

STUDENTS' PERCEPTIONS OF ENGLISH TEACHERS' TEACHING STRATEGIES IN SECONDARY SCHOOL EFL CLASSROOMS

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ABSTRACT

Students' perceptions provide valuable insights into how teaching strategies are experienced in English as a Foreign Language (EFL) classrooms. This study examined secondary school students' perceptions of the teaching strategies employed by English teachers at SMPN 2 Parepare, Indonesia. A descriptive quantitative survey was conducted with 172 ninth-grade students selected through simple random sampling. Data were collected using a 30-item questionnaire adapted from Barnes and Orlich's framework of effective teaching strategies (Cronbach's $\alpha = 0.91$). The findings revealed a mean perception score of 92.31 out of 120, indicating positive perceptions across all eight instructional dimensions. Teacher-Student Relationship received the highest mean score ($M = 3.24$), whereas Feedback and Assessment received the lowest ($M = 2.93$), although both remained within the positive category. These findings highlight students' positive perceptions of English teachers' instructional practices and suggest the importance of maintaining supportive teaching strategies while strengthening feedback and assessment practices.

Keywords: EFL Classrooms, Students' Perception, Teaching Strategy

INTRODUCTION

In the context of English as a Foreign Language (EFL) classrooms, teaching strategies play a fundamental role in creating meaningful learning experiences. These strategies provide teachers with a structured framework to promote student engagement, classroom interaction, and language development (Zarei, Saeidi, & Ahangari, 2022). In contexts where English is not used as the primary language of everyday communication, the classroom serves as the principal environment for language exposure and acquisition, placing teachers at the center of the learning process. In Indonesia, English is a compulsory subject in secondary education under the national curriculum, making junior and senior high schools the primary settings for formal English instruction. Consequently, the

effectiveness of classroom learning depends largely on how teachers design, implement, and manage instructional strategies that support student engagement and language learning (Zarei et al., 2022). Consequently, an analysis of the teaching strategies employed by English teachers, particularly in relation to student learning experiences and responses, is essential to understand how teaching practices contribute to meaningful learning in secondary school EFL classrooms.

Following the important role of English teachers in secondary EFL classrooms, the effectiveness of classroom learning largely depends on how teaching strategies are implemented to facilitate meaningful learning experiences. Previous studies have shown that well-designed teaching strategies promote student participation, collaboration, and classroom engagement (Prastiyowati, Hartiningsih, Elfana, & Hamim, 2025). However, teachers often encounter challenges in adapting instructional practices to learners' needs and diverse classroom contexts (Rustam, Kalsum, & Rustam, 2025). These findings suggest that understanding how students perceive teachers' teaching strategies is essential for evaluating classroom practices from the learners' perspective.

Teaching strategies are defined as the methods employed by educators to plan and implement instruction. In contrast, student perceptions are understood as the interpretive lenses through which students comprehend the experience of instructional practices. Students' perceptions represent an important source of pedagogical information because they reflect how learners experience and interpret teaching strategies, classroom interactions, and learning environments from their own perspective. These perceptions complement information obtained from classroom observations, curricular documents, and teacher self-reports (Wisniewski, Röhl, & Fauth, 2022). In the EFL context, extant research indicates a strong correlation between students' perceptions and their motivation, engagement in the classroom setting, and their propensity to engage in learning activities. This observation underscores the relevance of these perceptions as indicators of learning experiences, rather than serving as direct measures of the effectiveness of instructional methods (Fadhilah & Warni, 2024). It is crucial to acknowledge that students' perceptions of teaching effectiveness should not be equated with absolute measures of success. Instead, these perceptions should be understood as reflective responses influenced by learners' experiences and expectations. This viewpoint is further substantiated by research conducted in online environments designed for the instruction of English as a foreign language. These studies have shown that students' perceptions of the design of instructional materials and the quality of interaction with their teachers have a substantial

impact on their level of engagement and the quality of their learning experiences, particularly in the development of speaking skills (Rustam & Nurazizah, 2023). A close examination of students' perceptions therefore enables researchers to obtain meaningful feedback on pedagogical strategies that can complement analyses of teaching methods employed in secondary school EFL (English as a Foreign Language) classrooms.

