

Students' Perceptions toward The Representation of English Pre-Service Teachers' Competencies at SMP N 7 Jambi

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ABSTRACT

The aim of this study was to find out junior high school students' perceptions toward the representation of English pre-service teachers' competencies at SMP N 7 Jambi. The data were collected by using the survey questionnaire and were analyzed in terms of descriptive statistics. This study involved 176 seventh grade students at SMP N 7 Jambi.

The analysis of the data was based on the students' responses to forty statements that consisted of three types of teachers' competence implemented during pre-service teaching period: pedagogical, personal, and social competences. The students responded by picking any of five alternatives namely strongly agree, agree, not sure, disagree, and strongly disagree.

The findings showed that majority of students had perceptions that the English pre-service teachers had represented those three types of teachers' competence well during the pre-service teaching period. Researcher also found the English pre-service teachers had taught and socialized well in every classroom where they were even though the status of the classrooms differed into some types such as regular class, superior class, and class for students with special talents.

INTRODUCTION

The education and teaching experience have most often been used to measure teacher's competence (Myrberg & Rosen, 2004). Therefore, current undergraduate students who take educational majors get the roles as teacher candidates need to experience teaching directly before being graduated. It becomes a requirement to finish their degree and be the professional teachers. They have to spend particular period as pre-service teachers at public school. Ferry and Kervin (2009) defined that pre-service teachers are students enrolled in an undergraduate teaching degree in a tertiary education setting.

During the pre-service teaching period, the pre-service teachers have to implement the teachers' competencies to students inside and outside classroom. It happens in the teaching and learning process and also in daily interaction of pre-service teachers with student. However, while serving as pre-service teachers, the undergraduate students are examined and suggested mainly by the English teacher as the mentor at the school, not by the students who engage with them every day. As happened when the researcher spent her pre-service teaching

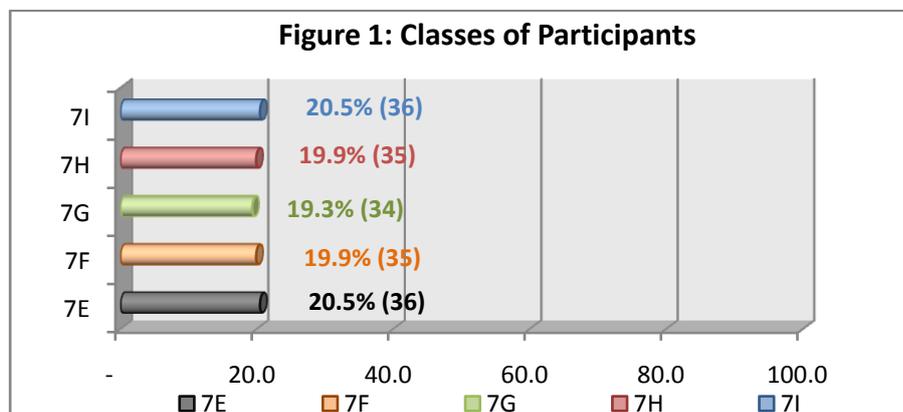
period at SMP N 7Jambi, there was no formal feedback on the implementation of English pre-service teaching from the students at their school.

A previous research by Nugraheni (2011) studied about senior high students' perceptions about Anthropology and Sociology pre-service teachers' competencies in a public school in Semarang, Central Java. This study involved four competencies: pedagogical, personal, social, and professional competencies to examine by the students by using survey questionnaire and picking the choices. However, this research did not provide specific statements about the teachers' competencies related to their subject of teaching, and it made the questionnaire can be used for any research with same topic but different subject that the pre-service teachers teach. Furthermore, there are very limited publications about the similar topic of the research and it stimulated the researched to do this research.

In this paper, the researcher presents a result of survey about junior high school students' perceptions toward English pre-service teachers' competencies at SMP N 7 Jambi. The teachers' competencies were based on the Republic of Indonesia Law No. 14 (2005), about Teachers and Lecturers. There are four competencies: pedagogical, personal, social, and professional competencies in the law. This research excluded professional competence due to the consideration of the participants who were still junior high school students, and this competence should be examined by the professional teachers too to get ideal result. The main purpose of this research is to find out junior high school students' perception toward the representation of English pre-service teachers' competencies at SMP N 7 Jambi through the questionnaires.

