pedro, & Lourenço, 2018).

2.2.2 Factors that Affecting Students Satisfaction

The level of satisfaction among students is determined by the disparity between their expectations and the actual conditions supplied by the university in an effort to meet those expectations (Putri, 2021). The primary determinants of service quality are the anticipated service and the perceived service. If the service aligns with students' expectations, then students will assess the service quality favourably. Alternatively, if the service is deemed to be inferior to anticipated standards, pupils would regard the service quality as poor. Consequently, the quality of service will rely on the service providers' capacity to regularly fulfil the expectations of students (Sulastri & Achmad, 2022).

The level of student satisfaction is influenced by various elements that contribute to feelings of both satisfaction and dissatisfaction among students (Putri, 2021). The factors that impact student satisfaction with learning achievement are as follows:

1. Service quality.

Pertaining to services, encompassing aspects like as assurances, prompt replies, and resolution of issues. Students will experience contentment if they receive a high-quality service that meets their expectations. High-quality and satisfactory service would elicit a positive response from students towards educational institutions that are relevant to their needs.

2. Product quality.

Referring to the product, encompassing aspects such as the quality, form, and reliability of the product. Students will be content if the university utilises high-quality merchandise to meet their expectations.

2.3 Previous Related Studies

Deng, Mohamed, & Zhang (2023) explore about ESTs', NNESTs', and Chinese English-major students' perceptions of characteristics of effective EFL teachers at four mid-tier universities across China. Findings from semi-structured interviews with 16 students suggest that NNESTs and Chinese English-major students had similar views on language learning and teaching. Both groups valued prerequisite qualities such as having expert knowledge, language skills, teaching skills, and professionalism. NESTs, however, valued qualities such as caring, patience, flexibility, engagement, and awareness of students' learning needs. These differences are likely the result of these two groups of teachers' linguistic, cultural, and educational background differences.

Nagauleng, Asrifan, & Waris (2021) explored the perceptions of non-English teachers in teaching English at IAIN Manado and assessing the ability of non-English teachers to attain IAIN Manado student qualifications. The study results show: (1) They loved how a non-English professor teaches English. They say that if a non-English teacher is amiable in teaching, he often motivates students to learn English. They also value non-English-based lecturers. Students also actively follow teaching and learning activities, (2) Student evaluations also were found in pre-test and post-test data when post-test ratings were increased, with 7 (41.17%) having an average value, 5 (29.42%) with good ratings, 4 (23.0%) with poor scores, and 1

(5.89%) with very good ratings. This means a significant increase in English language learning by non-English lecturers.

The similarity between this research and the previous study above are explore about the perception and non-English teacher background. The first difference is this research focuses on exploring the students perception about non-english teacher background in senior high school not in a university level. The second difference is the study focus on the non-english teacher background who taught english subject at a senior high school.

2.4 Conceptual Framework

The conceptual framework underlying this research is given in the following figure:

