

APPENDIX 1 QUESTIONNAIRE AND QUESTION FOR INTERVIEW

A. The questioner for the alumni's

1. **Salary Satisfaction:** "I believe that the salary for English teachers is satisfactory and motivates me to pursue this profession."

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

2. **Salary and Job Performance:** "A competitive salary positively impacts the job performance of English teachers."

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

3. **Salary and Career Choice:** "The salary potential for English teachers influences my decision to pursue this career."

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

4. **Salary and Job Satisfaction:** "A higher salary would significantly increase my job satisfaction as an English teacher."

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral

- Disagree
- 5. **Challenges in Classroom Management:** "Managing a diverse classroom is a significant challenge for English teachers."
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 6. **Challenges in Curriculum Adaptation:** "Adapting the curriculum to meet diverse student needs is a major challenge for English teachers."
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 7. **Workload Challenges:** "The workload associated with being an English teacher is a significant challenge."
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 8. **Professional Development Challenges:** "Finding opportunities for professional development is challenging for English teachers."
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 9. **Intrinsic Motivation:** "My passion for teaching and the English language is my primary motivation to become an English teacher."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. Extrinsic Motivation: "External factors, such as job security and benefits, motivate me to pursue a career as an English teacher."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

11. Student Success Motivation: "Seeing students succeed motivates me to become an English teacher."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. Personal Fulfillment: "Teaching English provides a sense of personal fulfillment and purpose."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. Pedagogical Skill Development: "Continuous development of pedagogical skills is essential for the effectiveness of English teachers."

- Strongly Agree
- Agree
- Neutral

- Disagree
- Strongly Disagree

14. Effective Teaching Methods: "The ability to use diverse and effective teaching methods is crucial for success as an English teacher."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

15. Collaborative Learning: "The ability to facilitate collaborative learning among students is important for English teachers."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

16. Use of Technology: "Proficiency in using technology to enhance learning is essential for English teachers."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

17. Confidence in Subject Knowledge: "Confidence in my knowledge of the English language is essential for my success as an English teacher."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

18. Confidence in Teaching Abilities: "I feel confident in my ability to teach English effectively and inspire my students."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

19. Confidence in Addressing Challenges: "I am confident in my ability to address challenges that arise in the classroom."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

20. Confidence in Student Engagement: "I feel confident in my ability to engage students in the learning process."

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

APPENDIX 2 Google Form Questionnaire

Formulir tanpa judul

Pertanyaan Jawaban 110 Setelan

110 jawaban

Lihat di Spreadsheet

Menerima jawaban

Ringkasan Pertanyaan Individual

Nama Inisial

110 jawaban

HN

Rosalina Kusuma Sari

S

Ryan Setiawan

APPENDIX 3 The question for interview alumni's

Influence of Salary on the Teaching Profession:

- How do you perceive the impact of salary on your decision to pursue a career as an English teacher?
- In what ways has your salary influenced your job satisfaction and retention in the teaching profession?
- Do you think the current salary structure for English teachers is adequate? Why or why not?

Challenges in Becoming an English Teacher:

- What are some of the most significant challenges you faced when you first started teaching English?
- How have these challenges affected your perception of the teaching profession?
- Can you provide examples of how you have overcome these challenges?

Influence of Pedagogic Skills on Being an English Teacher:

- How do you perceive the role of pedagogic skills in your effectiveness as an English teacher?
- In what ways have your pedagogic skills evolved since you began teaching?
- How do you ensure that your teaching methods remain effective and engaging for your students?

Impact of Motivation on Becoming an English Teacher:

- What motivated you to become an English teacher initially, and has this motivation changed over time?
- How does your level of motivation affect your performance and commitment to teaching?
- What strategies do you use to maintain your motivation as an English teacher?

Influence of Confidence on Being an English Teacher:

- How important is confidence in your role as an English teacher?
- Can you describe a situation where your confidence significantly impacted your teaching?
- What steps do you take to build and maintain your confidence in the classroom?

B. Result of the Interview

Influence of Salary on the Teaching Profession

1. How do you perceive the impact of salary on your decision to pursue a career as an English teacher?
 - Respondent 1: "The salary for English teachers is very low compared to other jobs that require similar qualifications. It made me rethink before choosing this profession."

