

CHAPTER I

INTRODUCTION

1.1 Research Background

English has grown to be a global language specifically in Indonesia, which is taught as a foreign language in school. The growing use of English in Indonesia stems from technological advancements and globalisation. Despite this, English as a Foreign Language (EFL) has encountered harsh obstacles in Indonesia. Septiani et al. (2021), stated that the importance of improving teachers' exceptional in training. At the equal time, this stays a barrier in Indonesia. Relatively in a position instructors are one powerful manner to enhance beginners' English abilities. Within the context of EFL, one of the problems that newcomers face is a lack of enough opportunities to apply English as it should be. There's hardly any publicity to the goal language (Saleh et al., 2016). As a end result, English teacher greatly depend on account that, for maximum college students, those educators are the handiest available partners to assist them practice their language capabilities.

The effectiveness of teaching relies upon largely at the excellent and competencies of teachers. There have been many tries to define effectivity in teaching and powerful teacher as such these days. Commonly speaking, effective teacher require no longer best know-how, however additionally abilities which can be suited to obtain goals. In addition they want so that it will use this expertise and these competencies well if the desires are to be accomplished. At the same time as focusing on the characteristics of a really perfect language teacher, the definitions of the terms inclusive of effective teacher must be furnished (Tarajová & Metruk,

2020). In keeping with Setiawan (2020), students' perceptions of teacher performance, consisting of motivation, study room management, use of facilities, and technique adaptation, can contribute to teaching effectiveness. Samosir et al. (2025), said that effective English teachers are assessed based on content mastery, innovative making plans, ardour, and the capacity to have interaction with students positively. Barnes and Lock (2013), stated that scholars admire instructors who put together substances properly, set clear dreams, inspire participation, and improve scholar learning autonomy.

The growing international importance of English has made its powerful coaching a critical consciousness in training. Shen et al. (2020), in their research stated that teacher information in phrases of management and pedagogical talents such as content material information substantially affects pupil success. Zhou et al. (2023), emphasized that trainer professional development appreciably enhances in-provider instructors' self-efficacy, which performs a essential role in improving teaching pleasant and students studying results. However, there may be nevertheless ongoing dialogue approximately the precise know-how, talents, and inclinations that outline an powerful English teacher.

Al-Seghayer (2017), emphasized that a hit EFL teacher show 4 important competencies: content expertise, pedagogical skills, classroom control, and sensitivity to students' emotional and academic needs. These competencies help their ability to deliver powerful guidance and foster scholar success. Li (2023), observed that trainer pupil relationships and emotional help significantly decorate learners' engagement and enjoyment in foreign language instructions. Those

interpersonal elements are intently connected to students' motivation and language mastering effects, particularly in EFL contexts.

Students' perceptions drastically shape their mastering stories, but are frequently undervalued in formal teacher reviews (Thamrin, 2020). Spotting and incorporating scholar feedback can beautify teachers' reflective practice and academic improvement. Sujana (2023), located that vocational high college students in Indonesia perceive 5 dominant traits of powerful EFL teachers: rapport, clean transport, equity, knowledge and credibility, and corporation and preparation. The rapport building relationship between the teacher and the subject to the students is the biggest difference.. Than et al. (2024), showed that the level of self-efficacy of EFL instructors in Vietnam become incredibly correlated with their study room control abilities. It's far mean that greater assured teachers demonstrated more established and effective lecture room control practices.

Inside the context of training in Indonesia, instructor competency has been formally regulated in regulation of the Republic of Indonesia range 14 of 2005 regarding teacher and lecturers. Article 10 paragraph (1) explains that teacher competencies includes 4 most important components, particularly pedagogical, character, professional, and social competency. This provision is emphasised within the law of the Minister of countrywide education of the Republic of Indonesia quantity 16 of 2007 concerning educational Qualification requirements and teacher skills, which provides targeted indicators for each kind of competencies for each subject, together with English. Further, government law variety 19 of 2017 as an amendment to PP variety 74 of 2008 regarding instructors emphasizes that

mastery of those 4 skills is the main requirement in realizing a best mastering technique.