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┌─────────────────────────────────────────┐
│     Non-English Teacher Background       │
└─────────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────┐
│            Teaching English              │
└─────────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────┐
│        SMAN 9 Raja Ampat Regency         │
└─────────────────────────────────────────┘
         ╱                       ╲
        ▼                         ▼
┌──────────────────┐      ┌──────────────────────┐
│Students Perception│      │ Students Satisfactions│
└──────────────────┘      └──────────────────────┘
        │                         │
        ▼                         ▼
┌──────────────────┐      ┌──────────────────────┐
│    Interview     │      │    Questionnaire     │
└──────────────────┘      └──────────────────────┘
        │                         │
        └──────────┬──────────────┘
              ┌─────────────┐
              │   Result    │
              └─────────────┘
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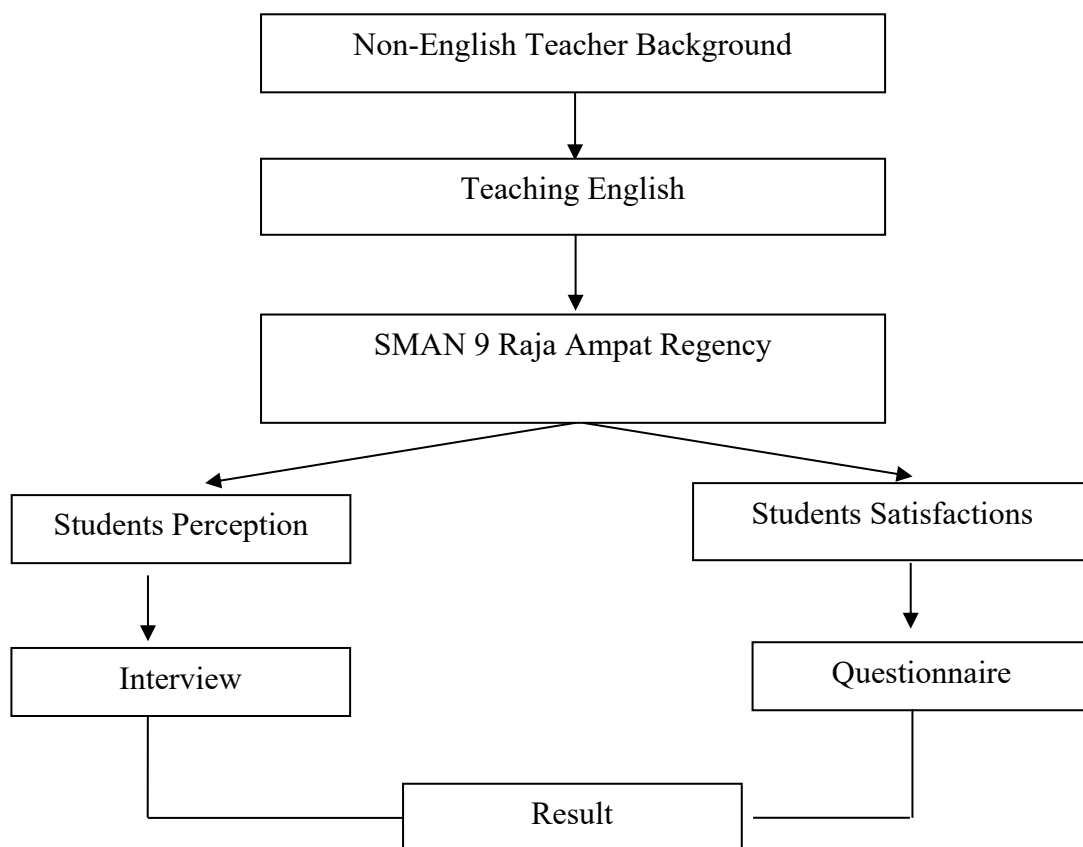
This research come up with the phenomena that in SMAN 9 Raja Ampat, the English subject that supposed to be taught by English teacher, but in this school, it is taught by Bahasa Indonesia teacher. Based on the cases, the researcher intended to find out the students perception about the non-English teacher background and their satisfaction in learning English.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researchers will use case study as the research design. According to Ary et al (2006) a case study is a type of qualitative research focusing on individual or case of group. The group of individual is called extreme unique or extreme characteristics. In case study the investigator attempts to examine individual or unit in depth. The investigator tries to discover all the variables that are important in the history or development of the subject.

3.2 Research Subject

This research has been conducted in SMAN 9 Raja Ampat. It is in Dorehkar Island, Kepulauan Ayau, Raja Ampat Regency. The subject of this research was all students at this school which consist of three grades. The total of the students were 114 students. However, in doing this research there was only 71 students participated because the rest of them didn't come to school without no reason. The distribution of students in each class can be seen in the following table:

Class	Number of Students
X	44
XI	46
XII	38

3.3 Source of the Data

a. **Primary Data**

In this research, the source of primary data is the students' statement from the interview with researcher toward students' perception and questionnaire to know the students' satisfaction. The source data in this research was the students of SMAN 9 Raja Ampat.

b. Secondary data

Secondary data is the supporting of this research. The data source is subject where data is found. The secondary data of this research was the previous research from other researcher, to make the validity of this research.

3.4 Techniques of Collecting Data

The researcher collected the data through written interviews and questionnaire. Interview is a technique of data collection are most often used in social research, whether qualitative or quantitative. The researcher gave the students interview the students to find out the students' perception toward the non-English teacher background. The researcher took 3 students of each level to be interviewed. Besides, the researcher also gave questionnaire to the all students in each level.

3.5 Technique of Data Analysis

In this research, the researcher used a qualitative data analysis technique. (Ary, 2010) states that the data analysis of qualitative research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. Those can be explained as follows:

1. Coding

The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning-words, phrases, and sentence to make it easy to be learned. In this stage, after get the data the researcher collected the data. After all data are collected the researcher places all units having the same coding together. It will be easier to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic of research. So, it will be easier read the data.

2. Data Reduction

The second step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form'. In this stage, after the researcher get the data from interview with the students, the irrelevant data is reduced and the needed data is included.

3. Data Display

After data reduction the next step in analyzing data is Data Display. It is process of displaying data in the form of table or essay so what it gets more understandable. In this research, the researcher will use essay in displaying the data, because it is most common data display used in qualitative research.

4. Conclusion

In this last step data analysis that is conclusion. Here, the researcher begins to see what is the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of this research based on data analysis of the research findings and discussions.

4.1. Research findings

This part described about the students' perception and satisfaction who taught by the non-English teacher background. The findings will be explained more detail in the following discussion.

