

**Students' Perception on
English Teacher's
Competences at SMK
Negeri 1 Sawan**

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Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki persepsi siswa terhadap kompetensi guru bahasa Inggris di SMK Negeri 1 Sawan. Pedagogi, kepribadian, sosial, dan kompetensi profesional adalah beberapa kompetensi yang dinilai. Metode campuran digunakan dalam penelitian ini. Data untuk penelitian ini dikumpulkan secara kuantitatif dan kualitatif melalui penggunaan kuesioner online dan panduan wawancara. Pada tahun akademik 2020/2021, siswa kelas dua belas diberikan kuesioner online. Kuesioner diisi oleh 152 siswa. Wawancara dilakukan dengan lima belas siswa. Menurut temuan penelitian ini, siswa memiliki 1) persepsi positif tentang kompetensi pedagogi guru bahasa Inggris mereka, 2) persepsi yang sangat positif tentang kompetensi kepribadian guru bahasa Inggris mereka, 3) persepsi positif tentang kompetensi sosial guru bahasa Inggris mereka, dan 4) persepsi yang sangat positif tentang kompetensi profesional guru bahasa Inggris mereka.

Kata kunci: kompetensi, persepsi, guru

Abstract

The purpose of this study was to investigate students' perceptions of English teacher competences at SMK Negeri 1 Sawan. Pedagogy, personality, social, and professional competence were among the competencies assessed. The mixed method was used in this study. The data for this study were gathered quantitatively and qualitatively through the use of an online questionnaire and an interview guide. In the academic year 2020/2021, twelfth-grade students were given an online questionnaire. The questionnaire was completed by 152 students. The interviews were conducted with fifteen students. According to the findings of this study, students had 1) a positive perception of their English teacher's pedagogy competence, 2) a very positive perception of their English teacher's personality competence, 3) a positive perception of their English teacher's social competence, and 4) a very positive perception of their English teacher's professional competence.

Keywords : competence, perception, teacher

INTRODUCTION

Education is the most important and noble human endeavor (Brennen, 1999). It means that education is the foundation of all activities in the world. Humans can reach their full personal, spiritual, mental, moral, social, and physical potential with education. Being educated is also important, and the educational process would be incomplete without the presence of teachers. Teachers and their teachings have an impact on both the educational process and the lives of their students. Teachers have a direct impact on how students learn, what they learn, how much they learn, and how they interact with one another and their surroundings (Stronge, 2004).

Particularly in the instructional context of language learning, such as the Indonesian EFL classroom, teachers play a crucial role in the classroom (Liando, 2010). The motivation of students in an EFL classroom is influenced by the teacher's competences because teachers can serve as role models for students as they work to become more proficient in the target language. According to Liando (2010), a teacher's aptitude and orientation are significant factors in boosting students' motivation to learn English (Liane, 1978). Teachers must always be watched over and guaranteed to determine if they are effective educators because they are crucial to the educational process. Knowing what is expected of them and comparing that to their performance can help teachers. This self-awareness can help to create a better learning environment, which will enable learning objectives to be met. Teachers who are more self-aware tend to be more productive and satisfied with their work (Richardson & Shupe, 2003). Who, is a "good teacher"?

"A good teacher is never satisfied with their teaching abilities: there is always a desire to stretch, grow, and refine knowledge and pedagogy." They are constantly striving for self-improvement and advancement. Needless to say, good teachers maximize the profit of a course by employing new techniques, methods, and approaches, or by combining their own system in accordance with their students' level,

age, gender, and cultural background (Helterbran, 2008)."

Furthermore, Tatar (2004) stated in Filiz and Eyyup (2012) that a good teacher is good at organization, uses time effectively, assists students in dealing with problems, places a higher value on reward, and ensures that his/her decisions are very appropriate. Murphy et al. (2004), on the other hand, defined a good teacher as one who is caring, patient, not boring, polite, and organized. A good teacher also knows how to communicate with his or her students, both individually and collectively (Stronge, 2004). Thus, good teachers do not simply provide all of the information and knowledge that their students require. They must also be problem solvers, decision makers, role models, and friends to their students.

In other words, teachers are considered good teachers if they recognize that each student has unique abilities, learning styles, and characteristics. As a result, teachers can position themselves appropriately in dealing with their students based on their characteristics. In order to create an effective teaching and learning process, a good teacher should be able to attract students' attention by using specific learning strategies and methods. Furthermore, students prefer teachers who are humorous, friendly, understand students' needs and interests, demonstrate sympathy and empathy, arouse students' motivation, master classroom management, fair, cheerful, and so on.

