The Voice of Senior High School Alumni in Border Area:
Experience and Expectation

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ABSTRACT
This research aims to minimize the undergraduate students of FTTE problem by figuring out the alumni of Senior High School experience and expectations in the EFL classroom as the initial information for undergraduate students before conducting the program. 177 alumni of senior high school from five regencies in North Borneo were the respondent. The data collected was an open question questionnaire distributed through a Google form. The result shows most of the alumni of Senior High School argued the class atmosphere was incapable of motivating students to take part. They found the class holding with monotones, traditional settings, and unclear explanations. This condition led them to off mode. Also, an opportunity to practice orally was less because they were just asked to work on the worksheet. An interactive interaction between teachers and students and among students can be found in group discussion. An appropriate language used in explaining allows the students to grab the material better. Providing students opportunities to practice orally and individually makes potential progress. The critical point is learners crave fun and helpful teacher. These responses indicated that a teaching mechanism and the educator's personality would create a conducive learning atmosphere.

Keywords: The voice, Alumni, Experience and expectation, EFL classroom.

1. INTRODUCTION

Teaching is an interaction of imparting to people's needs, experiences, and feelings and making specific interventions to help them learn particular things [1] [2]. It is done a two-way communication process; teaching is carried out by the teacher as an educator, while learning is carried out. Teachers and students show balanced activity and interactive relationship even though their roles are different but related to one another. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education [3]. As the source of knowledge, the teacher plays an essential role in shaping each course's learning outcome. The success of disclosing knowledge to the students depends on how the teacher hosts the class. Effective teaching is not routine, students are not passive, and questions of practice are not simple, predictable, or standardized [4]. Teacher creativity in designing and presenting the

material is needed to build a pleasant learning atmosphere.

Professional teachers are built-in contexts with historical and structural meanings and cultural practices, which all influence the teacher's understanding of himself in that role [5]. Knowing the role of his/her profession allows the teacher to find an improvement for themselves**.** Becoming a qualified teacher taking teacher training while you are teaching your subject [2]. The teacher needs to have practical experience teaching their subject while learning to demonstrate putting theory into practice**.** The Law of Indonesia mandates that teachers must have an academic qualification, competencies, and educator certificates, be physically and mentally healthy, and achieve national education goals [3]. Academic skills are obtained through undergraduate higher education programs or diploma four programs. Teacher competencies cover pedagogical competencies, competencies, social competencies, and professional competencies obtained through professional education. It is further stressed that teachers who do not have academic qualifications and

educator certificates must fulfill academic requirements and educator certificates no later than ten years after enacting this law.

The Faculty of Teacher Training and Education (FTTE) is one of the existing faculties at state and private universities. The FTTE is built for preparing instructional staff with the proper qualification in each area. It requires its students to have both theory and teaching competencies. The theory is started from the first to sixth semester, while the teaching competency is held in the seventh semester through a pre-service teacher program. The pre-service teacher program is the observation and implementation process conducted by undergraduate students to gain aspects of learning, education management, and teaching at school through training to develop learning devices and guided instruction with reflective action [6]. This program allows the students to apply the obtained teaching theory and acquire real experience in each education background to consolidate competency. The pre-service teacher program's general objective is to train prospective teacher students to have the ability to demonstrate performance in real situations, both in teaching activities and other teaching assignments.

Unfortunately, program participants reported that most students do not follow their instruction because the students count them as the university students, not a teacher [7]. Even more, sometimes, students' behavior makes them in tears. This condition sometimes drives the program participant to an in-optimum performance, which affects their achievement. Relational student behaviors are substantially associated with both teachers' self- and other-related emotions [8]. It shows that probably the students' response is depending on how the educator treats them. Also, Teachers seem to feel less competent when students display hostility or aggression towards them and more responsible when students listen after being reprimanded [8]. Teachers seem to care less for their students when they post negative relational behaviors. In contrast, they feel closer to their students when they show positive personal behavior towards the teacher, such as a friendly chat.

This condition inducts the research to illuminate the undergraduate students' problem of conducting the pre-service teacher program by figuring out the EFL alumni experience and expectation. This finding will provide the FTTE students, specifically the English department, initial information about the EFL classroom picture. It will also allow them to prepare themselves and learning devices before they conduct the pre-service teacher program.