4.1.1 The Students' Perception towards Non-English Teacher Background

a. The Students Learning Experience

Based on the interview, the students learning experience who taught by non English teacher background is they have problem in understanding the material or teaching topic. The students quite difficult in understand the teacher explanation. As the result, the teaching objective that should be reached by the students is not succussfull achieved. Based on the interview, the students think that it is because the teacher doesn't have enough ability in English. Therefore, he couldn't explained the material well in teaching and learning process. The result of the students' interview can be seen in the following:

> *"Kita tidak terlalu memahami pelajaran yang diberikan….."*
> *(We don't really understand the material explained…"*
> Students 4, Question No.1

> *" Ya..menurut saya mungkin karena dia tidak punya kemampuan yang baik*
> *dalam Bahasa Inggris kapa"*
> *(Yes…I think its because he didn't have good enough ability in English)"*
> Students 2, Question No.1

b. The Students Worries/Problems in Learning Process

Related with the students worries, in teaching and learning process they worry about the truth of material that is taught by the non-english teacher background. They are doubt to trust whether the material taught is true based on the English rules, especially if they learned about grammar. They think that if the material was taught by someone who doesn't have any background knowledge in English, it can be wrong or misunderstanding. The result of the students' interview can be seen in the following:

" Yang saya khawatirkan adalah kebenaran yang disampaikan oleh guru tersebut…."
(I worried about the truth of material explained by the teacher…)
Students 1, Question No.2

" Saya tidak tau apakah betul materi yang disampaikan atau tidak karena bukan guru Bahasa inggris "
(I don't know wether the material taught is true or not because he is not an English teacher)
Students 7, Question No.2

"……saya biasanya tidak percaya. Itu betulka tidak eee.. Bisa saja itu salah atau bapak itu tidak paham."
(…I usually don't trust him. Is the material true or not..He can be misunderstanding)
Students 2, Question No.2

c. The Teacher Competence in Teaching and Learning Process

Based on the students' point of view, the non-English teacher background is competence in teaching, but the weakness is on the knowledge about English. The students said that they can accept the teaching method used because the teacher

22

has been teaching more than ten years. However, the teacher competence about the subject taught is less, so tha students feel that the learning objective is not successfully achived. From the result we can said that actually the teacher has the good enough pedagogical competence because he can handle the class very well. However, teacher has not got enough professional competence in English because his background education is Bahasa Indonesia. The result of the students' interview can be seen in the following:

> *"Sebenarnya Bapak punya metode pembelajaran bagus, tapi dari segi penguasaan materi tidak terlalu...."*
> *(Actually, he has a great teaching method, but from the teaching material mastery he doesn't good enough...)*
> Students 9, Question No.3

> *" Pak Guru kalau mengajar bagus, Cuma kadang ada yang kita tidak paham cara penjelasannya.."*
> *(His teaching is good, but sometimes the explanation can't be understand...)*
> Students 8, Question No.3

> *" Saya suka Pak guru pu cara mengajar maksud saya tekniknya seperti guru biasanya."*
> *(I like the way of teacher teaching us, I mean the technique is like the teacher as always.)*
> Students 7, Question No.3

d. Teaching Method Used

From the students experience, they think that the teaching method that used by the non-English teacher is good enough. The teacher sometimes uses dicuscussion method and practicing dialogue for speaking. However, the teacher more focus on the teaching process not the content that will be delivered. It is related with the previous opinion which stated that the teacher is quite competent as pedagogically. Whereas, professionally the teacher doesn't have enough

competence to teach English. The result of the students' interview can be seen in the following:

The result of the students' interview can be seen in the following:

> *"Ya bagus..karena biasa kita praktek begitu.."*
> *(Yes, its good…because we usually practice our English..)*
> Students 5, Question No.4

> *" ……kami biasa diskusi dalam kelas"*
> *(….we usually discuss in the classroom)*
> Students 7, Question No.4

> *"Ada., bedanya ada. Ini lebih fokus ke pembelajarannya begitu tapi tidak fokus ke Bahasa inggrisnya…*
> *Yes, there is a difference. The class is more focus on teaching and learning process not the English content.."*
> Students 8, Question No.5

4.1.2 The Students Satisfaction

After interview the students about the students perception towards non-English teacher background, the researcher also distributed questionnaire to the all students from tenth until twelveth grade. The total of students who filled the questionnaire is only 71 students from 114 students as the sample. The rest of them didn't go to school when this research done. It is actually become the fact that some of the students there are lazy going to school. The questionnaire result is quite different with the result of interview. The result of the students questionnaire can be seen in the following table:

Table 1. The Result of Students' Satisfaction

Classification	Range Score	F	P
Very Satisfied	81-100	13	18,31
Satisfied	61-80	45	63,38
Moderate/Neutral	41-60	12	16,90
Unsatisfied	21-40	1	1,41
Very Unsatisfied	0-20	0	0
Total		71	100