However, it was discovered that many English teachers in Indonesia lacked competence. For instance, teachers lack critical traits required to pique students' interest and enthusiasm and to carry out the various tasks associated with their job (Lengkenawati, 2005), have insufficient knowledge of teaching techniques and strategies, and are not proficient in English listening and reading skills (Wiyati, 2014). There are also some instructors who don't do their job responsibly because making learning enjoyable and interesting while also being firm and fair are crucial.

Zamhir (2014) investigated vocational students' perceptions of their teachers' personal competence in a study titled "Persepsi siswa terhadap kompetensi kepribadian guru pada Sekolah Menengah Kejuruan (SMK) Kosgoro 2 Payakumbuh." The study sought information on 1) teachers' personal competence in terms of acting in accordance with religious, social, and cultural norms, 2) teachers' personal competence who present themselves as honest, noble, role models for students and community, 3) teachers' personality who present themselves as steady, stable, wise, and authoritative, and 4) teachers' personality who have a work ethic, high responsibility, and a sense of pride in being a teacher. This study included a total of eighty-eight students. The findings indicated that teachers' personal competencies at SMK Kosgor 2 Payakumbuh should be improved.

Sabbah conducted a study titled "Tertiary-Level Students' Perceptions of Effective English as a Second Language Instructors" in 2018. The purpose of the study was to investigate tertiary-level students' perceptions of the characteristics that make English as a Second Language teachers effective and successful. The data was gathered using a 60-item questionnaire. It was divided into three major descriptor dimensions: academic characteristics, social and psychological personality characteristics, and practical and pedagogical expertise. Its participants were 70 female students enrolled in Foundation Level 2 English as a Second Language. The results revealed that the mean and standard deviation for college teachers' practical and pedagogical expertise were higher than for the other two dimensions. "Speaking English clearly and accurately" and "having females teach female students" gained the lowest means, while "being friendly and kind" and "varying classroom instructional techniques" gained the highest means.

Research Questions

Based on the research background, this study formulated a general formulation of research problem into:

1. How is students' perception on English teacher's pedagogical competence in SMK Negeri 1 Sawan?
2. How is students' perception on English teacher's professional competence in SMK Negeri 1 Sawan?
3. How is students' perception on English teacher's social competence in SMK Negeri 1 Sawan?
4. How is students' perception on English teacher's personality competence in SMK Negeri 1 Sawan?

METHODOLOGY

This study used a mixed-methods approach to its design. This design was chosen in order to gather more information about how students perceive their English teachers' proficiencies. Both approaches—used in both qualitative and quantitative formats—were combined and compared. The quantitative data were obtained using survey design, whereas the qualitative data were obtained through interviews. According to Visser, Krosnick, and Lavrakas (2000), survey research is a particular kind of field study that entails data collection from a sample of elements from a clearly defined population using questionnaires. As a result, the data for this study were collected using an online questionnaire.

In this instance, the data from the interview can be used to support the data from the questionnaire in order to contextualize and strengthen the overall data. In order to better understand students' perceptions, this study combined, related, and interpreted quantitative and qualitative data. Convergent Parallel Mixed Methods was the name given to this kind of mixed methods research. It was an effort to gather specific information about students' perceptions of English teachers' abilities.

The survey used a Likert scale with four response options: Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Disagree (4). 30 items total, derived from 15 dimensions, made up the questionnaire. Regulation No. 16 of 2007 of the Minister of National Education of the Republic of Indonesia served as the foundation for the questionnaire's dimensions

and indicators. According to the knowledge and experience of the students, particular dimensions and indicators were chosen and developed into particular items. To make it simpler for the researcher to reach conclusions, the questionnaires were completed, and the data were displayed. The final conclusion was reached after conclusion drawing and conclusion verification in order to address the research problem. By comparing the findings to the literature review, the verification was carried out.

An interview guide was used as an additional Instrument to collect qualitative data in order to obtain more detailed and contextual information about students' perceptions of English teachers' competences, which include pedagogy, personality, social, and professional competences. The questions were created using the indicators in the interview guide, which were developed in accordance with Regulation of the Minister of National Education of the Table 1. The Guideline of Qualification Level

Republic of Indonesia No. 16 of 2007. This interview guide was made up of 15 open-ended questions.

The calculation of content validity yielded 1 as a result of the questionnaire for students and 1 as a result of the interview guide. It was discovered that both the questionnaire and the interview guide have very high validity. The empirical validity test also revealed that 30 of the questionnaire's items were valid, and the reliability test result with Cronbach's Alpha significance was 0.917.

