

ABSTRAK

Lestari, Ni Putu Diana Eka (2026). *Prospective English Teachers' Perceptions Regarding a Good English Teacher Characteristics: A Comparative Analysis Focused on Gender and Level of Achievement*. Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata Kunci: gender, tingkat prestasi, persepsi, calon guru Bahasa Inggris, kompetensi guru

Penelitian ini mengkaji persepsi calon guru bahasa Inggris mengenai karakteristik guru bahasa Inggris yang baik ditinjau dari aspek gender (laki-laki dan perempuan) serta tingkat prestasi akademik (prestasi akademik rendah dan tinggi). Karakteristik guru bahasa Inggris yang baik tersebut disusun berdasarkan empat dimensi kompetensi guru: pedagogik, profesional, kepribadian, dan sosial. Penelitian ini menggunakan desain metode campuran sekuensial eksplanatori yang melibatkan 125 mahasiswa semester enam dan delapan dari Program Studi Pendidikan Bahasa Inggris di Universitas Ganesha. Pengumpulan data dilakukan melalui kuesioner untuk data kuantitatif dan Focus Group Discussion (FGD) untuk data kualitatif. Data kuantitatif dianalisis menggunakan statistik deskriptif dan uji Mann-Whitney U, sedangkan data kualitatif dianalisis menggunakan teori Miles dan Huberman (1994). Hasil penelitian menunjukkan bahwa baik calon guru laki-laki maupun perempuan, serta mereka yang memiliki prestasi rendah maupun tinggi, menunjukkan persepsi yang sangat positif terhadap seluruh kompetensi guru. Selain itu, hasil uji Mann-Whitney U menunjukkan tidak adanya perbedaan persepsi berdasarkan gender ($p = 0,890$) maupun prestasi akademik ($p = 0,599$). Hasil ini diperkuat oleh temuan kualitatif yang menegaskan bahwa para calon guru bahasa Inggris memandang seluruh kompetensi guru sebagai aspek integral dari karakteristik guru bahasa Inggris yang baik. Persepsi mereka tidak dipengaruhi oleh faktor individu seperti gender atau prestasi akademik, melainkan lebih banyak dibentuk oleh pengalaman dalam perkuliahan, praktik pengalaman lapangan, dan kesempatan belajar berbasis pengalaman lainnya selama masa studi. Penelitian ini menyarankan agar lembaga pendidikan guru terus mengembangkan kualitas calon guru melalui pengalaman mengajar yang bermakna dan praktik reflektif. Penelitian lebih lanjut dalam konteks

pendidikan yang lebih luas disarankan untuk mengkaji persepsi calon guru mengenai karakteristik guru bahasa Inggris yang baik.



ABSTRACT

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Keywords: gender, level of achievement, perceptions, prospective English teachers, teacher competencies

This research investigated prospective English teachers' perceptions regarding characteristics of a good English teacher viewed through the lenses of gender (male and female) and level of achievement (low and high achievements). The characteristics of a Good English teacher were developed based on four teacher competency dimensions: pedagogical, professional, personal, and social. This research applied an explanatory sequential mixed-method design that involved 125 sixth- and eighth-semester students of the English Language Education Study Program at Ganesha University. It involved questionnaire to collect quantitative data and Focus Group Discussion (FGD) to gather the qualitative data. The quantitative data were analyzed using descriptive statistics and the Mann-Whitney U test, while the qualitative data were analyzed using Miles and Huberman's theory (1994). The research findings revealed that both male and female as well as low- and high-achieving prospective English teachers demonstrated very positive perceptions across all teacher competencies. Furthermore, the result of Mann-Whitney U test indicated no differences in perceptions based on gender ($p = .890$) and academic achievement ($p = .599$). These results were strengthened by the qualitative findings, emphasizing that the prospective English teachers valued all teacher competencies as integral aspects of good English teachers' characteristics. Their perceptions were not affected by individual factors like gender or academic achievement. Instead, they were largely shaped by experiences in coursework, teaching practicum, and other experiential learning opportunities during their educational programs. This research suggests that institutions of teacher education should remain qualities of prospective teachers through meaningful teaching experiences and reflective practices. More investigation

in broader educational contexts are encouraged for future research to examine prospective teachers' perceptions regarding good English teachers characteristics.