Based on the data above, there is no students who feel very unsatisfied but there is one student who feel unsatisfied towards the non-English teacher background. There are 12 students who feel neutral. They can't decide wether they satistified or not about the teaching and learning process that has been conducted by the non-English teacher background. However, there are 45 students or 63,90% of them feel satisfied with the non-English teacher background. It is because the students only feel unsatisfy on the material delivered or English competence not the teaching method or classroom management of the teacher. Even, there are 13 students or 18,31% of them feel very satisfied towards the teacher. It proved that eventhought the teacher doesn't have enough competence as professionally but if the teacher has good enough competence in pedagogically, the students can be satisfied and accepted the teacher.

The result of the students satisfaction questionnaire can be seen in the following diagram:
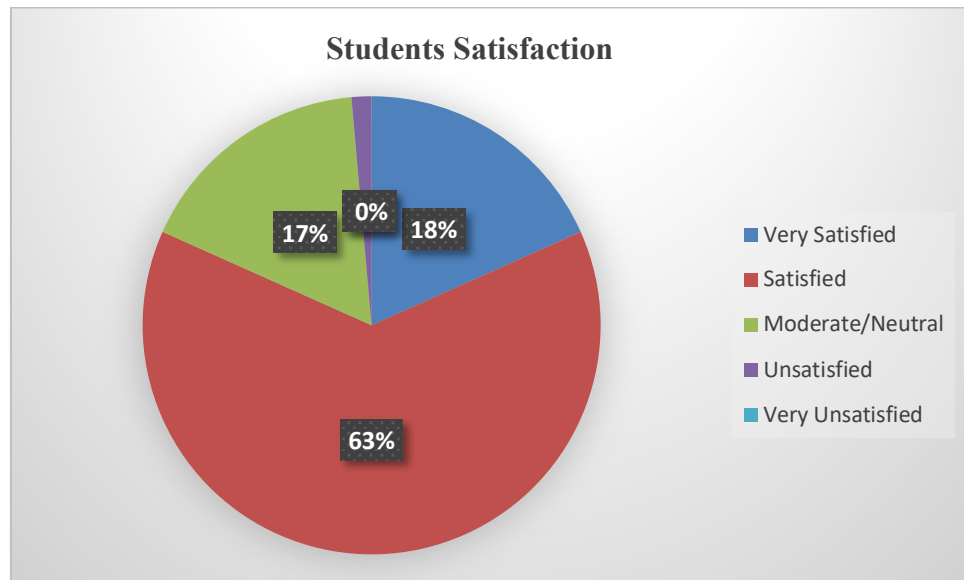
Chart 1. The Students Satisfaction

4.2 Discussion

Based on the result of research finding, there are two point that will be discussed, they are the students perception and satisfaction who taught by non-English teacher background.

a. Students Perception

Regarding with students learning experience, they have problem in understanding the material or teaching topic. The students quite difficult in understand the teacher explanation. Understanding the challenges faced by students taught by non-English speaking teachers is crucial in improving educational outcomes and fostering effective learning environments. When students struggle to comprehend the material or teaching topics presented by teachers with non-English

backgrounds, it can impede their academic progress and hinder the achievement of teaching objectives. The difficulty students experience in understanding the explanations provided by non-English speaking teachers can lead to confusion and frustration. This lack of clarity may result in students feeling disconnected from the learning process and struggling to grasp key concepts. As a consequence, the intended learning outcomes may not be successfully achieved, impacting the overall quality of education received by students.

Talking about the students worries or problems in learning, they worry about the truth of material that is taught by the non-english teacher background. They are doubt to trust whether the material taught is true based on the English rules, especially if they learned about grammar. One significant concern for students in this situation is the authenticity and accuracy of the material taught by non-English speaking teachers. Students may question the credibility of the information presented and worry about the implications for their academic development. This uncertainty can create a sense of doubt and hinder students' ability to engage effectively with the content being taught.

Related with the teacher competence, the teacher has the good enough pedagogical competence because he can handle the class very well. However, teacher has not got enough professional competence in English because his background education is Bahasa Indonesia. While non-English speaking teachers may demonstrate strong pedagogical competence in managing their classrooms and facilitating learning experiences, their lack of professional competence in English can pose challenges in effectively conveying information to students. Teachers with

backgrounds in languages other than English may struggle to communicate complex ideas and concepts in a clear and concise manner, leading to misunderstandings and misinterpretations among students.