By figuring out the level of each perception's qualification, the results of the questionnaire's data were interpreted. The highest mean score and the lowest mean score both correlated with very positive and very negative outcomes. The qualification level recommended by Koyan (2012) is what was used in this study.

Criteria	Categorization	Qualification
$Mi + 1.5SDi \leq M \leq Mi + 3.0SDi$	Very High	Very Positive
$Mi + 0.5SDi \leq M < Mi + 1.5SDi$	High	Positive
$Mi - 0.5SDi \leq M < Mi + 0.5SDi$	Average	Neutral
$Mi - 1.5SDi \leq M < Mi - 0.5SDi$	Low	Negative
$Mi - 3.0SDi \leq M < Mi - 1.5SDi$	Very Low	Very Negative

Where:

$Mi = \frac{1}{2}$ (ideal Max. Score + ideal Min. Score)

$SDi = \frac{1}{6}$ (ideal Max. Score - ideal Min. Score)

Four steps of systematic activities recommended by Miles, Huberman, and Saldana were used in the analysis of the qualitative data (2014). It entails data gathering, data reduction, data visualization, conclusion drawing, and conclusion verification.

Students' perceptions were the subject of interviews during the data collection stage.

The questions were carefully organized using an interview guide. A smart voice recorder was used to record the interview while it was taking place. The outcome was transcribed following the completion of all interviews. Data reduction involves choosing, filtering, and simplifying the collected data to fit the needs of this study. On the dimensions of the interview guide, each

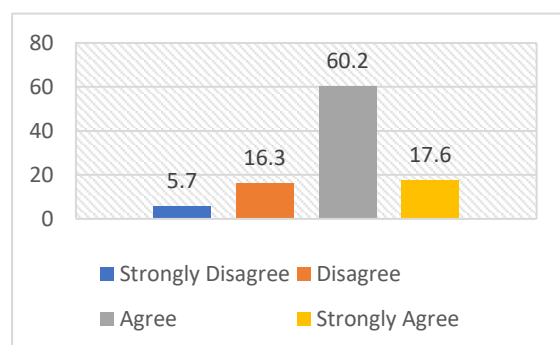
interviewee was coded. Following data reduction, the data were displayed to help the researcher reach conclusions more quickly. The final conclusion was reached after conclusion drawing and conclusion verification in order to address the research problem. By comparing the findings to the literature review, the verification was carried out.

FINDINGS

1. Pedagogy Competence

There were six dimensions and ten items in the pedagogy competence category. Mastery of student characteristics, mastery of learning theories and educational learning principles, implementation of educational learning, use of information and communication technology, management of assessment and evaluation of learning processes and results, and use of assessment and evaluation's findings for the sake of learning were the dimensions. It was determined that the mean score was 27.87 based on the responses to those items. It belonged to the highest category. Additionally, it fit the definition of qualification. The comparison of percentage of students' perception on English teacher's pedagogy competences could be seen on diagram 1

Diagram 1. Percentage of Students' Perception on English Teacher's Pedagogy Competence



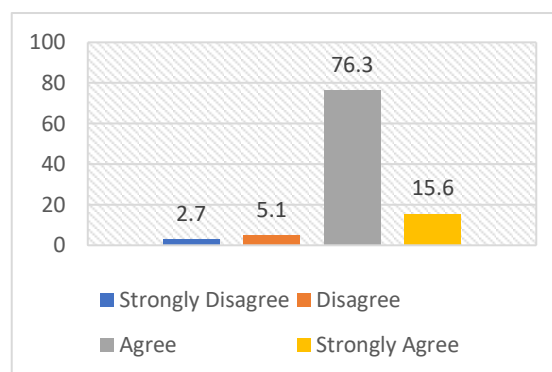
According to the results, 60.2% of students selected the agree option, 17.6% selected the strongly agree option, 16.3% selected the disagree option, and 5.7 selected the strongly disagree option. It changed the scale so that "agree" was rated highest and "strongly disagree" was rated lowest. The majority of the students at SMK Negeri 1 Sawan had positive perceptions of their English teacher's pedagogical competence, according to

the mean score result and the percentage of responses.

2. Personality Competence

There were four dimensions and eight items in the personality competence category. In addition to work ethic, responsibility, pride, and self-confidence, the dimensions included behavior in line with Indonesian cultural and norms, self-presentation as an upright, honest person who serves as an example for students, and self-presentation as a solid, stable, mature, wise, and authoritative person. The responses to those 8 items were averaged to determine the mean score. 24.20 was the final score. It fit into a very high classification and was extremely well qualified. The percentage comparison of students' perception on English teacher's personality competence could be seen on diagram 2.