Numerous studies have examined teaching strategies and students' perceptions in EFL classrooms; however, empirical research has tended to emphasize instructional outcomes such as engagement, motivation, or achievement (Syafitri, Ariyani, & Munir, 2025). These studies often employ quantitative evaluative approaches rather than descriptive investigations of learners' experiences. For instance, research on student perceptions in differentiated learning contexts has demonstrated positive responses to instructional strategies. However, these studies have remained focused on a specific method rather than on general teaching strategies (Kamila, Rakhmawati, & Kurniawati, 2025). Conversely, studies examining students' perceptions of instructional approaches in specific skill areas demonstrate how perceptions vary with instructional design. However, these studies do not thoroughly address how students interpret a range of teaching strategies in everyday classroom environments (Siregar & Puspitorini, 2024). As a result, there has been relatively little attention paid to descriptive research that specifically explores students' perceptions of teaching strategies employed in secondary school EFL classrooms. This limitation emphasizes the necessity for studies that address how learners perceive and interpret teaching strategies in secondary school contexts. These studies should extend beyond outcome measures or skill-specific instructional designs.

The concept of perception has historically been regarded as a cognitive process, whereby individuals organize, interpret, and assign meaning to sensory information derived from their environment. Early conceptualizations of perception describe it as an active mental organization of stimuli related to particular objects, events, or individuals. This perspective is further reinforced by (Wahyudi & Losari, 2024), who underscores the notion that perception functions as a cognitive mechanism, allowing individuals to interpret their environment in accordance with their existing knowledge and contextual cues. Recent research in educational settings further supports the notion that students' perceptions are interpretative constructions shaped by contextual elements such as instructional practices, classroom interaction, and the learning environment. This perspective challenges the notion that students' perceptions are merely a passive reflection of classroom events (Lestari, Murni Winarsih, & Dwi Kusumawardani, 2023). Perception,

therefore, cannot be considered a simple recording of information; rather, it is an interpretive process influenced by experience, expectation, and interaction. This interpretive process plays an important role in how students make sense of their learning experiences in school contexts.

From an educational perspective, perception plays a crucial role in determining how learners experience instructional practices (Smith, Vinson, Smith, Lewin, & Stetzer, 2014). Students' perceptions of instructional quality are determined by their interpretation and evaluation of the instructional approaches and classroom environments through which they engage with learning activities. These perceptions do not serve as direct measures of instructional effectiveness. In the context of English as a foreign language (EFL), research suggests that students' perceptions are influenced by their engagement with instructional strategies and interactions. This engagement contributes to their cognitive, emotional, and behavioral engagement in learning (Abdulwahed Ahmed Ismail, 2011). Consequently, students' responses to the same instructional practices may vary depending on their prior experiences, expectations, and learning needs.

Within the context of classroom settings, students' perceptions are closely associated with their cognitive engagement and learning behavior. Research has indicated that students' interpretations of classroom interactions and the quality of instruction significantly influence their levels of engagement, participation, and investment in learning activities (Kalobo, 2025). Students' interpretations of teaching practices are influenced by the alignment between these practices and their expectations, motivations, and prior experiences. This dynamic, in turn, contributes to the shaping of their cognitive engagement and the effort they allocate to learning tasks (Wang, Sun, Zhao, Wang, & Xue, 2024). Consequently, a comprehensive understanding of students' perceptions offers valuable insight into how learning experiences are processed internally by learners and how instructional practices are experienced and evaluated. In this sense, students' perceptions must be regarded as reflective responses that reveal how instructional practices are experienced, interpreted, and valued within the learning environment, rather than as unthinking reactions to external stimuli.

