

Appendix 1. Blueprint of Questionnaire

BLUEPRINT OF QUESTIONNAIRE **“PERCEPTIONS OF PROSPECTIVE ENGLISH TEACHERS REGARDING** **GOOD ENGLISH TEACHER CHARACTERISTICS: A COMPARATIVE** **ANALYSIS FOCUSED ON GENDER AND LEVEL OF ACHIEVEMENT”**

The questionnaire blueprint was based on Permendiknas No. 16 Tahun 2007 (Minister of National Education Regulation No. 16 of 2007) on Indonesian Teacher Competency Standards. The questionnaire items were developed across four dimensions of teachers' competencies: professional, pedagogical, social, and personal. While the regulation served as the theoretical foundation, the development of the questionnaire was also supported by other relevant theories, as shown in the table below.

Closed-ended questionnaire

No	Dimensions	Indicators	Items	Related Theory
1	Professional competency	It involves the teacher's English proficiency, accuracy, and fluency.	1 - 13	(Borg, 2006b; Guspita et al., 2023; Hien, 2020)
2	Pedagogical competency	It involves the ability to organize the teaching and learning practice.	14 - 33	(Purnomo, 2023; Wirantaka & Wahyudianawati, 2021)
3	Social competency	It involves the teacher's ability to	34 - 40	(Karim et al., 2020; Tarajová & Metruk,

		interact and build relationships with students.		2020)
4	Personal competency	It involves the teacher's motivation, attitude, and resilience	41 - 50	(Carmel & Badash, 2021; Fauth et al., 2019; Karim et al., 2020; Tarajová & Metruk, 2020)



Appendix 2. Questionnaire Instrument

QUESTIONNAIRE INSTRUMENT

“PERCEPTIONS OF PROSPECTIVE ENGLISH TEACHERS REGARDING GOOD ENGLISH TEACHER CHARACTERISTICS: A COMPARATIVE ANALYSIS FOCUSED ON GENDER AND LEVEL OF ACHIEVEMENT”

Demographic data of the respondents:

Name :
WA Number :
Gender :
Semester :
Last GPA :



Description:

5: Very Important
4: Important
3: Somewhat Important
2: Unimportant
1: Very Unimportant

No	Dimension		Score				
			5	4	3	2	1
1	Professional competency	Demonstrate positive attitudes toward the profession as a teacher					
		Make the class alive					
		Come into the class with something new					
		Set up classroom rules					
		Plan the lesson					
		Teach according to the plan					
		Have various strategies to motivate students to learn					
		Become a model in English language use					
		Employ various teaching strategies					
		Support teaching with appropriate learning media					
		Manage time well					
		Employ various strategies to assess students' learning					
		Guide students to reflect on their learning					
2	Pedagogy competency	Use original ideas					
		Demonstrate sense of humour					
		Show understanding					
		Get students understand the learning goals					
		Know students' names					
		Good communication skills in English					
		Give feedback to students' work					

		Acknowledge students' good learning achievement					
		Can explain well					
		Give many examples					
		Use clear instructions					
		Consider students' needs in teaching					
		Answer students' questions					
		Encourage students ask questions					
		Ready to help student learn					
		Check students' progress					
		Teach English language in contexts					
		Relate English language learning to real life					
		Provide activities to practice					
		Provide activities to develop creative language use					
3	Social competency	Give positive respond / comment					
		Good relationship with the students					
		Motivate students to achieve high					
		Alert to students' problems					
		Create learning atmospheres that make students feel comfortable					
		Assure students' feeling of belonging					
		Praise students for good behaviours					
4	Personal competency	Treat students equally					
		Avoid any kind of discrimination					
		Warm personality that results in positive vibes					
		Cheerful					
		Open for critique					

		Easy to forgive					
		Show empathy					
		Respect all students					
		Good listener to students					
		Care to students' wellbeing					

