EXPLORING THE EIGHTH-SEMESTER STUDENTS'PERSPECTIVES OF ENGLISH LECTURERS' PROFESSIONAL IDENTITY IN ENGLISH LANGUANGE TEACHING

A THESIS

Submitted to the Faculty of Teacher Training and Education in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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APPROVAL PAGE

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State that :

1. All the data, information, interpretations, and conclusion presented in this thesis,except for those indicated by the sources are the results of my observations, process,and thought with the guidance of my advisors.
2. The thesis that the writer wrote is original and has never been handed in another academic degree, neither at Indo Global Mandiri University nor other Universities.

This statement is made truthfully, and if one day there is evidence of forgery in the above statement, the writer is willing to accept the academic sanction of the cancellation of my Sarjana degree that the writer has received through this thesis.

Palembang, 08th September 2026



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DEDICATION

First and foremost, to myself. Thank you for choosing to keep going even when the journey felt exhausting and uncertain. Thank you for believing in yourself despite moments of doubt, fear, and countless challenges along the way. Thank you for every sleepless night, every revision, every obstacle, and every lesson that shaped you into a stronger and more resilient person. Completing this thesis is not only an academic achievement but also proof that perseverance, patience, and determination can overcome even the most difficult moments. I am proud of how far I have come, and I hope this accomplishment becomes the beginning of many greater achievements in the future.

MOTTO

"Perhaps you dislike a thing and it is good for you, and perhaps you love a thing and it is bad for you. Allah knows, and you do not know."
(QS. Al-Baqarah ayat 216 (2:216)

"The Dream is the destination. The Journey is who I become"

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Finally, the researcher would like to express his heartfelt appreciation to all friends and everyone who has provided support, motivation, encouragement, and prayers throughout the completion of this thesis. Every form of kindness and assistance is sincerely appreciated. The researcher realizes that this thesis is still far from perfect. Therefore, constructive suggestions and criticisms are sincerely welcomed for the improvement of this study. It is hoped that this thesis will provide meaningful contributions to English Language Teaching, particularly in understanding students' perspectives on English lecturers' professional identity, and will be beneficial for readers and future researchers interested in this field.

Palembang, 08th September 2026

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ABSTRACT

Professional Professional identity is an important aspect of English Language Teaching (ELT) because it influences lecturers' teaching practices, interactions with students, and professional development. Understanding students' perspectives on English lecturers' professional identity is important since students directly experience lecturers' instructional practices throughout the learning process. Therefore, this study aimed to explore eighth-semester students' perspectives on English lecturers' professional identity in English Language Teaching. This study employed a qualitative approach using a case study design. The participants were 26 eighth-semester students of the English Education Study Program at Universitas Indo Global Mandiri, selected through purposive sampling. Data were collected using an open-ended questionnaire distributed through Google Forms and analyzed using thematic analysis. The findings revealed that students generally perceived their English lecturers as demonstrating positive professional identity across the five competencies proposed by Pennington and Richards (2016). The lecturers were perceived as demonstrating good English communication skills through the appropriate use of English and Indonesian during instruction, strong mastery of English Language Teaching knowledge, effective use of instructional resources and teaching strategies, continuous reflection and professional development, and active support for students through feedback, classroom interaction, and learning assistance. These findings indicate that students perceive professional identity not only through lecturers' language proficiency but also through their pedagogical competence, adaptability, reflective practice, and commitment to supporting students' learning. Overall, this study contributes to a better understanding of English lecturers' professional identity from students' perspectives and may serve as a reference for improving professional practices in English Language Teaching.

Keywords: Professional Identity, English Lecturers, English Language Teaching, Students' Perspectives, Qualitative Case Study, Thematic Analysis.

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