Within the context of classroom settings, students frequently perceive teachers as central figures in the learning process. Teachers' instructional decisions, interactional styles, and pedagogical behaviors shape the classroom environment and influence learners' interpretations of learning experiences. Empirical research indicates that students' perceptions of teachers' communicative and supportive behaviors are significantly

associated with positive classroom outcomes, including learning effectiveness and engagement (Fernández-García, Maulana, Inda-Caro, Helms-Lorenz, & García-Pérez, 2019). Furthermore, in the context of EFL instruction, students' perceptions of teachers' attitudes and adaptability in teaching have been demonstrated to have a significant impact on learner confidence and learning motivation. This underscores the interpretive nature of these perceptions rather than their status as direct measures of instructional quality (Fadhilah & Warni, 2024). In the context of academic settings, these findings imply that students form perceptions of teachers through repeated classroom interactions and observable instructional behaviors, thus creating judgments about teachers based on patterns of engagement and communication over time. This stands in contrast to the notion that judgments are made based on isolated incidents.

The perceptions of students regarding teachers are influenced by various pedagogical cues, including the clarity of instruction, classroom management, teacher responsiveness, and the facilitation of learning activities. These factors collectively contribute to the interpretation and engagement of learners with classroom experiences. Research indicates that students' perceptions of instructional clarity and classroom behavior are significantly associated with their motivational engagement and classroom outcomes, underscoring that perception emerge from accumulated instructional interactions rather than isolated lessons (Fernández-García et al., 2019). Furthermore, students' perceptions of supportive teaching behaviors such as structure, autonomy support, and teacher involvement have been demonstrated to foster positive engagement and intrinsic motivation (Gencoglu, Helms-Lorenz, Maulana, & Jansen, 2025). This suggests that perceptions are interpretive in educational contexts. Furthermore, classroom management practices have been shown to influence students' interpretive perceptions of teaching effectiveness (Pangestika, 2025). These perceptions in turn shape students' views on learning environments and expectations. Finally, multilevel analyses demonstrate that patterns of perceived teaching practices across classrooms, including rules, need-support, and differential treatment, are associated with students' motivational beliefs and academic engagement. These findings imply that perceptions of teaching practices are constructed over time through ongoing classroom experience (Olivier, Galand, Bélanger, & Morin, 2025).

Consequently, the evaluation of teachers through the lens of students' perceptions is predicated on learners' broader judgments of classroom experience, as opposed to technical assessments of pedagogical competence. Empirical evidence indicates that students' perceptions of teaching behaviors and feedback offer meaningful insight into how

instructional practices are interpreted and used by learners, which may differ from formal measures of teaching quality (Brandmo & Gamlem, 2025). The evaluations provided by students concerning teaching practices are associated with their internal experience of the classroom environment. This internal experience includes the manner in which supports and challenges are communicated. It is important to note that this association exists rather than teachers' formal pedagogical knowledge alone. Furthermore, research on pedagogical exposure among students indicates that students' interpretations of instructional quality are informed by their experiential understanding of instruction, thereby impacting engagement and academic outcomes (Şahin & Han, 2020). Consequently, an analysis of students' perceptions of teachers and classroom practices offers a significant lens for understanding how pedagogical strategies are received, interpreted, and experienced within authentic instructional contexts. This approach captures dimensions of classroom life that may not be fully represented in curriculum analysis or teacher self-report.

Students' perceptions of teaching strategies are constructed through dynamic interactions among instructional practices, classroom communication, and teachers' pedagogical behavior. These perceptions reflect how learners experience and interpret strategies as they are enacted in authentic instructional settings. In EFL contexts, students tend to evaluate teaching strategies based on their ability to foster engagement, comprehension, and meaningful participation rather than solely on their technical design (Syafitri et al., 2025). Empirical studies indicate that learner-centered and interactive approaches such as cooperative learning, communicative tasks, and flexible language practices are associated with higher levels of participation, comfort, and willingness to communicate (Sari & Syafryadin, 2024). These findings suggest that students' lived experiences with teaching strategies play a central role in shaping how instructional practices are valued and interpreted over time.