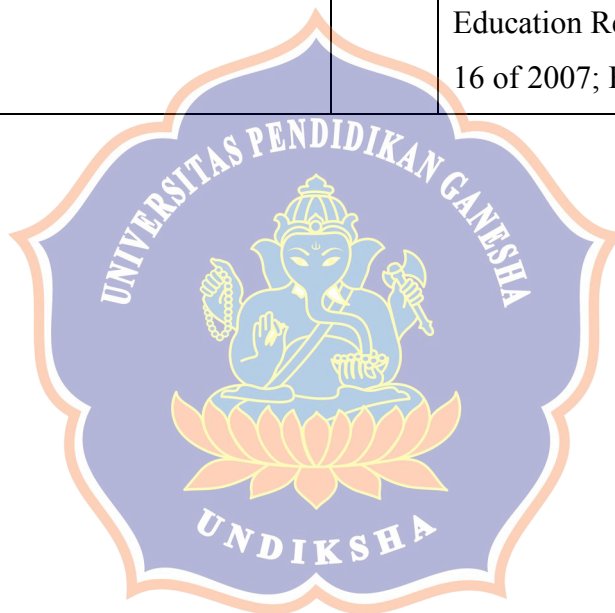


BLUEPRINT OF FOCUS GROUP DISCUSSION INTERVIEW GUIDE
“PERCEPTIONS OF PROSPECTIVE ENGLISH TEACHERS REGARDING GOOD
ENGLISH TEACHER CHARACTERISTICS: A COMPARATIVE ANALYSIS
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The focus group discussion interview guide was based on Permendiknas No. 16 Tahun 2007 (Minister of National Education Regulation No. 16 of 2007) on Indonesian Teacher Competency Standards. The questions developed across four dimensions of teachers' competencies: professional, pedagogical, social, and personal. While the regulation served as the theoretical foundation, the development of the interview was also supported by other relevant theories, as shown in the table below.

No	Dimensions	Indicators	Items	Related Theory
1	All competencies	General perception of a good English teacher	1	(Teacher competency standards based on Minister of National Education Regulation No. 16 of 2007; Borg, 2006)
2	Professional competency	English language proficiency/mastery of the target language	2-3	(Borg, 2006b; Guspita et al., 2023; Hien, 2020)
3	Pedagogical competency	Ability to facilitate effective learning; understanding of students' learning needs	4-5	(Purnomo, 2023; Wirantaka & Wahyudianawati, 2021)
4	Social competency	Interpersonal communication skills;	6-7	(Karim et al., 2020; Tarajová & Metruk, 2020)

		empathy and respect; building teacher– student relationship		
5	Personal competency	Positive attitude and enthusiasm; emotional stability; classroom climate	8-9	(Carmel & Badash, 2021; Fauth et al., 2019; Karim et al., 2020; Tarajová & Metruk, 2020)
6	All competencies	Additional perceptions	10-11	(Teacher competency standards based on Minister of National Education Regulation No. 16 of 2007; Borg, 2006)