These four abilities are very applicable to assessing the quality of an English teacher. Pedagogical competencies, as an instance, is needed so that teachers are able to teach English effectively in line with student traits, through applying communicative and contextual methods. Personal competencies is crucial so that teacher may be role models in behaving and demonstrating expert, resilient, and exemplary integrity attitudes that can construct students' learning motivation. Professional competencies is closely related to intensive mastery of teaching materials, such as linguistic elements along with grammar, pronunciation, vocabulary, and cultural knowledge inherent in the use of English. Meanwhile, social competencies permits teachers to communicate and engage effectively, both with students, colleagues, parents, and the wider community, which could be very critical in helping a collaborative and enjoyable learning process. As a result, these four competencies can't be separated from each other and have to be completely possessed by a great English teacher. Teacher who have these four competencies can be better able to present mastery that is not best academically effective, but additionally builds the individual and social capabilities of students in the usage of English as an international communication tool.

Therefore, although diverse research have mentioned the characteristics of powerful English teachers from the angle of students, maximum of these research only focus on one group of college students the use of quantitative or qualitative methods one by one. Research that combines each procedures intensive remains restrained, particularly within the context of better training in Indonesia.

Furthermore, comparative research examining variations in student perceptions based on majors (English and non-English) and educational level (undergraduate and postgraduate) is still rare in Bali, Indonesia. This study aims to fill this gap by using an integrated, mixed-approach approach to evaluate students' perceptions of appropriate English teachers across various majors and academic levels at two universities. The novelty of this study lies in its integrative technique, which combines numerical data and in-depth narratives from students, thus providing more comprehensive information on how educational background and experience influence students' expectations of English teachers. The results of this study are expected to provide practical contributions to teacher education programs, English teaching practices, and policy systems to improve the quality of training in higher education in Indonesia.

1.2 Problem of Identification

Teacher competence is one of the fundamental elements that affect the quality of learning in higher education. However, students' perceptions of teacher competence can vary depending on their past mastery experiences. Within the context of better training, a deeper know-how of ways students examine the pedagogical, private, social, and expert competence of a trainer nevertheless wishes to be explored in addition. One of the problems diagnosed is the lack of studies that combines a quantitative technique with open-ended query evaluation to advantage a more comprehensive expertise of college students' perceptions of teacher competence. Most preceding studies tend to best use a simple, quantitative technique without providing space for students to express their views in more detail.

Similarly, even though teacher competencies requirements had been set in numerous schooling policies, it is still doubtful how students assess the implementation of these abilities in study room teaching practices. Therefore, this looks at attempts to pick out students' perceptions of teacher competencies based on quantitative information from closed questionnaires and further exploration through descriptive analysis of students' answers to open-ended questions. Based on identifying those troubles, this study aims to provide a deeper perception into how students determine the quality of teaching primarily based on teacher competencies and how those findings can make contributions to improving the quality of education.

1.3 Research of Limitation

This study focuses on students' perceptions of a good English teachers primarily based on teacher competencies, four main aspects, namely pedagogical, personality, social, and professional competencies. The primary purpose of this study is to research how students assess those four components of their learning experience at university. Statistics collection was completed through a closed questionnaire based on a Likert scale to gain quantitative statistics on scholars' perceptions. Similarly, open-ended questions inside the questionnaire were used to gain a deeper perception of the characteristics of teachers considered excellent by using college students. The outcomes of this can be analysed descriptively to perceive styles of pupil perceptions of teacher abilities and the way those capabilities contribute to their learning experience. Consequently, this looks at not best focuses on measuring teacher talents quantitatively, however, additionally

explores students perspectives through open-ended solution analysis, in an effort to provide a more complete picture of the quality of teaching within the university environment.

1.4 Research of Questions

1. 4. 1 How are the perceptions of undergraduate students in English language Education Study Program about the characteristics of a good English teacher?
1. 4. 2 How are the perceptions of undergraduate students in non-English language Education Study Program about the characteristics of a good English teacher?
1. 4. 3 How are the perceptions of post-graduate students in English language Education Study Program about the characteristics of a good English teacher?
1. 4. 4 How are the perceptions of post-graduate students in Non-English language Education Study Program about the characteristics of a good English teacher?
1. 4. 5 How are the undergraduate students majoring in English Language Education different from those majoring in non-English Language Education in perceiving the characteristics of a good English teacher?
1. 4. 6 How are the post graduate students majoring in English Education different from those majoring in non-English education in perceiving the characteristics of a good English teacher?