Empirical research further demonstrates that students' perceptions of teaching strategies emerge from sustained classroom interactions involving instructional clarity, motivational support, and communicative engagement. When teaching practices are perceived as clear, supportive, and engaging, students tend to exhibit higher motivation and more active involvement in classroom activities (Rahmiyanti, Zaim, & Refnaldi, 2020). In addition, evidence from studies on differentiated instruction and learner-centered practices shows that alignment between instructional strategies and learners' needs positively influences students' perceptions and engagement in EFL classrooms (Saputri, Anwar, & Maruf, 2023). Collectively, these findings indicate that students' perceptions

are not static evaluations of isolated techniques but are interpretive responses developed through repeated exposure to meaningful instructional interactions.

Teaching strategies employed in EFL classrooms are defined as the planned, systematic actions implemented by teachers to facilitate language learning and accomplish instructional objectives. These strategies encompass instructional planning, including lesson design, task selection, and goal setting, as well as their implementation through classroom interaction and structured learning activities. A review of the extant literature suggests that effective pedagogical strategies are founded upon systematic planning that aligns instructional practices with the characteristics of the learner and their learning objectives. Such strategies, when implemented, enhance instructional clarity and relevance in EFL contexts. Furthermore, teachers employ various strategies in the classroom, such as communicative tasks, cooperative learning, and scaffolded instruction. These strategies are employed to operationalize curriculum objectives into interactive activities. These activities promote active engagement and language use (Prastiyowati et al., 2025). Consequently, pedagogical methodologies serve as a facilitator for the translation of curriculum objectives into significant cognitive and communicative learning experiences.

The efficacy of teaching in EFL classrooms is closely associated with teachers' capacity to align instructional strategies with learners' needs, motivation, and classroom contexts. Empirical research consistently demonstrates that students perceive teaching strategies as effective when they enhance motivation, engagement, and instructional clarity. Furthermore, students have reported an increase in comfort and confidence when instructional strategies support interaction, as evidenced by positive perceptions of translanguaging practices in classroom discussions (Sari & Syafradin, 2024). The findings indicate that students' perceptions of effective EFL teaching are influenced by the extent to which instructional strategies motivate learners, foster active involvement, and provide meaningful language scaffolding.

The implementation of effective teaching strategies in EFL classrooms is reflected in three main areas: the organization of instructional activities, the management of classroom interaction, and the effective utilization of available resources. Empirical studies have underscored the pivotal role of interactional patterns and instructional decision-making in effective EFL teaching. These studies have demonstrated that practices such as structured questioning, group work, and appropriate instructional pacing enhance student participation and communicative engagement (Suryati, 2015). Research on the use of instructional materials indicates that students exhibit a more favorable response when

materials are adapted to facilitate collaborative and student-centered learning. This finding underscores the correlation between resource utilization and pedagogical choices (Almunawaroh & Steklács, 2025). Collectively, the findings suggest that the implementation of teaching strategies constitutes multidimensional instructional behaviors that shape students' classroom experiences and perceptions of effective EFL instruction.

A number of studies have examined students' perceptions within specific instructional modes or skill-focused contexts, particularly in the domains of online learning and speaking instruction. Concurrently, studies examining teacher discourse in senior high school EFL classrooms have shown that clear and supportive communication exerts a favorable influence on students' attitudes and classroom participation (Yuli, 2024). However, a significant proportion of this research is conducted in tertiary-level contexts, leading to a paucity of data from secondary school EFL classrooms.

Despite the growing interest in students' perceptions in EFL research, there remains limited descriptive research that systematically examines how students perceive the general teaching strategies employed by English teachers in secondary school EFL classrooms. Previous studies have primarily focused on specific instructional methods, language skills, or learning modes, with students' perceptions commonly examined in relation to motivation, engagement, or achievement rather than as reflections of their overall classroom experiences (Syafitri et al., 2025). Consequently, limited attention has been given to students' overall perceptions of the teaching strategies routinely employed in everyday classroom practice.

In light of the above discussion, this study seeks to answer the following research question: How do students at SMPN 2 Parepare perceive the teaching strategies employed by their English teachers? The objective of this study is to describe students' perceptions of the teaching strategies employed by English teachers at SMPN 2 Parepare. Unlike previous studies that focused on specific instructional methods, language skills, or learning modes, this study examines students' overall perceptions of the teaching strategies routinely employed in English classrooms. The findings are expected to contribute empirical evidence to a better understanding of how teaching strategies are experienced and interpreted by students in a secondary school EFL context.