METHODS

This study used quantitative design with survey approach to reveal high school students' perception toward English pre service teachers in their school. According to Creswell (2003), a survey design provided a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. Robson (as cited in Tersta, 2014) stated that the term 'survey' was commonly applied to a research methodology designed to collect data from a specific population, or a sample from that population, and typically utilized a questionnaire or an interview as the survey instrument. The numbers of the participants were 176 students picked with cluster sampling method from five classrooms who were taught by the English pre-service teachers during the pre-service teaching period.



This method was chosen to get the data about junior high school students' perceptions toward the representation of English pre-service teachers' competencies at SMP N 7 Jambi because it fitted each other between the instrument and the method: questionnaire and quantitative design. The researcher did descriptive analysis based on the quantitative data from the questionnaire used. Below is the specification of questionnaire:

Table 1. Specification of Questionnaire

Variable	Numbers of Statements	Total of Items
Pedagogical Competence	1 – 13	13 items
Personal Competence	14 – 25	12 items
Social Competence	26 – 36	11 items

The participants of this research were required to fill the questionnaire which consists of their demographic background and the statements about participants' perceptions. The participants were required to show their perceptions about English pre-service teacher competencies by choosing one of the scales that were presented in the questionnaire for each statement. The close-ended questionnaire had five Likert Scale, and all of the items were classified in five general scales to reach particular target. They are: *Strongly Agree* (SA), *Agree* (A), *Not Sure* (NS), *Disagree* (D), and *Strongly Disagree* (SD) (Dornyei, 2003). The whole quantitative data of questionnaire were processed by using Statistical Package for Social Science (SPSS) and displayed as frequency or percentage in tables and diagram.

The first class to be surveyed was the class to find the reliability of the questionnaire and it is called as pilot test. It decided whether the questionnaire can be used for others or not. Based on the result of reliability analysis, the result was 0.859 and it meant that the questionnaire had high reliability.

RESULT AND DISCUSSION

The Representation of English Pre-Service Teachers' Pedagogical Competence

Majority of students showed positive perceptions toward the representations of English pre-service teachers' pedagogical competence at SMP N 7 Jambi. In total, 94% of participants showed positive perceptions with 44.8% participants chose strongly agree and 49.2% participants agreed, 5.2% participants showed that they were not sure, and only 0.8% participants showed negative perceptions with 0.7% disagreed and 0.1% chose strongly disagree.

Table 2: The Representation of English Pre-Service Teachers' Pedagogical Competence

Items	SA	%	A	%	NS	%	D	%	SD	%
S1	120	68.2	55	31.2	1	0.6				
S2	88	50	68	38.6	15	8.5	4	2.3	1	0.6
S3	94	53.4	70	39.8	11	6.2			1	0.6
S4	111	63.1	56	31.8	7	4	2	1.1		
S5	86	48.9	87	49.4	3	1.7				
S6	107	60.8	67	38.1	2	1.1				
S7	67	38.1	89	50.6	20	11.4				
S8	53	30.1	102	58	20	11.4	1	0.6		
S9	94	53.4	69	39.2	12	6.8	1	0.6		
S10	59	33.5	87	49.4	24	13.6	6	3.4		
S11	82	46.6	89	50.6	5	2.8				
S12	31	17.6	136	77.3	7	4	2	1.1		
S13	76	43.2	96	54.5	4	2.3				
S14	54	30.7	119	67.6	3	1.7				
S15	38	21.6	131	74.4	4	2.3	3	1.7		
S16	102	58	58	38.6	5	2.8	1	0.6		
S17	79	44.9	81	46	13	7.4	2	1.1	1	0.6
Total		44.8		49.2		5.2		0.7		0.1

There were some findings of statements that the researcher found, which had quite different findings of the other statements. They were findings of statement 7, 8, and 10. In statement 7 that mentioned: "As long as English pre-service teachers were teaching, students were motivated or desired to show skills and talent which were related to English in the classroom," there were 20 participants (11.4%) who were not sure about this statement. The same percentage also happened to statement 8 that mentioned: "Students felt that English pre-service teachers are sensitive to students' ability and talent." Besides, in statement 10 that mentioned, "The English pre-service teachers are good messengers or advisors for students' characteristics or behaviours," there were 24 (13.6%) participants who were not sure and 6 (3.4%) participants who disagreed with the statement. They were all has different findings among other statement that had less than 10% participants stating not sure about each statement. The findings above showed that majority of participants (94%) had positive perceptions toward the representation of English Pre-Service Teachers' Pedagogical Competence with 44.8% participants responded strongly agree and 49.2% participants responded agree.