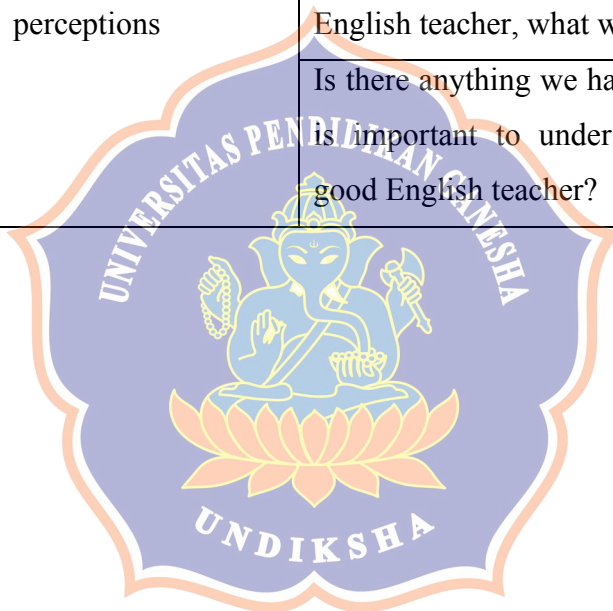


INSTRUMENT OF FOCUS GROUP DISCUSSION INTERVIEW GUIDE
“PERCEPTIONS OF PROSPECTIVE ENGLISH TEACHERS REGARDING GOOD
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No	Dimensions	Indicators	Questions
1	All competencies	General perception of a good English teacher	In your opinion, what makes an English teacher 'good' or 'effective'?
2	Professional competency	English language proficiency/mastery of the target language	How important is it for an English teacher to have a strong command of the English language? What other knowledge or skills do you think a professional English teacher should have?
3	Pedagogical competency	Ability to facilitate effective learning; understanding of students’ learning needs	Why does a teacher need to have pedagogical competency? What qualities or abilities should a good English teacher have in terms of teaching and helping students learn?
4	Social	Interpersonal	Why do you think social competency is

	competency	communication skills; empathy and respect; building teacher–student relationship	important for a teacher? What are the examples of the competency? How should a good English teacher build relationships with students from different backgrounds?
5	Personal competency	Positive attitude and enthusiasm; emotional stability; classroom climate	How important is a teacher's personality in shaping the learning environment? What kinds of personal competencies must a good English teacher have?
6	All competencies	Additional perceptions	If you could create a profile of the ‘ideal’ English teacher, what would that look like? Is there anything we haven't asked that you feel is important to understanding what makes a good English teacher?



Appendix 5. Expert Judgement Sheets of the Questionnaire

EXPERT JUDGEMENT SHEET
QUESTIONNAIRE INSTRUMENT
“PERSPECTIVES OF PROSPECTIVE ENGLISH TEACHERS REGARDING GOOD
ENGLISH TEACHER CHARACTERISTICS: A COMPARATIVE ANALYSIS
FOCUSED ON GENDER AND LEVEL OF ACHIEVEMENT”

Demographic data of the respondents:

Name :
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Description:

5: Very Important
 4: Important
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No	Dimension		Score					Assessment	
			5	4	3	2	1	Relevant	Irrelevant
1	Professional competency	Demonstrate positive attitudes toward the profession as a teacher						✓	
		Make the class alive						✓	
		Come into the class with something new						✓	
		Set up classroom rules						✓	
		Plan the lesson						✓	
		Teach according to the plan						✓	
		Have various strategies to motivate students to learn						✓	
		Become a model in English language use						✓	
		Employ various teaching strategies						✓	
		Support teaching with appropriate learning media						✓	
		Manage time well						✓	
		Employ various strategies to assess students' learning						✓	
		Guide students to reflect on						✓	

		their learning								
2	Pedagogy competency	Use original ideas							✓	
		Demonstrate sense of humour							✓	
		Show understanding							✓	
		Get students understand the learning goals							✓	
		Know students' names							✓	
		Good communication skills in English							✓	
		Give feedback to students' work							✓	
		Acknowledge students' good learning achievement							✓	
		Can explain well							✓	
		Give many examples							✓	
		Use clear instructions							✓	
		Consider students' needs in teaching							✓	
		Answer students' questions							✓	
		Encourage students ask questions							✓	
		Ready to help student learn							✓	
		Check students' progress							✓	
		Teach English language in contexts							✓	
		Relate English language learning to real life							✓	
		Provide activities to practice							✓	
		Provide activities to develop creative language use							✓	
3	Social competency	Give positive respond / comment							✓	
		Good relationship with the students							✓	
		Motivate students to achieve high							✓	
		Alert to students' problems							✓	

		Create learning atmospheres that make students feel comfortable						✓	
		Assure students' feeling of belonging						✓	
		Praise students for good behaviours						✓	
4	Personal competency	Treat students equally						✓	
		Avoid any kind of discrimination						✓	
		Warm personality that results in positive vibes						✓	
		Cheerful						✓	
		Open for critique						✓	
		Easy to forgive						✓	
		Show empathy						✓	
		Respect all students						✓	
		Good listener to students						✓	
		Care to students' wellbeing						✓	

Singaraja, 31st May 2025

Expert 1

Prof. Dra. Luh Putu Artini, M.A., Ph.D.