RESEARCH METHOD

This study employed a descriptive quantitative design using a survey method to capture secondary school students' perceptions of the general teaching strategies employed by their

English teachers in EFL classrooms. The study was conducted in May 2025 at SMPN 2 Parepare, Indonesia. The unit of analysis consisted of students' perceptions of the teaching strategies employed by the eight English teachers at the school. The study focused on describing how students perceived teachers' instructional organization, classroom interaction, clarity of instruction, and pedagogical responsiveness in everyday classroom practice.

The population consisted of all ninth-grade students at SMPN 2 Parepare, as they had been taught by all eight English teachers at the school, allowing them to develop informed perceptions of teachers' overall teaching strategies. From a total population of 340 students, 172 students were selected using simple random sampling. The sample size was determined using the Isaac and Michael sampling table at the 5% significance level. To ensure random selection, each student in the population was assigned a number, and the sample was selected using a random number procedure. Students were eligible to participate if they were enrolled in the ninth grade and had been taught by all eight English teachers. The researcher coordinated with the English teachers to facilitate data collection from the selected students. All 172 questionnaires distributed to the selected students were returned, resulting in a response rate of 100%.

Data were collected using a structured questionnaire developed by the researcher based on the pedagogical characteristics proposed by Barnes and Orlich. The questionnaire consisted of 30 close-ended items, including 15 positive and 15 negative statements, designed to measure students' perceptions of teachers' general teaching strategies across eight key characteristics. The questionnaire was developed in Indonesian to ensure that the items were clearly understood by the participants. Item validity was examined using the Pearson Product-Moment correlation, and all 30 items met the validity criterion. The reliability of the questionnaire was assessed using the split-half method and the Spearman-Brown formula, yielding a reliability coefficient of 0.91.

Table 1. Distribution of Questionnaire Items Across the Eight Indicators of General Teaching Strategies

Indicator	Item Numbers
Teacher–Student Relationship	1–5
Teachers' Use of English	6–11
Contextual Teaching	12–13
Varied Classroom Activities	14
Instructional Clarity	15–23
Opportunities for Practice	24

Task Appropriateness	25
Feedback and Assessment	26–30

The data were analyzed descriptively using Microsoft Excel. Responses to the 30 questionnaire items were scored using a four-point Likert scale ranging from 1 to 4. For the negative statements, the scores were manually reversed before the data analysis to ensure consistent score interpretation. The total score for each respondent was obtained by summing the scores of all questionnaire items, resulting in a theoretical score range of 30 to 120. Mean total scores were then calculated to represent students' overall perceptions. The interval width was calculated by dividing the score range by the four perception categories. The scoring scheme and classification of students' perception levels are presented in Table 2.

Table 2. Scoring Scheme and Classification of Students' Perception Levels

Aspect	Description	Value
Questionnaire	Number of items	30
	Score per item	1–4
Total score	Minimum theoretical score	30
	Maximum theoretical score	120
Classification	Number of categories	4
	Interval width	22.5
	Very Negative	30.00–52.50
	Negative	52.51–75.00
	Positive	75.01–97.50
	Very Positive	97.51–120.00

FINDINGS AND DISCUSSION

A total of 172 ninth-grade students participated in this study. The overall mean score of students' perceptions toward English teachers' teaching strategies was 92.31 (SD = 8.71), indicating a positive level of perception. The observed scores ranged from 71 to 113, with a median of 92 and a mode of 93.

Table 3. Descriptive Statistics of Students' Perception Scores

Variable	Value
Number of respondents (N)	172
Mean	92.31
Standard Deviation	8.71
Minimum Score	71
Maximum Score	113

Range	42
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Table 4. Distribution of Students' Perception Categories

Score Interval	Category	Frequency	Percentage
97.51–120.00	Very Positive	46	26.74%
75.01–97.50	Positive	121	70.35%
52.51–75.00	Negative	5	2.91%
30.00–52.50	Very Negative	0	0.00%

As presented in Table 4, the majority of respondents (70.35%) demonstrated a positive perception of English teachers' teaching strategies, while 26.74% reported a very positive perception. Only 2.91% of the respondents were categorized as having a negative perception, and no respondents were classified as having a very negative perception.

