



TEACHERS' PERCEPTIONS REGARDING ENGLISH LANGUAGE PROFICIENCY AND TEACHING EFFECTIVENESS

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Abstract.

Most English teachers teach students that the discussions to be taught are not so detailed that most students do not fully understand what the teacher is teaching. There are also teachers who give only assignments at the beginning of the lesson without explained the material that will be taught beforehand. So many students are overwhelmed and don't understand learning. In this situation, the study finds out how teachers feel about English language proficiency and their teaching effectiveness in English lessons. The study used a qualitative approach with semi-structured interview. The study was conducted at one of the Junior High School in Garut, West Java. It collected data from a Junior High School teacher. Furthermore, the study found that the relationship between English language proficiency and teaching effectiveness is that if a teacher had mastered English correctly and if a teacher had applied the right way of learning, especially in English study will be certainly improve student skills. The teacher will be very easy to present to the children and will make effective teaching in the classroom.

Keywords: *Perception, English language proficiency, Teaching Effectiveness*

INTRODUCTION

Language proficiency and teaching effectiveness are important. The importance of language proficiency levels is to promote effective teaching and to enhance the quality of education. Language proficiency levels provide an objective reference against which teachers' proficiency can be gauged to help them pursue continuous professional development. Also, teaching effectiveness is the single most important school-based factor in student success. However, the urgent need for highly effective teachers in every classroom calls for a clear definition of effectiveness and action toward creating

the conditions for it. It is important, therefore, to understand that the English teacher training education graduate should have sufficient English skills to teach English effectively in class and that language skills are one of the key components that make up the professional knowledge of language teachers.

However, the problem is the low availability of trained and proficient teachers. This causes teachers with lower proficiency levels to be hired by schools (Nunan & Bailey, 2009). There is also a local context study that found that most of the professional English teachers in formal schools had low competence in teaching English to their students. On the other hand, the importance of the teacher's language proficiency cannot be matched with the effectiveness of teaching. Because although the teacher's language proficiency is very important they must also pay attention to aspects that will make the purpose of teaching effective. Therefore, it is not easy to link the teacher's language proficiency in teaching and can help the teacher's effectiveness in teaching.

There are several studies related to the topic discussed. Some of the studies focused on the issue of EFL teachers' language proficiency, low English proficiency, and the learners' proficiency levels (Dudzik & Nguyen, Vietnam: Building English Competency in Preparation for ASEAN 2015, 2015; Hamid & Nguyen, Globalization, English Language Policy, and Teacher Agency: Focus on Asia, 2016; Li & Baldauf, Beyond The Curriculum: A Chinese Example of Issues Constraining Effective English Language Teaching, 2011. This study showed about how to make an effective language teaching.

Furthermore, several studies focused on three aspects of teaching effectiveness (Freeman, Katz, Gomez, & Burns, English for Teaching: Rethinking Teacher Proficiency in The Classroom, 2015; Richards, 2015). Then, several studies focused on several factors that impede the success of language learning and teaching in Indonesia (Kirkpatrick, 2007; Sulistiyo, Learning English in an Indonesian University: A Study of Learners' Preferred Activities, 2008). Also, the last, several studies focused on the quality of teacher education and English teacher preparation programs (Darling, 2006; Oh, Slovacek, Tucker, & Hafner, Assesment Outcomes of Pre-Service Teachers: Assesment and Evaluation in Higher Education , 2003; Cochran, Learning to Teach Against The New Grain: The Outcomes Question in Teacher Education, 2001; Andrew & Schwab, Outcome-Centered Accreditation: Is Teacher Education Ready?, 1993; Darling, 2006)

The purpose of this research is to investigate the teachers' perceptions regarding English language proficiency and teaching effectiveness. To overcome the problem, the researcher to investigate how the teachers' perception of language proficiency and teaching effectiveness and what is the connectivity between language proficiency and teaching effectiveness, can both of them influence each other or not. Based on the previous studies above, many researchers focused on teachers' language proficiency skills and teaching effectiveness. This research focuses on the teachers' perceptions of the connectivity between language proficiency and teaching effectiveness. This study will focus on teacher perceptions regarding English language proficiency and teaching effectiveness.