1.5 Research Objectives

This study aims to examine students' perceptions of teacher competencies based on four important components: pedagogical, personality, social, and expert competence. Using a Likert-scale closed-ended questionnaire, this study analyses quantitative statistics to identify styles and developments in college students' checks of teacher competence. Similarly, descriptive analysis of responses to open-ended questions is carried out to gain deeper insights into students' views on the characteristics of an excellent English trainer. The findings are expected to offer empirical evidence that supports the development of teacher schooling programs, enhances the professionalism of the teaching group of workers, and informs academic policy in universities and faculties. Based on the formulated research questions, the objectives of this study are as follows:

- 1.5.1 Explore the perceptions of undergraduate students in the English Language Education Study Program about the characteristics of a good English teacher.
- 1.5.2 Explore the perceptions of undergraduate students in non-English Language Education Study Program about the characteristics of a good English teacher.
- 1.5.3 Explore the perceptions of postgraduate students in the English Language Education Study Program about the characteristics of a good English teacher.
- 1.5.4 Explore the perceptions of postgraduate students in non-English Language Education Study Program about the characteristics of a good English teacher.
- 1.5.5 Compare the perceptions of undergraduate students majoring in English Language Education with those majoring in non-English Language Education regarding the characteristics of a good English teacher.

1.5.6 Compare the perceptions of postgraduate students majoring in English Language Education with those majoring in non-English Education regarding the characteristics of a good English teacher.

1.6 Significance of the Study

1.6.1 Theoretical Significance

This study contributes to the development of theories on teacher competence by using analyzing students' perceptions based totally on four key components: pedagogical, character, social, and expert competence. by way of using a dominant qualitative method complemented with open-ended question analysis, this studies offers empirical evidence on how college students interpret and evaluate instructor competence in the context of better training in Indonesia. Theoretically, this looks at strengthening Fraser's (2016) updated idea of Pedagogical Content Knowledge (PCK), which underscores the combination of concern, remember, and mastery as important components of competent teaching. Furthermore, the look aligns with the latest findings by Hettinger et al. (2024), who emphasize that teacher competence encompasses not only cognitive talents but additionally the affective and motivational dimensions that immediately affect college students' study room engagement. Their longitudinal studies highlight the reciprocal relationship between teacher self-efficacy and student motivation, mediated by means of college students' perceptions of teaching practices. Those findings strengthen the concept that ready teaching is not constrained to content delivery but additionally involves the potential to encourage and maintain students' motivation thru adaptive and responsive instructional behaviors. by way of incorporating students' perspectives,

this observe contributes to a deeper knowledge of ways teacher features have interaction dynamically with learners' instructional engagement in better schooling contexts. The aggregate of quantitative and qualitative analyses bridges the distance between numerical evaluations and contextual interpretations, as a result, imparting a more complete foundation for future research on instructor competence and its implications for student results and teacher education applications in better education.

1.6.2 Practical Significance

Practical significance refers to the practical advantages of this study's findings for exceptional events. The findings of this study might be expected to be beneficial to subsequent events.

1.6.3 English Teacher

The outcomes of this study may be a reflection of how teachers can understand how students determine their competence based on pedagogical, personality, social, and expert factors. By understanding which components are more favoured or need to be advanced, teachers can broaden extra powerful teaching techniques which might be in accordance with students' wishes. Similarly, this look can also help teachers in improving social interplay and building better relationships with students, as appropriate interpersonal relationships among teachers and students can increase the motivation to get to know each other.

1.6.4 Teacher Education Program

For teacher education programs, this examination may be a reference in designing and comparing education applications and developing lecturer talents. By means of knowledge, college students' perceptions of instructor competency, universities can identify areas for development and offer more focused education programs, along with improving teaching methods, enhancing communication skills, and strengthening professional ethics. In addition, the consequences of this study can also contribute to the improvement of educational policies, which might be more oriented towards improving the quality of learning and students experience.

1.6.5 Education Institutions (Undergraduate and Postgraduate Programs)

For higher training establishments, each at undergraduate and postgraduate degrees, the effects of this study can be a reference in developing the quality of coaching personnel, especially in English guides. The emphasis on the four centre skills of instructors' pedagogical, expert, character, and social suggests that students at any stage of training have a positive view of academics or teacher who are capable of combining these four aspects in the learning process.