Table 5. Distribution of Students' Perception Categories

Indicator	Total Mean	Mean per item	SD	Min	Max	Interpretation
Teacher–Student Relationship	16.20	3.24	1.78	10	20	Positive
Teachers' Use of English	18.63	3.11	2.32	13	24	Positive
Contextual Teaching	6.16	3.08	1.10	3	8	Positive
Varied Classroom Activities	3.13	3.13	0.65	1	4	Positive
Instructional Clarity	27.45	3.05	3.27	19	35	Positive
Opportunities for Practice	3.02	3.02	0.63	1	4	Positive
Task Appropriateness	3.04	3.04	0.72	1	4	Positive
Feedback and Assessment	14.67	2.93	2.13	9	20	Positive

Table 5 presents the descriptive statistics for each indicator of English teachers' teaching strategies. Overall, students expressed positive perceptions across all eight indicators. Among them, Instructional Clarity obtained the highest mean score ($M = 27.45$, $SD = 3.27$), indicating that students generally perceived their teachers as providing clear explanations and understandable instructions during English lessons. The indicators Teachers' Use of English ($M = 18.63$, $SD = 2.32$) and Teacher–Student Relationship ($M = 16.20$, $SD = 1.78$) also received relatively high mean scores, reflecting favorable perceptions of teachers' language use and interpersonal relationships in the classroom. The remaining indicators, namely Contextual Teaching, Varied Classroom Activities, Opportunities for Practice, Task Appropriateness, and Feedback and Assessment were

likewise evaluated positively by the students, suggesting that the teaching strategies implemented by English teachers were generally well perceived across all measured dimensions. It should be noted that Varied Classroom Activities, Opportunities for Practice, and Task Appropriateness were each measured using a single questionnaire item. Therefore, the descriptive statistics for these indicators represent the scores of the individual items rather than the sum of multiple items.

The findings offer a descriptive report on students' perceptions of their English teachers' teaching strategies in everyday classroom practice. The following discussion interprets these results by relating them to relevant theories and previous studies to clarify how such strategies are experienced and valued in secondary EFL classrooms.

The first component of the teaching strategy, namely, the development of a positive teacher–student relationship, emerged as a crucial factor in students' perceptions of effective EFL instruction. The findings indicate that students feel more comfortable, motivated, and willing to participate when teachers appear friendly, approachable, and supportive, which reduces anxiety and fosters engagement. These studies underscore the significance of strong interpersonal rapport in fostering a positive classroom atmosphere, encouraging risk-taking in language use, and sustaining learner motivation (Syafitri et al., 2025). The findings indicate that, in addition to content delivery, relational aspects of teaching play a critical role in how students interpret and value instructional strategies, which reinforces the interpretive and experiential nature of student perceptions.

In addition to relational aspects, students valued teachers' use of English in classroom instruction, which they recognized as essential for modeling correct pronunciation, comprehension, and communicative skills. The findings indicate that when teachers predominantly use English, students recognize them as authentic language models, which supports comprehension, pronunciation, and communicative confidence. Conversely, inconsistent use of English can limit exposure and reduce opportunities for authentic practice. This finding is consistent with the findings of recent studies indicating that consistent target language use enhances students' oral proficiency, engagement, and motivation in secondary EFL classrooms (Sari & Syafryadin, 2024). Consequently, students' perceptions indicate that strategic use of English functions not only as a medium of instruction but also as a tool for modeling and reinforcing target language competence.

Contextualized teaching was also perceived positively by students as an important aspect of effective English instruction. The questionnaire responses indicate that students perceived lessons connected to familiar contexts as more meaningful and easier to

understand than lessons presented in abstract or unfamiliar ways. This suggests that students value instructional practices that relate learning materials to their everyday experiences. These findings are consistent with previous studies reporting that contextualized instruction is associated with higher student motivation, participation, and the practical application of language in secondary EFL classrooms (Saputri et al., 2023). Although the present study did not directly measure these learning outcomes, students' positive perceptions indicate that contextualized teaching is regarded as an important strategy for making English learning more relevant and meaningful.

