

202110100311013
M. Hidayatur Rijalul Ghaib
Prodi Pendidikan Bahasa Inggris

**ANALYZING STUDENTS' PERCEPTIONS OF TEACHER
QUALITIES IN FLSP CLASSROOMS AND THEIR IMPACT
ON LEARNING OUTCOMES**

THESIS



By:

M. HIDAYATUR RIJALUL GHAIB

202110100311013

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION SCIENCE AND HUMANITIES
UNIVERSITAS MUHAMMADIYAH MALANG**

2026

202110100311013
M. Hidayatur Rijalul Ghaib
Prodi Pendidikan Bahasa Inggris

**ANALYZING STUDENT'S EXPECTATION ON TEACHER
QUALITIES IN FLSP CLASSROOM AND THEIR IMPACT TO
LEARNING OUTCOMES**

THESIS

**This thesis is submitted to meet one of the requirements to achieve
Bachelor's Degree in English Language Education**



By:

M. HIDAYATUR RIJALUL GHAIB

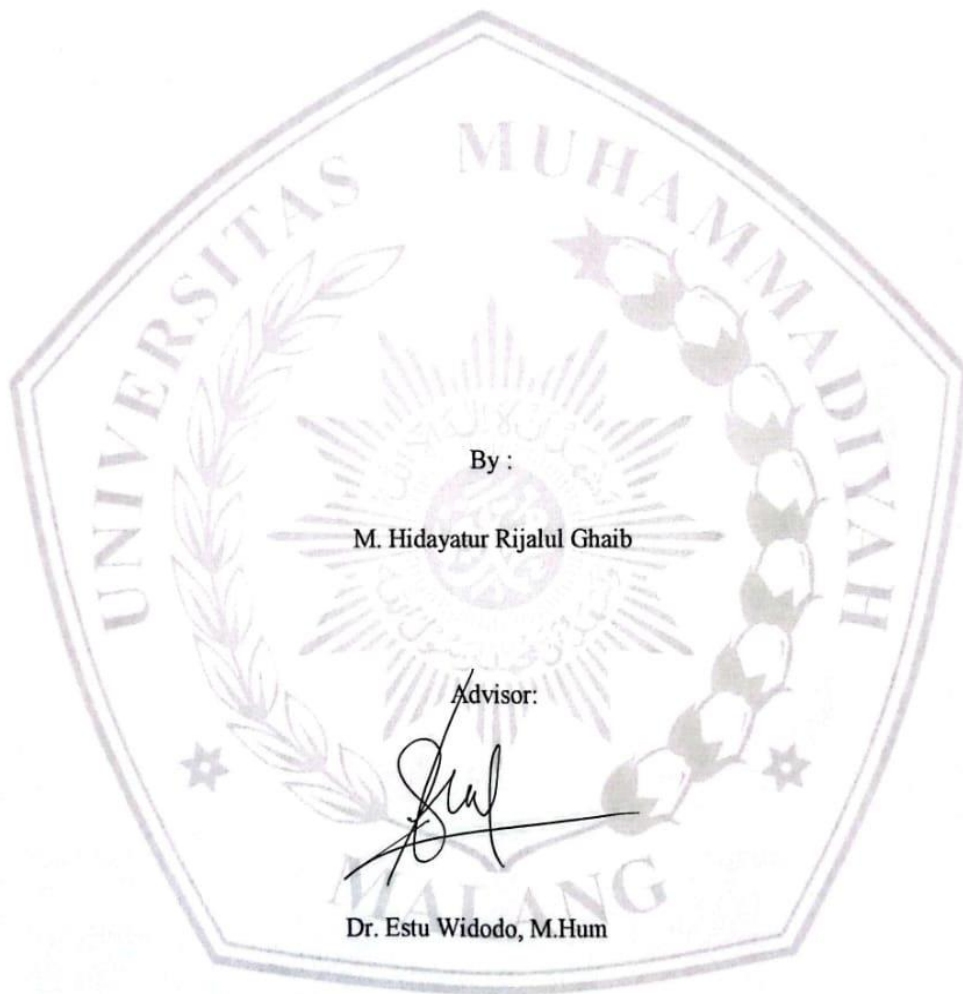
202110100311013

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION SCIENCE AND HUMANITIES
UNIVERSITAS MUHAMMADIYAH MALANG**

2026

APPROVAL PAGE

This thesis was written by M. Hidayatur Rijalul Ghaib and was approved on 26 January 2026



APPROVAL PAGE

This thesis was defended in front of the examiners of the Faculty of Teacher
Training and Education of University of Muhammadiyah Malang
and accepted as one of the requirements
to achieve Bachelor Degree
in English Language

Education on

31 April 2026

Approved by:

Faculty of Teacher Training and Education
University of Muhammadiyah Malang
Dean,



Prof. Dr. Mah. Mahfud Effendi, MM

Examiners:

1. Dr. Hartono, M.Pd
2. Erlyna Abidasari, S.Pd., M.A
3. Dr. Estu Widodo, M. Hum

Signatures:

- 1.
- 2.
- 3.