1.7 Definition of Key Term

1.7.1 Students Perception

Conceptual Definition

In line with Nisa et al. (2023), perception is thought of as a complicated process concerning the recognition, organization, and interpretation of stimuli through the five senses. The stages of this system include selection, specifically

choosing statistics that draw attention, organisation, organising statistics in a cognitive structure, and interpretation, which gives meaning to the statistics. This perception process does not simply involve bodily gadgets, but additionally consists of notions of human beings, and is substantially influenced by factors such as gadgets, sensory organs, interest, and the person's cognitive circumstances in forming impressions of the encompassing environment.

Operational Definition

In this study, students' perceptions refer to their views and assessments of the characteristics of a good English teacher. This belief is described and measured based on four competencies mentioned within the Indonesian teacher competencies requirements, particularly pedagogical, personality, social, and professional Competence. Those skills are in addition supported by means of related theoretical frameworks. Pedagogical Competence emphasizes the teacher's ability to devise and deliver classes efficaciously and interactively, which aligns with Fraser's (2016) concept of Pedagogical Content information (PCK) that combines content mastery with appropriate teaching techniques. Character and social capabilities reflect not only the instructor's private traits and ability to build wonderful relationships, but also are in. Sooner or later, expert Competence focuses on mastery of problem-solving and the application of suitable techniques, helping Sadovets (2018) emphasize continuous instructor learning and variation. On this look at, students' perceptions are gathered via closed-ended questionnaires and open-ended responses that describe how those abilities are demonstrated by their English teachers in schoolroom practices.

1.7.2 Good English Teacher

Conceptual Definition

According to Undang-undang Dasar Republik Indonesia No.14 Tahun 2005, teachers are professional educators with the primary project of teaching, coaching, guiding, directing, schooling, assessing and comparing students in early formative years education, formal training, fundamental training and secondary training. Teacher competencies is the capacity that ought to be possessed by instructors as a form of pleasurable pleasant standards that ought to be met, such as pedagogical competencies, personality competencies, social competencies, and professional competencies. Those four competencies are competencies requirements that have to be met by teachers.

Operational Definition

In this examine, precise English teachers could be analyzed based on four most important capabilities. These 4 competencies cowl the following elements: Pedagogical Competence, namely the teacher's ability to plot, put into effect, and examine the getting to know method effectively, as well as the capability to manage the elegance and facilitate students' expertise of English material. Social competencies, specifically the teacher's capability to have interaction with college students, colleagues, and the community positively and successfully, as well as the ability to adapt to diverse social environments. Personal competencies, specifically the teacher's personality qualities, together with integrity, persistence, exemplary conduct, area, and the potential to inspire and motivate students. Professional Competence, specifically the teacher's extensive expertise of the structure and use of English, together with grammar, vocabulary, pronunciation, and the potential to

talk in English fluently and accurately. These four competencies may be the reference in reading the characteristics of an awesome English teacher on this examine.

1.7.3 Study Major

Conceptual Definition

According to Peraturan Perundang-undangan No. 23 of 2019, study program is a unit of educational and learning activities that has a specific curriculum and learning method in one type of academic education. The terms study program and department have the same meaning. In college, academics tend to refer to this division of education as a study program or abbreviated as prodi. Study programs are organized with the permission of the minister of education and culture after meeting the minimum accreditation requirements, and are managed by a management unit determined by the organizing university. The existence of a study program aims for students to master knowledge, skills, and attitudes in accordance with the target of the educational curriculum used. According to Silver (2024), in the longitudinal study “Major transitions: how students interpret the process of changing fields of study,” the choice of major is an important decision in higher education that reflects the individual's meaning of their academic identity and influences future career paths.

Operational Definition

In this study, major study refers to the category of students based on their major or study program. Students from English majors: Students who are studying in an English study program, where they focus on the study of English language, literature, or education. Students from non-English majors: Students who are

studying in other study programs that do not focus on English. In addition, postgraduate students, both from English majors and non-English majors, can also provide perspectives on the characteristics of good English teachers.

1.7.4 Level of Education

Conceptual Definition

According to undang-undang republik indonesia nomor 12 tahun 2012 tentang pendidikan tinggi stated that higher schooling is a degree of training after secondary education which includes diploma applications, undergraduate packages, master's programs, doctoral applications, and expert programs, in addition to professional programs, that are organized by universities primarily based on Indonesian way of life. The level of schooling is a standardized classification device that organizes academic ranges primarily based on gaining knowledge of goals, complexity of content material, and anticipated consequences (UNESCO, 2012). This machine, called the global fashionable classification of training (ISCED), outlines academic progression from early formative years to better training in a established and comparative framework. It reflects the development of people' information and competencies across extraordinary ranges, aligning with their age and cognitive skills.