The challenges faced by students taught by non-English speaking teachers highlight the importance of addressing language barriers in educational settings. By recognizing the concerns of students, supporting teachers in improving their English language skills, and fostering a collaborative learning environment, educational institutions can create a more inclusive and effective learning environment for all students. Through targeted interventions and a commitment to promoting linguistic diversity, schools can empower students to overcome language barriers and achieve academic success.

b. Students Satisfaction

The research findings on student satisfaction with non-English teacher backgrounds shed light on the complex dynamics of teaching and learning in multicultural educational settings. Despite the challenges students may face in understanding the material or English competence of non-English speaking teachers, the overall satisfaction levels among students are noteworthy. The data reveals that a majority of students, 63.90%, express satisfaction with their non-English teacher background. This indicates that factors beyond language proficiency, such as pedagogical competence and classroom management, play a significant role in shaping students' perceptions and satisfaction levels.

The results also highlight the nuanced nature of student satisfaction, with a range of responses from very unsatisfied to very satisfied. While there is one student

who feels unsatisfied towards the non-English teacher background, the majority of students fall within the neutral to satisfied spectrum. This suggests that students' perceptions of teaching effectiveness and learning experiences are influenced by various factors, including the teacher's communication skills, teaching methods, and overall classroom environment.

The finding that 18.31% of students feel very satisfied towards the non-English teacher background underscores the importance of recognizing and valuing teachers' pedagogical strengths and abilities. Even in cases where teachers may lack professional competence in English, their effectiveness in managing classrooms, engaging students, and delivering content can positively impact student satisfaction and learning outcomes. This highlights the significance of holistic teacher evaluation that considers a range of competencies beyond language proficiency.

Moreover, the research findings emphasize the need for a comprehensive approach to teacher development and support in multicultural educational settings. By acknowledging the diverse backgrounds and skills of teachers, educational institutions can provide targeted training and resources to enhance teachers' English language proficiency while also nurturing their pedagogical strengths. This dual focus on language skills and teaching effectiveness can help teachers better meet the needs of their students and create inclusive learning environments where all students feel valued and supported.

In conclusion, the research on student satisfaction with non-English teacher backgrounds underscores the importance of considering multiple factors in evaluating teaching effectiveness and student experiences. By recognizing the

complexities of language barriers and pedagogical competencies, educational institutions can work towards enhancing teacher skills, fostering student satisfaction, and promoting inclusive learning environments that cater to the diverse needs of students from varying linguistic backgrounds.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research and suggestion.

5.1 Conclusion

In conclusion, the research findings on students taught by non-English teacher backgrounds highlight significant challenges in understanding the material and teaching topics presented. The students' difficulties in comprehending the teacher's explanations have led to a lack of successful achievement of teaching objectives. Additionally, students express concerns about the accuracy and reliability of the material taught by non-English speaking teachers. Despite the teacher's strong pedagogical competence in managing the class effectively, the lack of professional competence in English due to their educational background in Bahasa Indonesia poses a barrier to effective communication and understanding between teachers and students.

On the other hand, the research on student satisfaction with non-English teacher backgrounds reveals a more positive outlook, with a majority of students expressing satisfaction with their teachers. While there is one student who feels unsatisfied and 12 students who feel neutral about the teaching and learning process conducted by non-English teachers, a significant portion of students, 63.90%, report feeling satisfied. The data also shows that 18.31% of students feel very satisfied towards the teacher, indicating that pedagogical competence plays a crucial role in student satisfaction. Despite concerns about the material delivered and English competence, students value effective teaching methods and classroom

management, demonstrating that a teacher's ability to engage students and create a conducive learning environment can positively impact student satisfaction and acceptance.

5.2 Suggestion

After these findings were shown, the researcher proposed several suggestion for handling this research, suggestion are addressed to students, teachers and future researcher.

1. For teacher

    The non-English teachers should prioritize improving their English language skills through professional development programs and language courses, to effectively communicate with students and deliver content clearly.

2. For government

    The governments should allocate resources and funding for professional development initiatives aimed at enhancing the English language proficiency of non-English teacher who want to teach English. Providing access to language training programs and workshops can help teachers improve their communication skills and teaching effectiveness.

3. For next researcher

    Future research could explore the impact of non-English teacher backgrounds on student engagement and participation in the classroom. Understanding how students interact with and respond to teachers from diverse linguistic backgrounds can provide valuable insights into effective teaching practices.

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APPENDIXES

Interview Test

i. Can you share your experiences of being taught by teachers who do not have a background in English language education or English language teaching qualifications?

ii. How do you feel about being taught by non-English teacher background? Do you have any concerns or reservations?

iii. What is your opinions about the competence and effectiveness of these teachers in teaching English language?

iv. How do you perceive the knowledge, skills, and abilities of non-English teacher background in teaching English language compared to teachers with a background in English language education?

v. Have you noticed any differences in teaching methods or approaches used by non-English teacher background compared to teachers with a background in English language education? If yes, please describe.