AUTHOR'S DECLARATION ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of own work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that my ideas, techniques, quotation, or any other material from the work of other people included my thesis, published or otherwise, are fully acknowledge in accordance with the standard referencing practices.

I also declare that this a true copy of my thesis as approved by my thesis committee and the English Language Education Department office.

Malang, January 2026



M. Hidayatur Rijalul Ghaib

ANALYZING STUDENT'S EXPECTATION ON TEACHER QUALITIES IN FLSP CLASSROOM AND THEIR IMPACT TO LEARNING OUTCOMES

ABSTRACT

In the evolving landscape of higher education, particularly within programs focusing on Foreign Language for Specific Purposes, the expectations students hold regarding their instructors play a pivotal role in shaping their overall learning experiences. While the evaluation of teacher effectiveness frequently focuses on pedagogical methods and academic achievements, the perceptions students have regarding the personal and professional traits of their educators are equally significant. A discrepancy between student expectations and the reality of the classroom environment can negatively impact engagement, motivation, and academic success. Consequently, understanding the specific traits students value is essential for fostering an effective and emotionally supportive learning environment.

This study aims to explore student expectations regarding the qualities of their language teachers and how these expectations influence their learning outcomes. To investigate these phenomena in depth, a qualitative approach was employed. The primary method of data collection involved semi-structured interviews conducted with fifteen undergraduate students from the University of Muhammadiyah Malang. The collected data were analyzed using an interactive model comprising data reduction, data display, and conclusion drawing to identify recurring themes.

The results indicate that students prioritize teachers who demonstrate genuine care, active support, and the ability to build strong rapport. Pedagogically, students expect the use of clear, relevant examples and the creation of a safe, non-judgmental atmosphere that encourages participation. The study confirms that when these specific expectations are met, students report increased confidence, higher levels of motivation, and improved academic performance. These findings highlight the importance of instructors balancing pedagogical competence with emotional intelligence to optimize student success.

Keywords: Student Expectations, Teacher Qualities, FLSP, Learning Outcomes, Academic Performance.

Advisor



Dr. Estu Widodo, M.Hum

The researcher



M. Hidayatur Rijalul Ghaib

ACKNOWLEDGMENT

Alhamdulillah, glory to Allah, the Lords of the Worlds. I am grateful to Allah for allowing me to complete this thesis and for giving me the courage, patience, and wisdom to overcome the obstacles I encountered

I want to thank you to my thesis advisor, Mr. Dr. Estu Widodo, M. Hum, your guidance and support during my thesis are precious.

Thank you to my family, which is always on my side and fills anything on my needs.

Furthermore, thank you to al my friends who filled the excitement on my endless roller-coaster.

Lastly, for myself, thank you.



TABLE OF CONTENTS

APPROVAL PAGE	III
APPROVAL PAGE	IV
AUTHOR'S DECLARATION ORIGINALITY	V
ABSTRACT	VI
LEARNING OUTCOMES	VI
ACKNOWLEDGMENT	VII
TABLE OF CONTENTS	VIII
CHAPTER I	1
INTRODUCTION	1
1.1 Research Background	1
1.2 Research Problem	6
1.3 Research Objective	6
1.4 Scope and Limitations	6
1.5 Research Significance	7
1.6 Definition of Key Terms	7
CHAPTER II	10
REVIEW OF RELATED LITERATURE	10
2.1 Definition of Student Expectations	10
2.2 Factors Influencing Student Expectations	12

2.3	Expectations in the Classrooms	13
2.4	Students' Perception	16
2.5	Concept of Teachers' Qualities	19
2.6	Source of Teachers' Qualities	20
2.7	Teachers' Qualities in Language Classroom	22
CHAPTER III		24
RESEARCH METHODOLOGY		24
3.1	Research Design	24
3.2	Research Subject	24
3.3	Data Collection	25
CHAPTER IV		28
FINDINGS AND DISCUSSIONS		28
4.1	Findings	28
4.2	DISCUSSION	40
CHAPTER V		44
CONCLUSION AND SUGGESTION		44
5.1	CONCLUSION	44
5.2	SUGGESTION	45
REFERENCES		47
APPENDICES		51