Two statements that have participants disagreed them are statement 12 and 15. In responding statement 12, there were 1.1% (2) participants disagreed and 4% (7) participants were not sure that English pre-service teachers had various English vocabulary while speaking. It means they thought that English pre-service teachers still used repetitive vocabulary. The negative responses also happened on statement 15. There were 1.7% (3) participants disagreed and 2.3% (4) participants were not sure that the students understood all

the explanation told by English pre-service teachers. It means that they thought English pre-service teachers failed to explain the whole lesson material well to some students.

By looking at the whole findings of the English pre-service teachers' pedagogical competence, there was an indication that the English pre-service teachers had shown good performance in English pre-service teaching period at SMP N 7 Jambi. This result is consistent as it was found in another research from Rahman (2014) who did a research to find out the influence of pedagogical and professional competence toward the performance of Junior High School Teachers in Ternate. The result in Rahman (2014) stated that teachers who have good pedagogical competence are able to have good performance in explaining lesson materials during teaching and learning process in the classroom, especially by looking at positive responses (strongly agree and agree) of the findings of statement 4 (94.9%), statement 5 (98.3%), statement 6 (98.9%), statement 7 (88.7%), statement 9 (92.6%), statement 14 (98.3%), statement 15 (96%), and statement 17 (90.9%) that showed teachers' performance in the classroom.

The whole findings of this study were also in line with a study conducted by Hakim (2015) about the contribution of teachers' competencies on the performances of learning. The result of Hakim's study was that pedagogical competence has impact significantly in improving the performance of learning and is primarily concerned with the mastery of teaching materials, the ability to manage learning and a commitment to doing a good job. Looking at the positive responses of statement 5 (98.3%), statement 6 (98.9%), statement 14 (98.3%), statement 15 (96%), and statement 17 (90.9%) showing the performance in learning, those statements had majority positive responses from the participants and indicated that the English pre-service teachers had good pedagogical performance and could bring good performance in learning to students.

Another study in line with this study is Fajet, Bello, Leftwich, Mesler, and Shaver (2005) who conducted a study about perceptions from undergraduate students in education major in teachers' way of beginning education classes based on their experiences during their studying in the schools before being undergraduate students. The findings in Fajet et al. (2005) showed that the majority participants thought teachers with good pedagogical competence were creative and able to make learning enjoyable, fun, and interesting. The findings in this study which was in line with what stated in Fajet et al. (2004) were statements 1, 2, 3, 4, 6, 7, and 10. Those statements showed majority positive responses in each statement. Statement 1 (99.4%), statement 2 (88.6%), statement 3 (93.2%), statement 4 (94.9%), statement 6 (98.9%), statement 7 (88.7%), and statement 10 (82.9%) showed how teachers behaved, reacted, and responded to the classroom and students condition.

The Representation of English Pre-Service Teachers' Personal Competence

Majority of participants showed positive perceptions toward the representations of English pre-service teachers' personal competence, even though the percentage is not as big as the percentage of participants' perceptions toward the representations of English pre-service teachers' pedagogical competence. In total, there were 89.7% participants showed positive responses with 51% participants chose strongly agree and 38.7% participants agreed, 9.6% were not sure with the teachers' personal competence, and 0.7% students showed

negative responses with 0.6% participants disagreed and 0.1% chose strongly disagree in this section.

Table 3: The Representation of English Pre-Service Teachers' Personal Competence

Items	SA	%	A	%	NS	%	D	%	SD	%
S18	37	21	73	41.5	62	35.2	3	1.7	1	0.6
S19	76	43.2	75	42.6	22	12.5	3	1.7		
S20	80	45.5	84	47.7	10	5.7	2	1.1		
S21	113	64.2	52	29.5	10	5.7	1	0.6		
S22	75	42.6	90	51.1	11	6.2				
S23	114	64.8	58	33	4	2.3				
S24	110	62.5	52	29.5	13	7.4	1	0.6		
S25	70	39.8	77	43.8	29	16.5				
S26	113	64.2	60	34.1	3	1.7				
S27	89	50.6	71	40.3	16	9.1				
S28	84	47.7	73	41.5	18	10.2	1	0.6		
S29	117	66.5	52	29.5	5	2.8	1	0.6	1	0.6
Total		51		38.7		9.6		0.6		0.1

By looking at the whole findings of the representation of English pre-service teachers' personality competence above, it was shown that the participants majorly had positive responses on every item of statements. This result is in accordance to a study conducted by Shishavan and Sadeghi (2009). They did a research to find out characteristics of effective English language teacher and involved English teachers and learners as the participants. The result showed that the learners as part of participants assigned more weight to characteristics relating to a teacher's personality and the way a teacher behaved the students. In addition, the teacher's positive and favorable personality in the school psychologically influenced the learners' effective learning. In this study, how the English pre-service teachers treated and behaved students can be seen from the positive responses in some statements in the findings. They are statement 18 (62.5%), statement 19 (85.8%), statement 20 (93.2%), statement 21 (93.7%), statement 23 (97.8%), statement 26 (98.3%), statement 27 (90.9%), statement 28 (89.2%), and statement 29 (96%). The findings of those statements showed that the participants had perceptions that the English pre-service teachers behaved the students well, and furthermore it would be possible to influence learners' effective learning.