List of Question in Bahasa Indonesia

1. Bisakah Anda berbagi pengalaman Anda diajar oleh guru yang tidak memiliki latar belakang pendidikan bahasa Inggris atau kualifikasi mengajar bahasa Inggris?

2. Bagaimana perasaan Anda diajar oleh guru yang berlatar belakang non-Bahasa Inggris? Apakah Anda memiliki kekhawatiran atau keberatan?

3. Apa pendapat Anda mengenai kompetensi dan efektivitas guru-guru tersebut dalam pengajaran bahasa Inggris?

4. Bagaimana Anda memandang pengetahuan, keterampilan, dan kemampuan guru yang berlatar belakang pendidikan bahasa Inggris non-Inggris dibandingkan dengan guru yang berlatar belakang pendidikan bahasa Inggris?

5. Apakah Anda memperhatikan adanya perbedaan metode atau pendekatan pengajaran yang digunakan oleh guru yang berlatar belakang non-Inggris dibandingkan dengan guru yang berlatar belakang pendidikan bahasa Inggris? Jika ya, tolong jelaskan.

2. Satisfaction Questionnaire

<div align="center">

ANGKET KEPUASAN BELAJAR SISWA

</div>

Bacalah instruksi dibawah ini sebelum mengisi angket!
1. Bacalah setiap pernyataan dengan cermat.
2. Pilihlah salah satu jawaban yang paling sesuai dengan tingkat kepuasan Anda terhadap pernyataan tersebut.
3. Gunakan skala Likert berikut untuk menunjukkan tingkat kepuasan Anda:
   - Sangat Puas (5): Jika Anda sangat puas dengan pengalaman Anda.
   - Puas (4): Jika Anda puas dengan pengalaman Anda.
   - Netral (3): Jika Anda netral atau tidak memiliki preferensi yang kuat.
   - Tidak Puas (2): Jika Anda tidak puas dengan pengalaman Anda.
   - Sangat Tidak Puas (1): Jika Anda sangat tidak puas dengan pengalaman Anda.
4. Jangan ada jawaban yang dikosongkan, pilihlah salah satu jawaban yang paling sesuai dengan pendapat Anda.
5. Jawablah setiap pertanyaan berdasarkan pengalaman Anda dalam belajar bahasa Inggris yang diajar oleh guru yang berlatar belakang non pendidikan bahasa Inggris.
6. Isilah angket dengan jujur dan berdasarkan pengalaman Anda yang sebenarnya.

No	Pernyataan	Sangat Puas	Puas	Netral	Tidak Puas	Sangat Tidak Puas
1	Guru tersebut memiliki pengetahuan yang cukup tentang bahasa Inggris.					
2	Guru tersebut mampu menjelaskan konsep-konsep bahasa Inggris dengan jelas dan mudah dipahami.					
3	Guru tersebut menggunakan metode pengajaran yang sesuai untuk membantu pemahaman bahasa Inggris siswa.					
4	Guru tersebut memberikan umpan balik yang					

	konstruktif dan membantu dalam memperbaiki kesalahan bahasa Inggris siswa.					
5	Guru tersebut memberikan tugas dan latihan yang relevan untuk meningkatkan kemampuan bahasa Inggris siswa.					
6	Guru tersebut mendorong partisipasi aktif siswa dalam pembelajaran bahasa Inggris.					
7	Guru tersebut memberikan bahan ajar yang bervariasi dan menarik dalam pembelajaran bahasa Inggris.					
8	Guru tersebut memotivasi siswa untuk belajar dan berpartisipasi aktif dalam kelas bahasa Inggris.					
9	Guru tersebut mengelola waktu pembelajaran bahasa Inggris dengan efektif					
10	Guru tersebut memberikan dukungan dan bantuan tambahan kepada siswa yang mengalami kesulitan dalam memahami bahasa Inggris.					
11	Guru tersebut memiliki keterampilan komunikasi yang baik dalam bahasa Inggris.					
12	Guru tersebut membangun hubungan yang baik dengan siswa dalam pembelajaran bahasa Inggris.					

13	Guru tersebut memberikan penjelasan yang memadai saat siswa mengajukan pertanyaan tentang bahasa Inggris.					
14	Guru tersebut memberikan kesempatan kepada siswa untuk berlatih berbicara dalam bahasa Inggris.					
15	Guru tersebut memberikan materi pelajaran yang relevan dengan kebutuhan siswa dalam pembelajaran bahasa Inggris.					
16	Guru tersebut memberikan contoh-contoh yang jelas dan relevan dalam pengajaran bahasa Inggris.					
17	Guru tersebut memberikan penghargaan dan pujian kepada siswa yang berprestasi dalam bahasa Inggris.					
18	Guru tersebut memfasilitasi diskusi dan kolaborasi antara siswa dalam pembelajaran bahasa Inggris.					
19	Guru tersebut memberikan saran dan arahan yang berguna untuk meningkatkan kemampuan bahasa Inggris siswa.					
20	Guru tersebut menunjukkan dedikasi dan komitmen dalam mengajar bahasa Inggris.					