EXPERT JUDGEMENT SHEET
QUESTIONNAIRE INSTRUMENT
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No	Dimension		Score					Assessment	
			5	4	3	2	1	Relevant	Irrelevant
1	Professional competency	Demonstrate positive attitudes toward the profession as a teacher						✓	
		Make the class alive						✓	
		Come into the class with something new						✓	
		Set up classroom rules						✓	
		Plan the lesson						✓	
		Teach according to the plan						✓	
		Have various strategies to motivate students to learn						✓	
		Become a model in English language use						✓	
		Employ various teaching strategies						✓	
		Support teaching with appropriate learning media						✓	
		Manage time well						✓	
		Employ various strategies to assess students' learning						✓	
		Guide students to reflect on their learning						✓	
2	Pedagogy competency	Use original ideas						✓	
		Demonstrate sense of humour						✓	
		Show understanding						✓	
		Get students understand the learning goals						✓	
		Know students' names						✓	
		Good communication skills in English						✓	
		Give feedback to students'						✓	

		work							
		Acknowledge students' good learning achievement						✓	
		Can explain well						✓	
		Give many examples						✓	
		Use clear instructions						✓	
		Consider students' needs in teaching						✓	
		Answer students' questions						✓	
		Encourage students ask questions						✓	
		Ready to help student learn						✓	
		Check students' progress						✓	
		Teach English language in contexts						✓	
		Relate English language learning to real life						✓	
		Provide activities to practice						✓	
		Provide activities to develop creative language use						✓	
3	Social competency	Give positive respond / comment						✓	
		Good relationship with the students						✓	
		Motivate students to achieve high						✓	
		Alert to students' problems						✓	
		Create learning atmospheres that make students feel comfortable						✓	

		Assure students' feeling of belonging						✓	
		Praise students for good behaviours						✓	
4	Personal competency	Treat students equally						✓	
		Avoid any kind of discrimination						✓	
		Warm personality that results in positive vibes						✓	
		Cheerful						✓	
		Open for critique						✓	
		Easy to forgive						✓	
		Show empathy						✓	
		Respect all students						✓	
		Good listener to students						✓	
		Care to students' wellbeing						✓	

Singaraja, 31st May 2025

Expert 2

Anyt

Prof. Dr. Ni Luh Putu Sri Adnyani,
S.Pd., M.Hum.

Appendix 6. Experts Judgements Sheets of FGD Interview Guide

EXPERT JUDGEMENT SHEET **FOCUS GROUP DISCUSSION INTERVIEW GUIDE** **“PERSPECTIVES OF PROSPECTIVE ENGLISH TEACHERS REGARDING** **GOOD ENGLISH TEACHER CHARACTERISTICS: A COMPARATIVE** **ANALYSIS FOCUSED ON GENDER AND LEVEL OF ACHIEVEMENT”**

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No	Dimensions	Questions	Relevant	Irrelevant
1	All competencies	In your opinion, what makes an English teacher 'good' or 'effective'?	✓	
2	Professional competency	How important is it for an English teacher to have a strong command of the English language?	✓	
		What other knowledge or skills do you think a professional English teacher should have?	✓	
3	Pedagogical competency	Why does a teacher need to have pedagogical competency?	✓	
		What qualities or abilities should a good English teacher have in terms of teaching and helping students learn?	✓	
4	Social competency	Why do you think social competency is important for a teacher? What are the examples of the competency?	✓	
		How should a good English teacher build relationships with students from different backgrounds?	✓	

5	Personal competency	How important is a teacher's personality in shaping the learning environment?	✓	
		What kinds of personal competencies must a good English teacher have?	✓	
6	All competencies	If you could create a profile of the 'ideal' English teacher, what would that look like?	✓	
		Is there anything we haven't asked that you feel is important to understanding what makes a good English teacher?	✓	



Singaraja, 31st May 2025

Expert 1

Prof. Dra. Luh Putu Artini,
M.A., Ph.D.