In another study, Akintomide and Oluwatosin (2011) did a research on teachers' characteristics and students' choice of teaching, and it involved secondary school students as the participants. One of the research questions was questioning about the teacher characteristics that students assessed in secondary school teachers. The result revealed that students put high respect in teachers' punctuality in school and classes. It is in line with the findings of statement 24 and 25 in this study. Statement 24 (English pre-service teachers were always present at school on time) gained 92% positive responses from the participants, and statement 25 (English pre-service teachers were consistently punctual to come in to the classes) gained 83.6% positive responses from the participants.

The Representation of English Pre-Service Teachers' Social Competence

Majority of students showed positive perceptions toward the representations of English pre-service teachers' social competence. In total, 94.7% of participants showed positive perceptions with 61.7% participants chose strongly agree and 43.2% participants agreed, 3.5% participants showed that they were not sure, and only 0.5% participants showed negative perceptions with 0.7% disagreed and 0.1% chose strongly disagree.

Table 4: The Representation of English Pre-Service Teachers' Social Competence

Items	SA	%	A	%	NS	%	D	%	SD	%
S30	133	75.6	40	22.7	1	0.6	2	1.1		
S31	119	67.6	54	30.7	3	1.7				
S32	99	56.2	71	40.3	6	3.4				
S33	106	60.2	68	38.6	2	1.1				
S34	108	61.4	58	33	10	5.7				
S35	110	62.5	62	35.2	4	2.3				
S36	132	75	39	22.2	4	2.3	1	0.6		
S37	94	53.4	74	42	6	3.4	2	1.1		
S38	86	48.9	69	39.2	17	9.7	3	1.7	1	0.6
S39	93	52.8	72	40.9	10	5.7	1	0.6		
S40	115	65.3	56	31.8	4	2.3			1	0.6
Total		61.7		34.2		3.5		0.5		0.1

The highest percentage (98.8% or 174 participants) showing positive responses found on the findings of statement 33 that stated "Students felt that the pre-service teachers' ways and efforts are enough to know and interact with school environment during pre-service teaching period." It showed the pre-service teachers' good, fast ability of doing adaptation to the school environment.

Another statement with high percentage of participants showing positive responses (98.3% or 173 participants) is statement 30 that stated "Students felt excited to have the English pre-service teachers at their school." It showed that there was a difference before and after English pre-service teachers came and taught at the school. The presence of English pre-service teachers was another joy in the process of teaching and learning at the school.

By looking at the whole findings of the representation of English pre-service teachers' social competence, it indicated that English pre-service teachers had already possessed good social competence. Teachers having good social competence may increase students' motivation in learning. It is in line with a study conducted by Magelinskaite, Kepalaitė, and Legkauskas (2014) about relationships on social competence, learning motivation, and school anxiety. The findings in Magelinskaite et.al. (2014) showed that there was a positive correlation between teachers' social competence and students' learning motivation and the relationship was highly significant and moderately strong for the students as the participants.

Another study done by Brackett et. al. (2011) about classroom emotional climate, teacher affiliation, and student conduct involved English Language Arts students as the participants. They were required to give their perceptions toward their relationship with the

teachers. The findings revealed that when teachers could create warm and open classroom environment that supports the emotions of students, students felt more connected, behaved better, and were more apt to succeed in school. As the findings of statement 30 to statement 40 showed, majority of participants gave the perceptions that the English pre-service teachers at the school already had good social competence. When the representation of good social competence is continuous, it will result conductive environment for students and teachers relationship in the school.

CONCLUSION

Majority of participants in this study gave positive responses that showed positive perceptions toward all statements about the representation of English pre-service teachers' competencies at SMP N 7 Jambi. Therefore, it can be concluded that seen from the whole findings, the English pre-service teachers who came from Jambi University at SMP N 7 Jambi had implemented pedagogical, personal, and social competencies well during their English pre-service teaching period. However, there were still minority of participants showed their negative responses even though the percentage is less than 1%. Further research is needed to find the detail causes of the findings in this study.

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