2. METHOD

The research was the qualitative research, which gains information about attitudes and values towards something [9][10][11]. This research's respondent was 177 alumni of Senior High School 2018 recruited from five regencies (Tana Tidung, Malinau, Nunukan, Tarakan, and Bulungan) in North Kalimantan. In collecting the data, the researchers used an open question questionnaire [12], which gives the respondent spaces to express their ideas freely towards the question presented. The questions were about the alumni' experience and expectation in the EFL classroom distributed using a google form. The open question was accepting responses and enabling the respondents to edit after submit no longer than three days. The research data was analyzed using Miles and Huberman's analysis model (data collection, condensation, display, and drawing). The open question items are shown below:

Table 1. List of Open Question

No	Open Question
1	Did you find difficulty when you are in English class? Describe!
2	What do you think about the English class performance in senior high school? Why?
3	When you are in the English class, what does motivate you the most to learn? Explain it!
4	What did you like most about your English teacher in senior high school? Describe!
5	What do you dislike most about your English teacher in senior high school? Define!
6	If you have a chance to learn English, what do you think the teacher should do? Describe!
7	What teaching mechanism do you expect in the English course?
8	Between peers and teachers, who does have an essential role in improving your English competencies? Explain!

3. RESULT AND DISCUSSION

3.1. Result

As surveyed by respondents from five regencies in North Kalimantan, varied experiences and perceptions have been reported for EFL class teaching. They were mostly being dominated with positive comments, regardless of the students' attitude. The educational practice is regarded to be very helpful and wished for significant enhancements in further instruction. The unsatisfactory teaching performance came after multiple shortcomings, which affected the students' performance in several distinctive ways. There is a link between one element to another, implying their similar prerequisites and preferences among all the responses given.

3.1.1. Experience

Apart from the students' interest and positive feedback, students frequently faced a vast array of classroom challenges. However, the issues still were sufficiently general to be narrowed down into several outlines. In the speaking session, nearly all areas like Tarakan, Nunukan, Bulungan, Malinau, and Enrekang have through impediments that influenced their performance. Impoverished mental lexicon prevented students from speaking up freely. Also, the anxious propensity to commit errors and failing to produce proper pronunciation was confirmed to be in the account. Fundamental problems dealt with a more considerable part of those domiciled in Tarakan, Bulungan, Nunukan, Malinau, and Tana Tidung. Due to the high degree of complexity, the course material could not grasp smoothly and worsen as the teacher's suboptimal role in the classroom. The implication to this problem led to irrelevant material distribution, which was perceived to be inefficient, a way-too-fast explanation, and minimal interplay since they had scarcely attended each session; thus, to cope with their deficiencies, students have to learn independently.

On the other hand, Malinau respondents afflicted with limited vocabulary consequently got involved in reduced ability to understand in class. In particular, when it comes to mastering structures or grammar, deep comprehension must be built properly. Elsewhere, students stated disparate struggle, claiming a need to handle the discomfort in conducting online classes. Over above that, the learning diminished due to the monotonous classroom atmosphere, which then draws boredom during the meeting. In another case, subjective attitude while conducting educational practice has shrunk the learning interest, specifically during the assessment session. As stated by Nunukan participants, differing evaluation management had induced an unwillingness to put their heart out into each work after students questioned the system effectuation. Therefore, many participants hitherto agreed the substantial role in creating a decent learning circumstance is held by teachers. The teacher is the primary source of incentive to students' language acquisition, including learning motivation and expertise—their responsibility in managing all learning activities and developing students' conceptual frameworks.

The perceptions of the respondents indicate some expectations for teaching attributes. Students tend to show more interest in instructors' captivating and imaginative traits in collaborative learning and game activities. Another discovery to the best teacher characteristic is the ability to transfer knowledge understandably. With these endless choices, the respondents' preferences and recommendations for the application of prospective learning are mutually compatible. Amid the enormous responses leading to Teachers, a small percentage of students tend to be more encouraged by using peer intervention after any learning problem has arisen.

3.1.2. Expectation

In the light of experienced challenges in the class, respondents expected the subsequent English course to be taken under scrutiny. The fundamental strengthening in terms of educating in a less complicated way to comprehend comes from the students of Tarakan, Nunukan, and Tana Tidung. Whereas Malinau, Bulungan, and some Tana Tidung and Tarakan students wished for a more relaxed and enjoyable learning atmosphere. Similar affirmation spelled out by other regions, building a delightful and dull free ambiance in the classroom. Therefore, elaborating educational games for each session will be indubitably entrancing.

It is essential not to restrict the English learning methods to only in-class activity. Some Tarakan students proposed an outdoor learning project, as with study trips to local tourism destinations. They also suggested more intense interaction either between teacher and students or among the students. A student-based discussion is also believed to bring more constructive enhancement in the perspective of Tana Tidung students. Despite all the feedback, contrast views were held by Malinau participants. In each meeting, teachers are expected to present inspirational intercourse.

On the other hand, some of Bulungan respondents were concerned about the prevalent dissemination content. They expect a detailed overview of the lesson, which is easier to understand. This cross is considered more beneficial for students to improve their English skills and crave for broad learning activities in the vocabulary building structure.