Similarly, students perceived varied classroom activities as an important component of effective English instruction. The questionnaire responses indicate that students appreciated the use of diverse learning activities, perceiving them as contributing to a more interesting and engaging classroom experience. These findings are consistent with previous studies suggesting that variation in classroom activities is associated with increased student motivation, participation, and interaction in EFL learning (Sari & Syafryadin, 2024). Although the present study did not directly measure these learning outcomes, students' positive perceptions suggest that incorporating varied classroom activities is considered an important strategy for creating an engaging and learner-centered learning environment.

Instructional clarity was another highly valued component. The results of the study indicate that students respond positively to teachers who use familiar language, provide examples, and repeat key points to ensure understanding. This aligns with the findings that emphasize the importance of adapting explanations to students' linguistic and cognitive levels to promote effective learning (Syafitri et al., 2025). Recent studies further demonstrate that clear and structured explanations enhance learners' engagement, reduce confusion, and strengthen their ability to apply new knowledge in practice (Yahya & Kaniadewi, 2024). Consequently, students perceive that clarity in teaching explanations is a central component of effective EFL instructional strategies.

In addition, providing time for practice is recognized by students as crucial for reinforcing learning and developing language skills. The results of the questionnaire indicate that students appreciate when teachers allocate sufficient time for speaking, writing, and interactive exercises, allowing them to apply newly learned concepts. Another study emphasizes that extensive practice opportunities enable learners to strengthen their interlanguage skills and develop confidence in their English proficiency (Saputri et al., 2023). Empirical studies further suggest that structured practice sessions enhance

retention, fluency, and active participation in EFL classrooms (Sari & Syafradin, 2024). Consequently, students' perceptions affirm that allocating time for practice represents an essential component of effective teaching strategies.

Task appropriateness was also highlighted as fundamental for meaningful learning and skill development. The results of the questionnaire indicate that tasks which are aligned with students' levels of proficiency in English and their interests enhance engagement, motivation, and confidence in using English. The proper allocation of challenging and relevant tasks is essential in preventing frustration while stimulating active learning. Recent research findings support the theory that task suitability positively impacts learner participation and the effectiveness of classroom instruction (Kamila et al., 2025). Consequently, students recognize that well-designed tasks are a critical component of effective EFL teaching strategies.

Finally, giving feedback and assessment is perceived as essential for guiding learning and improving students' performance. The results of the questionnaire indicate that students place a high value on timely, clear, and constructive feedback on both spoken and written tasks. This feedback assists students in identifying errors and refining their language use. Empirical studies also indicate that consistent and targeted feedback positively influences learners' motivation, participation, and skill development in EFL contexts (Yahya & Kaniadewi, 2024). These findings underscore the significance of feedback and assessment as integral components of effective teaching strategies, emphasizing the reinforcement of students' learning processes.

Overall, the findings indicate that students reported positive perceptions of the teaching strategies implemented by their English teachers. The results suggest that students particularly valued instructional practices characterized by responsiveness, interactivity, and alignment with their learning needs. These positive perceptions highlight the importance of adopting student-centered teaching strategies that are considered meaningful and supportive within secondary EFL classrooms.

CONCLUSION

This study found that ninth-grade students at SMPN 2 Parepare generally reported positive perceptions of the teaching strategies implemented by their English teachers across all eight dimensions. Among these dimensions, Teacher–Student Relationship received the highest mean score ($M = 3.24$), whereas Feedback and Assessment received the lowest ($M = 2.93$), although both remained within the positive category. The findings

indicate that students appreciate teaching strategies that support their learning experiences. Therefore, English teachers are encouraged to maintain these positive instructional practices while strengthening feedback and assessment to better address students' learning needs. As this study was conducted at a single school, future research involving a wider range of schools and participant characteristics is recommended to provide broader evidence regarding students' perceptions of English teachers' teaching strategies.

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