5. Questionnaire Result

NO	S	ITEM																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	S1	2	5	4	3	5	3	4	2	1	5	4	3	2	4	4	2	1	3	5	4	66
2	S2	4	5	5	3	4	3	2	4	5	4	5	4	5	4	3	5	4	3	4	5	81
3	S3	1	1	4	3	4	5	3	1	5	1	5	2	4	5	5	5	4	3	5	4	70
4	S4	2	2	1	4	1	4	3	5	1	1	2	2	5	5	5	5	1	2	4	5	60
5	S5	4	4	5	4	4	4	2	4	2	5	5	5	4	5	4	5	4	5	5	4	84
6	S6	4	5	3	4	5	3	5	4	5	2	5	3	1	5	5	4	3	1	4	5	76
7	S7	4	5	2	3	5	4	4	2	4	1	5	4	1	5	4	5	3	1	4	5	71
8	S8	3	4	5	3	4	2	5	3	4	3	2	5	3	4	5	3	4	5	4	2	73
9	S9	5	2	3	2	3	5	4	3	2	1	5	4	5	3	3	5	3	5	3	3	69
10	S10	4	5	4	3	2	1	5	2	3	4	5	5	2	1	2	5	5	3	4	2	67
11	S11	5	1	4	3	2	5	1	4	3	3	5	5	2	3	2	5	3	1	2	5	64
12	S12	5	2	1	2	1	3	4	3	2	3	3	3	1	1	3	3	3	2	3	3	51
13	S13	4	2	4	4	4	5	5	2	4	5	5	4	5	2	4	3	4	5	4	5	80
14	S14	5	1	4	3	2	3	3	2	5	4	4	5	3	3	2	5	3	1	2	5	65
15	S15	5	4	4	4	3	3	2	4	4	3	3	3	3	3	4	3	3	3	3	3	67
16	S16	5	3	3	3	3	3	4	4	3	4	4	3	4	3	4	3	3	2	3	3	67
17	S17	5	4	2	3	3	5	5	4	3	4	2	2	4	2	3	5	4	4	3	5	72
18	S18	5	4	2	4	4	4	5	5	2	5	3	4	1	4	3	5	1	4	5	2	72
19	S19	3	5	4	2	5	5	5	5	2	5	5	4	3	4	2	5	1	2	4	5	76
20	S20	4	3	1	2	3	3	3	2	5	2	5	5	3	1	2	3	3	3	3	5	61

21	S21	5	5	5	5	5	4	4	4	4	5	5	5	4	5	5	5	4	3	5	3	90
22	S22	4	4	2	2	2	2	3	4	4	4	4	4	4	2	4	4	4	2	4	4	67
23	S23	5	5	4	2	4	4	1	4	2	4	4	2	4	3	4	4	5	2	5	4	72
24	S24	4	4	5	3	5	3	2	3	4	4	5	1	2	1	2	4	2	1	5	3	63
25	S25	5	5	5	5	5	4	4	4	3	4	5	5	5	4	4	5	4	4	5	5	90
26	S26	5	5	5	4	4	5	4	5	4	5	5	5	4	4	4	5	4	4	5	5	91
27	S27	5	4	4	4	4	4	4	4	3	3	4	5	4	3	4	4	4	3	5	4	79
28	S28	5	5	5	5	4	5	5	4	4	4	3	2	4	5	4	4	4	4	3	4	83
29	S29	5	5	5	4	4	5	5	4	5	2	3	5	5	5	4	4	2	5	4	5	86
30	S30	3	4	3	4	5	4	2	4	4	5	4	3	3	4	3	2	4	4	5	4	74
31	S31	4	5	5	4	1	2	1	1	5	5	4	5	2	3	2	0	4	3	1	2	59
32	S32	4	5	4	5	4	4	5	4	5	5	5	5	4	4	4	3	4	4	5	3	86
33	S33	4	4	4	5	4	5	4	4	5	5	5	5	5	5	5	5	4	5	5	4	92
34	S34	4	3	2	5	2	5	3	3	2	4	3	3	4	3	2	4	3	3	3	1	62
35	S35	5	4	4	5	5	5	3	4	5	4	4	5	4	5	4	4	5	5	4	5	89
36	S36	1	1	3	1	3	2	1	2	2	3	3	1	1	1	1	1	3	3	1	1	35
37	S37	4	5	4	5	2	3	4	5	2	4	2	4	4	2	3	4	5	1	4	1	68
38	S38	4	3	4	3	3	5	4	4	5	4	5	5	5	2	2	3	1	1	2	3	68
39	S39	5	2	5	2	2	5	4	2	5	5	2	4	5	1	2	4	5	2	5	2	69
40	S40	2	2	3	4	2	4	2	4	1	1	1	4	3	1	3	2	1	2	2	1	45
41	S41	5	5	4	1	2	5	5	3	2	1	4	3	4	4	5	5	4	1	5	4	72
42	S42	4	4	4	2	4	4	2	2	4	4	4	4	4	4	4	4	2	2	4	4	70
43	S45	5	4	4	3	4	3	4	3	5	4	5	2	3	3	4	2	4	3	2	2	69
44	S46	3	2	1	2	1	4	5	2	5	4	2	1	2	5	2	5	3	4	4	2	59