- Respondent 2: "I feel that with a lot of responsibility, the teacher's salary is not attractive enough. That was one of the main reasons I chose another career."
- Respondent 3: "The low salary offered didn't suit my living needs, so I chose another profession that was more financially profitable."
- Respondent 4: "When considering the teaching profession, I felt that the salary was not worth the effort I had to expend, so I decided to pursue a career in another field."
- Respondent 5: "Although I love teaching, the low salary does not provide enough motivation for me to stay in this profession."

2. In what ways has your salary influenced your job satisfaction and retention in the teaching profession?

- Respondent 1: "I feel that with an inadequate salary, I will not be satisfied with working as a teacher. This makes me doubt about staying in this profession for long."
- Respondent 2: "The low salary is one of the main factors why I didn't choose to become a teacher. I need better financial stability."
- Respondent 3: "Job satisfaction is greatly influenced by salary. With a low salary, I find it difficult to stay motivated and committed in the long run."
- Respondent 4: "I want a job that is not only emotionally satisfying but also financially fulfilling. The low salary of teachers made me look for other career options."
- Respondent 5: "The inadequate salary definitely affects my desire to stay in this profession. I chose to switch to another profession that is more promising."

3. Do you think the current salary structure for English teachers is adequate? Why or why not?

- Respondent 1: "No, the current salary structure is inadequate. Teachers don't get proper compensation for their workload."

- Respondent 2: "The current salary of teachers is far from enough. This is not enough to attract or retain qualified teaching staff."
- Respondent 3: "I think teachers' salaries need to be increased to reflect the importance of their role in education."
- Respondent 4: "The current salary structure is unrealistic with the rising cost of living, especially in big cities."
- Respondent 5: "Teacher salaries should be more competitive so that the profession can attract more talented people."

Challenges in Becoming an English Teacher:

1. What are some of the most significant challenges you faced when you first started teaching English?

- Respondent 1: "Managing diverse classes with students who have different learning interests is a big challenge for me."
- Respondent 2: "The biggest challenge is the heavy administration and lack of support from the school in this regard."
- Respondent 3: "I find it difficult to cope with unmotivated students, and this makes me feel less effective as a teacher."
- Respondent 4: "Balancing time between teaching, preparing materials, and managing administrative tasks is very challenging."
- Respondent 5: "I have difficulty in finding effective teaching methods for all students with different levels of ability."

2. How have these challenges affected your perception of the teaching profession?

- Respondent 1: "This challenge makes me feel that the teaching profession is too heavy without proper appreciation."

- Respondent 2: "After seeing this challenge, I decided to look for another career that better matched my expectations."
- Respondent 3: "This challenge made me feel that teaching was not for me, so I chose another career."
- Respondent 4: "I feel that being a teacher is too difficult and underappreciated, so I don't want to continue on this path."
- Respondent 5: "The challenges I faced made me reconsider my choice to become a teacher."

3. Can you provide examples of how you have overcome these challenges?

- Respondent 1: "I decided to pursue another career where I could work more comfortably and not face those challenges."
- Respondent 2: "Instead of trying to overcome this challenge, I chose a different career path."
- Respondent 3: "I decided not to pursue a career as a teacher and focus on other areas that better suited my interests."
- Respondent 4: "I didn't really overcome the challenge, but rather looked for a job outside of education."
- Respondent 5: "I decided to leave the teaching profession because I felt the challenges were too much to overcome."

Influence of Pedagogic Skills on Being an English Teacher:

1. How do you perceive the role of pedagogic skills in your effectiveness as an English teacher?

- Respondent 1: "Pedagogic skills are very important, but I don't feel like I get enough support to develop them."

- Respondent 2: "Without adequate pedagogic skills, it is difficult for me to be an effective teacher."
- Respondent 3: "I feel that my suboptimal pedagogic skills make me feel less confident to teach."
- Respondent 4: "Pedagogic skills are important, but I don't feel like I have enough abilities for it."
- Respondent 5: "I understand the importance of pedagogical skills, but the lack of training makes me feel unprepared."