Operational Definition

In this study, education level refers to two groups of students who are distinguished based on their level of education and teaching experience. Undergraduate Students Students who are studying at the undergraduate level and have not yet become teachers. They are students who are still in the learning stage and do not have formal teaching experience. Their perception of a good English

teacher will be based on their learning experience as students. Postgraduate Students who are studying at the postgraduate level and have already become teachers. They have formal teaching experience, so their views on a good English teacher are also influenced by their experience as educational practitioners. This study aims to gain perspectives on the characteristics of good English teachers from these two groups: undergraduate students who do not yet have teaching experience, and postgraduate students who have become teachers.

1.7.5 Undergraduate Students

Conceptual Definition

According to Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 about regarding better education. The bachelor's program is an academic training meant for graduates of secondary training or equal so that they are capable of exercise science and technology through medical reasoning. The bachelor's application as cited in paragraph one prepares students to become intellectuals, capable of enter and create activity also capable of expand themselves into specialists. Undergraduate programs need to have teachers with minimal educational qualifications of grasp's diploma graduates or equivalent. Graduates of undergraduate programs are entitled to apply the identify of bachelor. Further provisions regarding undergraduate applications are regulated inside the Ministerial regulation. Sim (2021), in a take a look at entitled "Improving Critical Thinking Skills And Inclinations Thru Network Communicate In An Academic Writing Programme", the potential to think and write severely is a first-rate studying final results at the undergraduate level. This study indicates that after educational writing is practiced in a mastering network, students experience tremendous improvements

in their critical questioning, not handiest understanding the structure of argumentation, but additionally being higher able to formulate in-intensity and reflective essential perspectives on clinical texts. Undergraduate education is likewise taken into consideration as the initial section in building expert competencies.

Operational Definition

In this observe, the undergraduate students noted in this have a look at are 7th semester college students, both from English majors and non-English majors. They consist of two companies. English predominant college students seventh semester college students who are taking English have a look at packages. Non-English principal students: seventh semester college students who are taking have a look at programs other than English. Future teachers those undergraduate college students tend to have the purpose of turning into teachers in the destiny. Therefore, they have already got perspectives and evaluations approximately what they remember to be a good English teacher, that's primarily based on their getting to know reviews to date. This study objectives to acquire and examine the perceptions of seventh semester college students, both from English majors and non-English majors, concerning the traits of precise teachers, specifically English teachers, from the attitude of prospective teachers.

1.7.6 Post-graduate Students

Conceptual Definition

In step with Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 regarding a master's application is an educational education meant for graduates of a bachelor's program or equivalent in order that they're able to exercise and develop

technology and technology thru medical reasoning and research. The master's application as noted develops students into intellectuals, cultured scientists, capable of input and create jobs and broaden themselves into experts. The grasp's program ought to have academics who're academically qualified as graduates of a doctoral program or its equivalence. Graduates of the grasp's software are entitled to use the title of master. In addition provisions concerning the grasp's software are regulated inside the Ministerial law. Consistent with Brooks (2023), inside the article "monitoring the progress of Doctoral college students" published in the Encyclopedia magazine, postgraduate education includes a studies degree main to an original thesis degree, where postgraduate researchers undergraduate schooling based totally on unbiased research tasks. This training emphasizes superior research talents and produces a scientifically qualified thesis-finished work. This application regularly emphasizes scientific studies and the development of the capacity to produce original scientific paintings.

Operational Definition

In this study, Postgraduate college students Postgraduate college students within the context of this observe encompass companies. Postgraduate students from English Majors students who are pursuing postgraduate studies in English. Postgraduate students from non-English Majors college students who are pursuing postgraduate research in different fields unrelated to English. Postgraduate students who have teaching experience, they provide opinions based on their reports as teacher and also as postgraduate students, related to their perceptions of the traits of true English teacher. This look at goals to collect and analyze the views of postgraduate students, each from English and non-English majors, together with

those who are already instructors, associated with the idea of a good English teacher from their attitude.