EXPERT JUDGEMENT SHEET
FOCUS GROUP DISCUSSION INTERVIEW GUIDE
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GOOD ENGLISH TEACHER CHARACTERISTICS: A COMPARATIVE
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No	Dimensions	Questions	Relevant	Irrelevant
1	All competencies	In your opinion, what makes an English teacher 'good' or 'effective'?	✓	
2	Professional competency	How important is it for an English teacher to have a strong command of the English language?	✓	
		What other knowledge or skills do you think a professional English teacher should have?	✓	
3	Pedagogical competency	Why does a teacher need to have pedagogical competency?	✓	
		What qualities or abilities should a good English teacher have in terms of teaching and helping students learn?	✓	
4	Social competency	Why do you think social competency is important for a teacher? What are the examples of the competency?	✓	
		How should a good English teacher build relationships with students from different backgrounds?	✓	
5	Personal	How important is a teacher's personality in	✓	

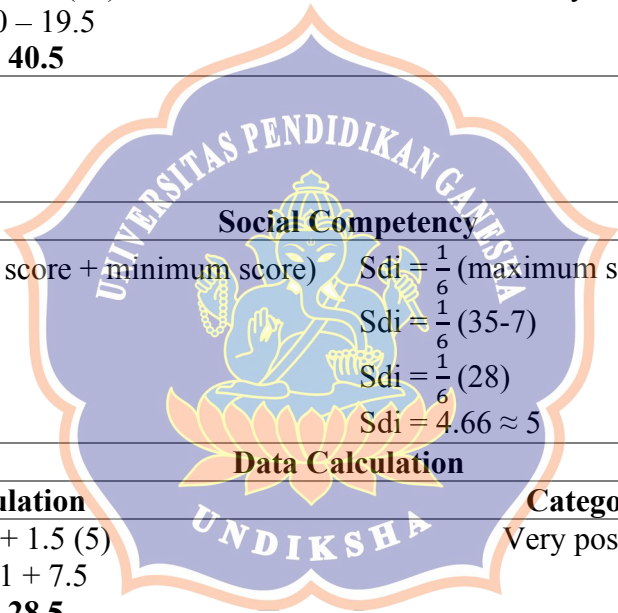
	competency	shaping the learning environment?		
		What kinds of personal competencies must a good English teacher have?	✓	
6	All competencies	If you could create a profile of the 'ideal' English teacher, what would that look like?	✓	
		Is there anything we haven't asked that you feel is important to understanding what makes a good English teacher?	✓	



Appendix 7. Category of Teacher's Perceptions based on Each Teacher Competency

Professional Competency	
$Mi = \frac{1}{2} (\text{maximal score} + \text{minimum score})$	$Sdi = \frac{1}{6} (\text{maximum score} - \text{minimum score})$
$Mi = \frac{1}{2} (65 + 13)$	$Sdi = \frac{1}{6} (65 - 13)$
$Mi = \frac{1}{2} (78)$	$Sdi = \frac{1}{6} (52)$
$Mi = 39$	$Sdi = 8.66 \approx 9$
Data Calculation	
Calculation	Category
$X \geq 39 + 1.5 (9)$ $X \geq 39 + 13.5$ $X \geq 52.5$	Very positive
$39 + 0.5 (9) \leq X < 39 + 1.5 (9)$ $39 + 4.5 \leq X < 39 + 13.5$ $43.5 \leq X < 52.5$	Positive
$39 - 0.5 (9) \leq X < 39 + 0.5 (9)$ $39 - 4.5 \leq X < 39 + 4.5$ $34.5 \leq X < 43.5$	Average
$39 - 1.5 (9) \leq X < 39 - 0.5 (9)$ $39 - 13.5 \leq X < 39 - 4.5$ $25.5 \leq X < 34.5$	Poor
$X < 39 - 1.5 (9)$ $X < 39 - 13.5$ $X < 25.5$	Very Poor