2. In what ways have your pedagogic skills evolved since you began teaching?

- Respondent 1: "I didn't really develop pedagogic skills because I decided not to be a teacher."
- Respondent 2: "My pedagogic skills are not developing because I chose to pursue a career outside of education."
- Respondent 3: "I never really delved into pedagogic skills because I decided not to pursue this profession."
- Respondent 4: "Since I didn't pursue a career as a teacher, my pedagogic skills didn't develop."
- Respondent 5: "I didn't have the opportunity to develop my pedagogic skills because I didn't become a teacher."

3. How do you ensure that your teaching methods remain effective and engaging for your students?

- Respondent 1: "I can't answer this because I don't become a teacher."
- Respondent 2: "I didn't develop teaching methods because I didn't choose to be a teacher."

- Respondent 3: "I don't have a teaching method because I don't work as a teacher."
- Respondent 4: "I didn't develop teaching methods because I decided to work outside of education."
- Respondent 5: "I never developed a teaching method because I didn't choose this profession."

Impact of Motivation on Becoming an English Teacher:

1. What motivated you to become an English teacher initially, and has this motivation changed over time?

- Respondent 1: "I was initially interested because I wanted to help students learn, but after understanding the challenges, my motivation decreased."
- Respondent 2: "I was interested in teaching initially, but after seeing the salary and the challenges that existed, my motivation decreased."
- Respondent 3: "My initial motivation was to want to share knowledge, but the low salary made me rethink."
- Respondent 4: "I was interested in teaching at first, but after understanding more deeply about this profession, I didn't feel like a good fit."
- Respondent 5: "My initial motivation was to make a positive impact, but the challenges and low salary made me choose another career."

2. How does your level of motivation affect your performance and commitment to teaching?

- Respondent 1: "Low motivation makes me feel like I won't be able to give my best, so I choose not to teach."
- Respondent 2: "Without enough motivation, I found it difficult to commit to becoming a teacher, so I chose another career path."

- Respondent 3: "Declining motivation made me hesitant to commit to this profession, so I decided not to teach."

- Respondent 4: "My low motivation affects performance me, so I chose to pursue another career."

- Respondent 5: "I feel that without enough motivation, I can't fully commit as a teacher."

3. What strategies do you use to maintain your motivation as an English teacher?

- Respondent 1: "I don't use any strategy because I don't become a teacher."

- Respondent 2: "I didn't develop a motivational strategy because I didn't choose to teach."

- Respondent 3: "I didn't use any strategy because I chose another career."

- Respondent 4: "I don't need strategy because I don't teach."

- Respondent 5: "I didn't develop any strategy because I didn't choose this profession."

Influence of Confidence on Being an English Teacher:

1. How important is confidence in your role as an English teacher?

- Respondent 1: "Confidence is very important, but I feel I lack it to be a good teacher."

- Respondent 2: "Without confidence, it's hard for me to imagine managing a classroom effectively."

- Respondent 3: "I feel less confident, so I don't feel like I'm a good fit for this profession."

- Respondent 4: "Confidence is key, but I don't feel like I have enough confidence to teach."
- Respondent 5: "I feel that without enough confidence, I won't be able to teach well."

2. Can you describe a situation where your confidence significantly impacted your teaching?

- Respondent 1: "I didn't experience this situation because I didn't become a teacher."
- Respondent 2: "I have no teaching experience because I didn't pursue this profession."
- Respondent 3: "I didn't experience this situation because I decided not to become a teacher."
- Respondent 4: "I can't give an example because I don't work as a teacher."
- Respondent 5: "I didn't experience this situation because I chose another career."

3. What steps do you take to build and maintain your confidence in the classroom?

- Respondent 1: "I didn't develop those steps because I didn't become a teacher."
- Respondent 2: "I don't need to build confidence in the context of teaching because I don't teach."
- Respondent 3: "I don't do anything to build confidence because I don't teach."

- Respondent 4: "I didn't develop confidence in the context of teaching because I chose another career."
- Respondent 5: "I don't build confidence in this context because I don't become a teacher."