REFERENCES

- Althiyab, A. (2023). Effective EFL teachers: Characteristics and pedagogical knowledge.
- Arifin, B., Fuady, A., & Kuswarno, E. (2017). *Teori persepsi dalam komunikasi*.
- Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.
- Brophy, J., & Good, T. L. (2020). *Looking in classrooms* (11th ed.). Pearson.
- Dahlia, S. (2019). Creating positive learning environments in EFL classrooms.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C. M., Barron, B., & Osher, D. (2017). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Routledge.
- Endang. (2018). *Teaching style and classroom strategies*. <https://doi.org/10.23887/ijee.v7i1.54320>
- Freeman, D. (2024). *Deep communication: Understanding human perception*.
- Garcia, E., & Weiss, E. (2019). The teacher shortage is real, large and growing, and worse than we thought. *Economic Policy Institute*. <https://www.epi.org/publication/the-teacher-shortage-is-real-and-growing/>
- Ginsburg, M. B., & Thompson, J. (2021). Reflective practice and teacher development. *[Journal/Publisher info]*.
- Hargreaves, A. (2019). Teacher vision and educational change. *Journal of Educational Change*, 20(1), 1–20. <https://doi.org/10.1007/s10833-019-09349-4>
- Hargreaves, A., & Fullan, M. (2019). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development, and implications for teachers. *Cogent Education*, 3(1), 1217819. <https://doi.org/10.1080/2331186X.2016.1217819>

- Hashim, N. H., Yunus, M. M., & Hashim, H. (2014). The influence of teacher's personality on students' motivation. *Procedia - Social and Behavioral Sciences*, 112, 1060–1066. <https://doi.org/10.1016/j.sbspro.2014.01.1267>
- Hattie, J. (2016). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hidayatullah, R., & Hidayanto, H. (2023). Student motivation and perception in language learning.
- Hollins, E. R. (2019). Teachers as cultural workers in diverse classrooms. *Journal of Teacher Education*, 70(3), 215–227. <https://doi.org/10.1177/0022487119838224>
- IZA Institute of Labor Economics. (2025). Does teacher quality matter for student outcomes? *IZA World of Labor*. <https://wol.iza.org>
- Johnson, D. W., & Johnson, R. T. (2022). The impact of teachers' attitudes and behavior on student outcomes. *Educational Psychology Review*, 34(2), 255–273. <https://doi.org/10.1007/s10648-021-09617-z>
- Kane, T. J., & Cantrell, S. (2016). Learning about teaching: Initial findings from the Measures of Effective Teaching project. *MET Project Report*. <https://eric.ed.gov/?id=ED540959>
- Lee, S. (2023). Impact of teacher personality on student development. *International Journal of Educational Psychology*, 12(1), 34–49.
- Makarova, E., Makarova, S., & Ivanova, A. (2021). Technology integration in language teaching. *Education and Information Technologies*, 26(3), 3421–3438. <https://doi.org/10.1007/s10639-021-10564-0>
- Müller, C., Schumann, K., & Weber, L. (2023). Positive teacher traits and student outcomes in secondary education. *Teaching and Teacher Education*, 117, 103818. <https://doi.org/10.1016/j.tate.2022.103818>
- Nghia, T. L. H. (2015). Students' perceptions of teachers' personal qualities: A study in Vietnamese universities. *Higher Education Studies*, 5(2), 29–39. <https://doi.org/10.5539/hes.v5n2p29>
- Nontin, A. (2016). Students' perception of good English teacher characteristics at SMK Pierintis 29 Ungaran, Undergraduate thesis, Universitas Negeri Semarang
- Nugroho, H., & Aji, R. (2020). Aspek profesionalisme guru bahasa Inggris di Indonesia. *Jurnal Pendidikan Bahasa dan Sastra*, 10(1), 55–66.