Pedagogical Competency	
$Mi = \frac{1}{2} (\text{maximal score} + \text{minimum score})$	$Sdi = \frac{1}{6} (\text{maximum score} - \text{minimum score})$
$Mi = \frac{1}{2} (100+20)$	$Sdi = \frac{1}{6} (100-20)$
$Mi = \frac{1}{2} (120)$	$Sdi = \frac{1}{6} (80)$
$Mi = 60$	$Sdi = 13.33 \approx 13$
Data Calculation	
Calculation	Category
$X \geq 60 + 1.5 (13)$	Very positive

$X \geq 60 + 19.5$ $X \geq 79.5$	
$60 + 0.5 (13) \leq X < 60 + 1.5 (13)$ $60 + 6.5 \leq X < 60 + 19.5$ $66.5 \leq X < 79.5$	Positive
$60 - 0.5 (13) \leq X < 60 + 0.5 (13)$ $60 - 6.5 \leq X < 60 + 6.5$ $53.5 \leq X < 66.5$	Average
$60 - 1.5 (13) \leq X < 60 - 0.5 (13)$ $60 - 19.5 \leq X < 60 - 6.5$ $40.5 \leq X < 53.5$	Poor
$X < 60 - 1.5 (13)$ $X < 60 - 19.5$ $X < 40.5$	Very Poor
 Social Competency $M_i = \frac{1}{2} (\text{maximal score} + \text{minimum score})$ $M_i = \frac{1}{2} (35+7)$ $M_i = \frac{1}{2} (42)$ $M_i = 21$ $S_{di} = \frac{1}{6} (\text{maximum score} - \text{minimum score})$ $S_{di} = \frac{1}{6} (35-7)$ $S_{di} = \frac{1}{6} (28)$ $S_{di} = 4.66 \approx 5$ Data Calculation	
Calculation	Category
$X \geq 21 + 1.5 (5)$ $X \geq 21 + 7.5$ $X \geq 28.5$	Very positive
$21 + 0.5 (5) \leq X < 21 + 1.5 (5)$ $21 + 2.5 \leq X < 21 + 7.5$ $23.5 \leq X < 28.5$	Positive
$21 - 0.5 (5) \leq X < 21 + 0.5 (5)$ $21 - 42.5 \leq X < 21 + 2.5$ $18.5 \leq X < 23.5$	Average
$21 - 1.5 (5) \leq X < 39 - 0.5 (5)$ $21 - 7.5 \leq X < 21 - 2.5$ $13.5 \leq X < 18.5$	Poor
$X < 21 - 1.5 (5)$ $X < 21 - 7.5$ $X < 13.5$	Very Poor

Personal Competency	
$Mi = \frac{1}{2} (\text{maximal score} + \text{minimum score})$	$Sdi = \frac{1}{6} (\text{maximum score} - \text{minimum score})$
$Mi = \frac{1}{2} (50+10)$	$Sdi = \frac{1}{6} (50-10)$
$Mi = \frac{1}{2} (60)$	$Sdi = \frac{1}{6} (40)$
$Mi = 30$	$Sdi = 6.66 \approx 7$
Data Calculation	
Calculation	Category
$X \geq 30 + 1.5 (7)$ $X \geq 30 + 10.5$ $X \geq 40.5$	Very positive
$30 + 0.5 (7) \leq X < 30 + 1.5 (7)$ $30 + 3.5 \leq X < 30 + 10.5$ $33.5 \leq X < 40.5$	Positive
$30 - 0.5 (7) \leq X < 30 + 0.5 (7)$ $30 - 3.5 \leq X < 30 + 3.5$ $26.5 \leq X < 33.5$	Average
$30 - 1.5 (7) \leq X < 30 - 0.5 (7)$ $30 - 10.5 \leq X < 30 - 3.5$ $19.5 \leq X < 26.5$	Poor
$X < 30 - 1.5 (7)$ $X < 30 - 10.5$ $X < 19.5$	Very Poor