APPENDIX 4 STATEMENT



YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus UMK Gondangmanis Bae Kudus Po Box 53
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STATEMENT

The undersigned below:

Name : Muhammad Fadhil Syaputra

NIM : 202032057

Study Program : English Education Department

Skripsi Title : THE EED UMK ALUMNI'S PERCEPTION OF AS
ENGLISH TEACHER AS A PROFESSION

State that this skripsi is indeed the scientific work of mine, not that of others. I only
make certain quotations from others as references to support my skripsi.

I am fully responsible for this statement.

Kudus, 20 August, 2024

The writer

Muhammad Fadhil
Syahputra

APPENDIX 5 Keterangan Selesai Bimbingan



AYASAN PEMBINA UNIVERSITAS MURIA KUDUS
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Yang bertanda tangan dibawah ini mahasiswa:

Nama : **Dr. Rismiyanto , S.S. , M.Pd.**
NIDN : **0622067301**
Jabatan : Pembimbing I

Nama : **Dr. Titis Sulistyowati, S.S., M.Pd**
NIDN : **0002048101**
Jabatan : Pembimbing II
Menerangkan bahwa

Nama : **Muhammad Fadhil Syahputra**
NIM/Semester : 202032057/8
Program studi : Pendidikan Bahasa Inggris

Telah menyelesaikan bimbingan skripsi yang berjudul:

**“THE EED UMK ALUMNI’S PERCEPTION OF AS ENGLISH TEACHER AS
A PROFESSION”**

Demikian surat keterangan ini dibuat untuk mengajukan permohonan ujian terakhir.

Pembimbing I

Dr. Rismiyanto , S.S. , M.Pd.
NIDN.0622067301

Kudus, 20 August, 2024
Pembimbing II

Dr. Titis Sulistyowati, S.S., M.Pd
NIDN.0002048101

APPENDIX 6 Keterangan Selesai Bimbingan



YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
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PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Muhammad Fadhil Syahputra
NIM/Semester : 202032057/8
Program Studi : Pendidikan Bahasa Inggris

mengajukan permohonan menempuh ujian skripsi.

Bersama ini kami lampirkan:

1. Surat pernyataan mahasiswa tentang orisinilitas skripsi
2. Surat keterangan selesai bimbingan skripsi
3. Naskah skripsi 4 eksemplar
4. Tanda bukti pembayaran bimbingan dan ujian skripsi
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0

Kudus, 20 Agustus 2024

Mengetahui
Ka. Prodi


Pemohon

Dr. Titis Sulistyowati, S.S., M.Pd
NIDN.0002048101

Muhammad Fadhil Syahputra
202032057



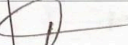

APPENDIX 7 Bukti Bimbingan

Lampiran 31
Formulir B6 Kartu Bimbingan

 YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
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Nama : Muhammad Fadhil Syarifurrah
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2. Dr. Titis Sukiriyawati, S.S., M.Pd

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Ket
			Pembim- bing	Maha- siswa	
1	Jumat, 21 Juni 2024				<u>Rini</u>
2	Sabtu, 29 Juni 2024				<u>Rini</u>
3	Jum. 1 Juli 2024				<u>Rini</u>
4	Kamis 5 Juli 2024				<u>Rini</u>

Pedoman Penulisan Skripsi FKIP-UMK 139

APPENDIX 8 Curriculum Vitae

CURRICULUM VITAE



Muhammad Fadhil Syahputra was born in August, 30th 2002 in Pati. He lives in Muktiharjo Village, Margorejo, Pati. His Parent name are Mr. Sutikno and Mrs. Sri wiji

His education began from TK Pertiwi Tunas bakti (2006-2008), and then SDN Muktiharjo 01. He countinue his education from elementary school to SMPN 3 Kudus and to SMAN 2 PATI, and he graduated in 2020. Then, since 2020 he becomes one of the students in English Education Department Universitas Muria Kudus. He chose two organization during his time in college, that was being a Staf BEM FKIP in 2020/2021. Member of BEM FKIP 2021/2022 and the last Students vice president of BEM KM UMK 2023/2024.

In Universitas Muria Kudus, he got a lot of knowledge and experiences. Besides getting a lot of knowledge and experiences, he also got many other benefits and also got to know new friends in college.