Diagram 2. Percentage of Students' Perception on English Teacher's Personality Competence



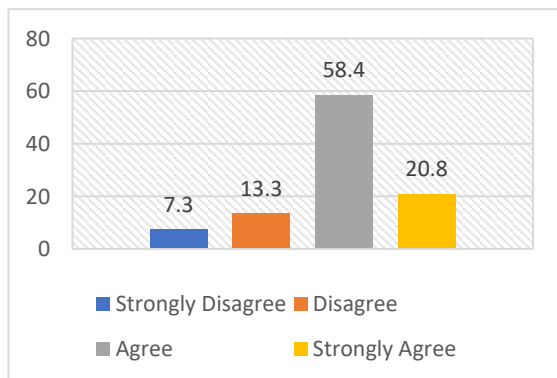
The highest scale in Diagram 2 was the 'agree' scale, which received 76.3 percent. It was followed by a 15.6 percent response on the 'strongly agree' scale and a 5.1 percent response on the 'disagree' scale. The lowest scale was the 'strongly disagree' scale, which received 2.7 percent of the students' responses. As a result of the mean score categorization and percentage comparison, it can be concluded that the students positively perceived the English teacher's personality competence.

3. Social Competence

Six items and two dimensions made up the social competence category. Along with being efficient, empathic, and courteous in

communication, the dimensions included being inclusive, objective, and without bias. The responses to those six items were averaged to determine the mean score. 18.42 was the final score. It indicated that students' opinions of their English teacher's social skills were highly categorized. It belonged to the category of qualification. Diagram 3 shows a percentage comparison of students' opinions of their English teacher's social competence.

Diagram 3. Percentage of Students' Perception on English Teacher's Social Competence



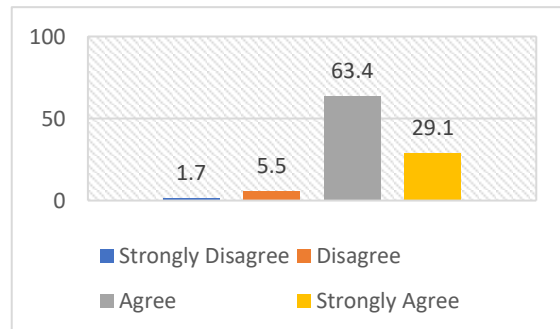
The "agree" scale had the highest percentage, as shown in Diagram 3. The students responded with 58.4 percent of the total. The 'strongly disagree' scale received 20.8 percent of the vote, and the 'disagree' scale received 13.3 percent. Only 7.3 percent of students responded on the lowest scale, "strongly disagree," however. The students had a positive impression of their English teacher's social competence, as evidenced by mean score categorization and percentage comparison.

4. Professional Competence

Six items and three dimensions made up the professional competence scale. Mastery of the subject matter's content, organization, and concepts; application of creative learning techniques; professional growth; and reflective action were the dimensions. The average score was calculated to be 19.20. It meant that the students' perception of their English teacher's

professional competence, as measured by the mean score, was highly categorized and correlated with a favorable perception. Diagram 4 compares students' perceptions of their English teachers' professional competence as a percentage.

Diagram 4. Percentage of Students' Perception on English Teacher's Professional Competence



According to Diagram 4, the "agree" scale received the highest percentage of responses 63.4 percent, followed by the "strongly agree" scale 29.1 percent and the "disagree" scale (5.5 percent). The 'strongly disagree' scale had the lowest percentage. Only 1.7 percent of students chose to "strongly disagree" in their response. The students' perceptions of the professional competence of the English teacher were positive, according to the mean score categorization and percentage comparison.

After analyzing all dimensions in each category, the analysis of students' perceptions of English teacher competences in SMK Negeri 1 Sawan was completed. The mean score was 89.5 based on the calculation of the entire data in the questionnaire that covered 30 items. It was classified as high and corresponded to positive qualification. It meant that students at SMK Negeri 1 Sawan had a positive impression of their English teacher's competences. The value of each category in questionnaire could be seen on table 2.