- Pham, H. H. (2022). Innovative teaching strategies in English language learning. *TESOL Journal*, 13(3), e579. <https://doi.org/10.1002/tesj.579>
- Putri, S. A. (2018). Students' expectations toward teachers in classroom settings. *Jurnal Pendidikan dan Pengajaran*, 51(3), 179–188.
- Qiong, O. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18–21.
- Rina, R., & Didih, D. (2018). Tantangan guru bahasa Inggris di kelas bahasa asing di Indonesia. *Jurnal Ilmiah Pendidikan Bahasa*, 4(2), 45–53.
- Rosnani. (2019). Pentingnya lingkungan belajar dalam proses pembelajaran bahasa Inggris. *Jurnal Pendidikan*, 7(1), 89–94.
- Sachs, J., Yates, L., & Day, C. (2021). The professional standards for teachers: A critical perspective. *Asia-Pacific Journal of Teacher Education*, 49(2), 123–137.
- Sana, M., Khalid, R., & Mehmood, S. (2022). Impact of teacher positivity on students' academic performance. *International Journal of Educational Research*, 112, 101903. <https://doi.org/10.1016/j.ijer.2021.101903>
- Schmidt, W. H. (2020). Curriculum coherence and student outcomes. *Journal of Curriculum Studies*, 52(5), 620–639.
- Schmidt, W. H., & Cogan, L. S. (2019). Practice-based measures of teacher effectiveness. *Journal of Teacher Education*, 70(5), 401–412.
- Schmidt, M., & Zhang, X. (2021). Teachers' attitudes and student engagement: A meta-analysis. *Educational Psychology*, 41(7), 859–876.
- Shandi, S. (2020). Persepsi mahasiswa terhadap kualitas pengajaran dosen. *Jurnal Komunikasi Pendidikan*, 4(2), 55–63.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
- Soleas, E. K. (2023). The role of empathy and reflection in teacher effectiveness. *Journal of Educational Research and Practice*, 13(1), 45–60.
- Soleas, E. K., Hesson, J., & McKenzie, M. (2024). Reassessing teacher quality through psychological competencies. *Educational Review*.

- Soleas, E. K., et al. (2025). Systemic factors in teacher quality development. *Teaching and Teacher Education*, 126, 103801. <https://doi.org/10.1016/j.tate.2023.103801>
- Swallow, M. (2018). What do students expect from their teachers? *Educational Studies*, 44(3), 347–362. <https://doi.org/10.1080/03055698.2017.1373634>
- Sundari, H. (2016). The characteristics of effective EFL teachers perceived by university students. *Indonesian Journal of Applied Linguistics*, 5(2), 242–252.
- Tomlinson, C. A. (2025). Student expectations and differentiated instruction. *Journal of Educational Strategies*, 60(1), 21–30.
- Tuck, B. (2020). Teacher motivation and reflective practice. *Australian Journal of Teacher Education*, 45(6), 36–49.
- Tuanimuana, K. (2023). Teacher accreditation and quality control. *International Journal of Teacher Education Policy*, 8(1), 17–30.
- Victor, B. (2024). Expectancy theory and classroom performance. *Journal of Motivation and Learning*, 29(1), 12–27.
- Zeichner, K. (2017). The importance of reflection in teacher education. *Teaching and Teacher Education*, 63, 9–11.
- Zajda, J. (2023). Expectancy theory in education. *International Review of Education*, 69(2), 155–170.



UNIVERSITAS
MUHAMMADIYAH
MALANG



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

PENDIDIKAN BAHASA INGGRIS

english.umm.ac.id | b.inggris@umm.ac.id

LEMBAR HASIL CEK PLAGIASI

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

*Nama : M. Hidayatur Rijalul Ghaib

*NIM : 202110100311013

Telah melakukan uji kesamaan Karya Ilmiah dalam bentuk Tugas Akhir (Skripsi) dengan hasil sebagai berikut:

Bagian Skripsi (CHAPTER)	Prosentase Hasil Kesamaan
CHAPTER I Introduction	9%
CHAPTER II Review of Related Literature	0%
CHAPTER III Research Method	11%
CHAPTER IV Findings and Discussion	0%
CHAPTER V Conclusion and Suggestions	2%

Berdasarkan prosentase hasil uji kesamaan, dapat disimpulkan bahwa hasil deteksi plagiasi telah memenuhi syarat dan ketentuan yang telah diatur pada Peraturan Rektor No. 2 Tahun 2017.

Malang, 13 Juni 2025

Koordinator Plagiasi Prodi,



Prihadi Dwi-Nurcahyanto, M.Pd

Visi: Menjadi Prodi yang terkemuka di tingkat internasional dalam penyelenggaraan Pendidikan Bahasa Inggris berdasarkan nilai-nilai keprofesionalan dan ke-Islaman.

Kampus I

Jl. Bandung 1 Malang, Jawa Timur

P: +62 341 551 253 (Hunting)

F: +62 341 460 435

Kampus II

Jl. Bendungan Sutarni No.188 Malang, Jawa Timur

P: +62 341 551 149 (Hunting)

F: +62 341 582 060

Kampus III

Jl. Raya Tlogomas No.246 Malang, Jawa Timur

P: +62 341 464 318 (Hunting)

F: +62 341 460 435

E: webmaster@umm.ac.id