45	S47	2	1	2	2	4	5	3	5	5	4	5	5	4	2	3	2	1	4	3	2	64
46	S48	5	2	4	4	5	4	5	2	5	4	2	5	2	1	4	5	4	4	2	2	71
47	S49	5	1	4	1	1	3	2	5	1	5	4	4	1	1	3	5	4	4	2	3	59
48	S50	5	2	5	2	2	2	2	2	5	5	4	4	5	2	5	5	1	2	2	2	64
49	S51	2	4	1	1	1	4	2	4	4	2	1	4	1	5	4	1	1	2	2	5	51
50	S52	5	5	5	4	4	4	2	2	4	4	4	4	4	4	4	4	2	2	4	4	75
51	S53	5	2	1	2	5	4	5	5	5	1	4	2	1	1	2	4	4	5	1	4	63
52	S54	5	2	4	4	4	4	4	3	5	5	4	4	2	2	4	4	2	2	4	4	72
53	S55	3	5	5	2	5	3	5	1	3	3	5	1	4	3	1	5	4	1	4	2	65
54	S56	5	4	2	3	4	3	2	2	5	1	4	1	3	5	4	4	3	5	4	3	67
55	S57	4	5	5	4	4	4	5	5	4	5	4	5	3	5	4	3	5	5	5	4	88
56	S58	4	5	5	4	3	5	2	4	2	2	3	5	3	2	3	2	4	0	3	5	66
57	S59	2	1	2	2	2	4	2	4	2	1	2	1	2	4	2	3	1	4	1	2	44
58	S60	1	0	3	5	4	1	5	3	2	4	1	5	3	5	3	1	4	2	4	3	59
59	S61	5	4	1	5	4	4	3	4	5	4	1	5	3	5	4	4	4	5	4	4	78
60	S62	5	4	3	2	3	1	4	3	2	3	5	2	1	3	5	4	3	2	1	4	60
61	S63	5	3	2	4	4	4	3	4	5	1	5	4	5	1	5	3	5	4	5	4	76
62	S64	2	1	4	3	4	5	1	4	4	5	3	5	2	5	2	4	3	1	4	5	67
63	S65	1	4	3	5	2	3	2	3	5	1	1	2	4	3	3	1	2	2	5	1	53
64	S66	5	2	4	5	4	1	1	4	5	4	1	1	2	2	4	4	5	2	4	4	64
65	S67	5	4	2	2	2	3	4	2	2	3	5	2	1	1	4	4	2	3	2	1	54
66	S68	4	5	4	3	5	5	4	5	4	3	5	4	5	5	4	5	5	3	4	4	86
67	S69	5	5	4	4	5	4	2	1	5	1	2	2	5	5	5	4	4	5	5	4	77
68	S70	4	2	4	2	2	2	2	4	5	5	5	5	2	2	2	2	2	2	5	5	64

69	S71	4	5	3	5	5	4	5	4	3	5	5	5	3	5	5	2	5	5	5	4	87
		277	240	241	227	236	255	232	233	252	239	258	250	221	225	239	256	225	205	252	241	67,6619718
		3,90	3,38	3,39	3,20	3,32	3,59	3,27	3,28	3,55	3,37	3,63	3,52	3,11	3,17	3,37	3,61	3,17	2,89	3,55	3,39	

6. **Foto Documentation**

LEMBAR PENGESAHAN

REVISI SKRIPSI

Nama : Henok Reinbrand Mambrisau

NIM : 148820318015

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : *Investigating The Students Perception and Satisfaction Tought by Non English Teacher Background (A Case Study in SMAN 9 Raja Ampat)*

Tgl Ujian Skripsi : 01 April 2024

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Nursalim, M.Pd.	Ketua Penguji	2-04-204	
2	Rizqi Claudia Wardani.H, M.Pd.	Penguji 1	2-04-2024	
3	Nurteteng, M.Pd.	Penguji 2	2-04-204	

Sorong, 04 April 2024

Ketua Program Studi

Pendidikan Bahasa Inggris,

Nurteteng, M.Pd.

NIDN. 1418039201

https://pbing.unimudasorong.ac.id

PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

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