3.2. Discussion

A wide variety of perceptions toward English class performance in five regencies shows that most of the learners have evolved into a well-functioning learning system. Nonetheless, an improvement in pedagogical practice and fresh innovation are desired [13]. In the meantime, the rest determine their academic experience is laden with deficiencies. The disparities of viewpoints are constructed along with learning obstacles endured throughout the EFL learning classroom. There is a propensity for students who showed a negative attitude toward English course to define it as a non-optimal practice since they fail to exploit the provided educational interaction. It extends to most students who show profound concern for English lessons only at a precise moment. The performance was believed to help them during the learning session, and they did not notice any significant difficulties.

The lack of EFL class performance has been identified since the fundamental learning issue revealed (difficulties in interpreting the presented content), which involves confusing lectures and fast-speaking expound [14]. Besides, as the most common matter, the internal problems have hindered students from doing their best in speaking class. Student needs for guidance and valid information are not adequately addressed for educators' frequent absence in the scheduled EFL class [15][16]. Consequently, the students have to devour the learning material individually. Reflecting the inadequate class performance is noted that the lack of teacher's sensitiveness has failed to accommodate the needs of students. The unfulfilled demands redirected to another inconsequential alternate model, namely classmates. It denotes synergy among peers brings an inclination. In contrast, a classmate is a substantial figure that has impacted respondents' progress in work students' less. The teacher's role was deemed irreplaceable and insisted on a crucial external influence from teachers and schoolmates. In other terms, teachers hold a significant role in the planning and management of learning. Teachers applying the student-focused approach to teaching focus on their students' understanding and construction of knowledge after the presentation of information, not the information transmission itself [17][18]. Being a source of motivation and primary expertise, the task of teachers covers in building students' engagement, or the educational objectives cannot be accomplished. The pattern of a tense and rigid classroom presenting as the subjectivity in the teacher-students relation resulting in a declined enthusiasm and triggered bore teachers'; even the best outcome was hard to maintain.

In addition to the issues mentioned earlier, new learning traits and strategies should be established to meet students' learning needS [19]. Also, [20] [21] the teacher's characteristic leads the class to a better environment, including enchanting personalities, the ability to personalize the learning session enjoyably, and sustain a more readily understood discourse for students. By analyzing carefully, the list matched the students' struggles and revealed a potential approach to avoiding a reduction in students' attitudes towards EFL learning. [22] [23] [24] Teachers are supposed to perform educational practices creatively to obtain participants' desires, thereby creating a better learning experience. They are complementing activities with the educational games, as the other occasion conducting outdoor learning deemed to be a refreshing session. [1] [25] Effective teaching is not routine, students are not passive, and questions of practice are not simple, predictable, or standardized. Overall, the foundational competence complemented cleave is the proficiency to transfer knowledge to students comprehensibly. Adjustments are deemed' grasp capacity; the learning objectives are likely attainable. Students expect the teacher to organize more engage interaction for further implementation, both between the teacher and students and among the students. The exchange between students can be facilitated through a collective-learning approach, which manifested in the class discussions. [26] [27] [28]. Teacher pupil -interaction is reciprocal and influenced by both the teachers' and pupils' characteristics and the class environment, which further affects the learning situation and the overall learning atmosphere well-controlled or sometimes a restless condition. It is considered because, as peers, they shared analogous language, which in a certain way, successful in shifting the poor understanding. Therefore, respondents claim to have a role with friends as equal learning partners as research found that [1] [29] [19] It is boring having my teacher all day. I like having Cat as my tutor because we are my friends and she is fun. Pursuing this further, providing emotional support in each meeting will inspire them to be more optimistic about their potential and aspire to grow perpetually.

4. CONCLUSION

The English class in some areas claimed by most respondents has been performed well at the time, yet its improvement still needs. The deep impression on the course is accompanied by the issues posed during the learning process, whereas those who view the class as running well tend to affirm less practical difficulties. Thus students with positive perceptions toward the lesson only in certain instances revealed a tendency to feel lost during the learning process. Troubles in speaking sessions and lack of comprehension are the most common problems for the participant. The challenges encountered were attributed to teachers' inability to adjust the instructional plans to the needs of students. [30] Setting the class to dialogic teaching enables the students engaged, autonomous, and cognitively stimulated.

A teacher holds a significant role in students' language proficiency progress. [31] The attributes are needed for a teacher of drawing students' interest, including a pleasant attitude, ingenuity in organizing the learning media and the learning circumstance, and the one that can build a two-way communication in such an intelligible manner. These findings expect the educators' contemplation and wise use of study findings to reference a successful English learning hosting in the future. [32]A qualified teacher is not just about practices but includes concerns for social justice, connecting school learning to broader social issues, and treating knowledge. This research result is also intended for students of the Faculty of Teacher Training and Education to establish a proper approach to perform the Teaching Practice Program, which will be one of the materials in the provision of the Pre-service Teacher Program. By considering the students' needs and desires, the learning objectives will be addressed more precisely, along with the practical learning performance.

AUTHORS' CONTRIBUTIONS

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