Table 2. The Questionnaire Result of Students' Perception on English Teacher's Competence in SMK Negeri 1 Sawan

Categories	Value of Each Category (%)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Pedagogy	5.7	25.1	53.9	15.3
Personality	2.2	6.1	59.2	12.5
Social	3.1	4.1	40.3	12.5
Professional	1.1	4.1	38.1	17.5

According to Table 2, the 'agree' scale of the personality competence category had the highest percentage, which was 59.2 percent. The professional competence category had the lowest percentage of respondents who "strongly disagree." Overall, personality, pedagogy, and social competence scored highest on the "agree" scale, while professional competence scored highest on the "strongly agree" scale. On the other hand, the percentage of people who strongly disagreed was the lowest across all categories. It demonstrated that the majority of students had positive perceptions of English teachers' competences.

DISCUSSION

The findings revealed that students at SMK Negeri 1 Sawan had a positive perception of their English teacher's competences. The mean score, which was in the high category, indicated this. In this study, students had a positive overall perception of their English teacher's competences. In terms of teacher pedagogy competence, the interviewees agreed that their English teacher would assist them when they encountered difficulties in learning. According to Sabbah (2018)'s research, ESL students desired an English teacher who could assist them both inside and outside of the classroom. It was also demonstrated that the students agreed that their teacher played games, used textbooks, integrated technology in teaching, and provided objective evaluation. They disagreed, however, on whether their English teacher provided remedial or enrichment instruction. It is different to Filiz and Eyyup (2012), who stated that teachers should use various tools to assess how their

students learn and use this information to organize activities to help all students advance from where they are. These activities could be either remedial or enrichment in nature.

It's important for teachers to have positive personalities because students can imitate them. According to Sabbah (2018), ESL students thought it was crucial for English teachers to be well-groomed, tidy, and well-groomed. They also wanted a teacher who could inspire and reinforce students through positive example as well as a teacher who was open to criticism. Students agreed that their English teacher dressed neatly, formally, and in accordance with the law, which is consistent with the findings of the current study. Additionally, the students reported that their teachers were always willing to hear any criticism or suggestions and gave them lots of encouragement. In a similar vein, Gao & Liu (2013) found that participants in their study believed that teachers' responsibilities were important. Here, the responsibility entails being prepared, organizing the materials and activities well, and being accessible to the students at all times. The study's findings were further supported by the interview subject, who claimed that his English teacher always kept his word. Managing relationships with others is social competence. According to Sabbah (2018), teachers' behavior toward their students has a significant impact on the learning environment in the classroom, so they should be approachable, fair and firm, and encouraging in order to support students' learning. Additionally, the students in the study concurred that their English teachers treated

them fairly. Additionally, teachers needed communication skills as part of their social skills in order to interact with students, other teachers, and the community in a productive manner (Mulyasa, 2007 in Hakim, 2015). The study's participants revealed that their English teachers kept up positive relationships with other teachers.

The term "professional competence" refers to a teacher's subject-matter and material expertise. According to Sabbah (2018), ESL students felt that it was important for English teachers to understand English grammar and correctly pronounce English words and sentences, regardless of their accent. The students need an English teacher who connects the lesson to their everyday experiences, like by using real-world examples. It matched the respondents' interview findings from this study. It was discovered that their English teacher primarily used English while teaching, both verbally and in writing, and provided examples based on everyday life.

Professional development and professional competence are related. According to Sabbah (2018), ESL students thought it was important for teachers to regularly evaluate and reflect on their own performance. Furthermore, according to Sabbah (2018), teachers must be aware of the world around them and use their knowledge and common sense to become more professional. The interviewees' agreement that their English teacher was happy to learn something new and reflect on their own selves by learning from students' criticism and suggestions supported the study's main finding.

Finally, it was concluded that English teachers needed to maintain and enhance their competences in light of the students' positive perceptions of those teachers' competences in SMK Negeri 1 Sawan. According to Law No. 14 of 2005 of the Republic of Indonesia, teachers had to possess four competences in order to be qualified teachers. These competences included professionalism, social competence, personality competence, and pedagogy competence.

CONCLUSION AND SUGGESTION

The research revealed that respondents' opinions of English teachers' proficiencies were positive. The overall data's mean score showed that it had a high degree of categorization. The students' perceptions of their English teacher's pedagogy competence, personality competence, social competence, and professional competence were viewed favorably by the students, according to the mean scores for each category. The results of the interview confirmed those conclusions.

The results indicated that the students at SMK Negeri 1 Sawan had a positive opinion of their English teacher based on the aforementioned explanation. According to the students, the English teacher's pedagogy, personality, and social and professional competence were all viewed positively.

It was advised that the teachers increase their competence. It was not just for English teachers; it also applied to those who taught in other subject areas. Since the students had a positive perception of the English teachers' competences, it was expected of the teachers to uphold or even enhance their competences for better teaching.

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