LITERATURE REVIEW

1. Teachers' Perception

As a human being, dealing with the environment is related to sensation and perception. This research phenomenon gives us a suggestion that perception is much more needed in language learning. Noe (2014), considered that perception is something people do and is not something that happens to us or ourselves. Perception requires the perceiver to understand the simplicity of the effects of movement on sensory stimulation.

Furthermore, teachers' personalities include the nature and the characters the teachers have and which are reflected in their daily behaviour. Those three aspects of the competencies above are related to one another. The teacher's competencies and personality can affect the way the teachers teach in big classes. These ways finally determine the quality of the classroom management the teachers apply.

2. Concept of Teachers' Perception

Teacher perception is a process in which one chooses, organizes, interprets information input to create a meaningful picture of this world. This perception will depend not only on physical stimulation but also on the relation between stimuli and the surrounding field and one's personal condition. The process of perception is through three stages, which is: the stage of stimulus receiving, the stage of stimulus processing through selection and organization of information, and the individual's acceptance of stimulus change.

3. English Language Proficiency

Language is the arrangement of vocal sounds and the combination of sounds associated with meaning used for the articulation or correspondence of the mind and feelings (Agnes, 2002). Hornby (1987), says that language is a non-intensive and human technique for imparting thoughts, sentiments, and wants through the system of voice and symbol. It may be concluded that language is a means of correspondence that is utilized by numerous individuals to communicate their sentiments, thoughts, and wants one has in mind.

4. Levels of Language Proficiency

When English students procure English as a second language, they progress through five levels of language proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. The rate of progress in every English capability level fluctuates as per the individual qualities of every English language student (Pizaro & Pilayre, 2010).

5. English Teachers' Proficiency

Teaching proficiency is an important in any educational setting. The goal of teaching is to analyse the students' need and to drive the students to reach goal. According to Abucayon et al., (2016), state the prime aim of teachers is to help students to learn effectively and efficiently.

6. Types of English Teachers' Proficiency

The framework describes types of English teachers' proficiency in three broad categories: basic user, independent user, and proficient user. Each category is divided into two sub-levels. The descriptors of each subscale provide information about what people can do with the language and with what levels of sophistication (Richards, 2018).

7. Teaching Effectiveness

Generally, it is recognized how important the teacher is to language proficiency. But it can not adjust to the teaching effectiveness. Because it is very difficult to define teaching effectiveness in terms of what aspects can make teaching effective, seeing the fact that previous researchers have different ideas about the definition of teaching effectiveness. So, it is not easy to see the relationship between how much teaching language proficiency helps teachers' teaching effectiveness.

a. Factors Influencing English Teaching Effectiveness

Effective teaching and effective teaching is strongly related to effective learning. In this concept, the characteristics of an English teacher are very important to understand and understand problems and difficulties that can hinder students from a long learning process. The factors influencing English teaching effectiveness consist of three aspects, namely: English proficiency, pedagogical knowledge, and socio-affective skills (Mutlu & Ozkan, 2017)

8. Connectivity Between English Language Proficiency and Teaching Effectiveness

According to Yusuf & Novita (2020), teachers who have high language proficiency do not always mean the teaching taught has high effectiveness, and vice versa if teachers who have low language proficiency then have the ability to manage class, understand and communicate lesson content, and provide feedback. Although with a lower level of flexibility compared to other teachers who are more proficient in the language. There is a difference between teaching language proficiency and teaching effectiveness in how teachers organize classes. Teachers with higher proficiency in the language are not always consistent in all aspects of teaching effectiveness focused on learning. Thus, teachers with lower proficiency in the language can show some consistency in the aspect of teaching effectiveness.

9. Aspects in English Teaching

Class preparation is essential to success in student learning and class management. In this sense, the lack of class preparation can cause chaos in the classroom and stop the normal flow of the teaching-learning process. To begin with, a teacher should always do sorts of things.

METHODOLOGY

Relating to the research question of this research that stated, "What are the teachers' perceptions of the connectivity between language proficiency and teaching effectiveness?" this research used the qualitative method. According to Creswell (2014), qualitative approaches tend to attend to participants' views when they study and collect data in a natural setting as the study develops. The research used a qualitative method because it was a suitable method for this research. The purpose of this research is to investigate the teachers' perceptions regarding English language proficiency and teaching effectiveness.

Interviews were used as instruments for finding the data. An interview was taken to find out specific information about teachers' personal opinions regarding English language proficiency and teaching effectiveness. The interview was the first step conducted to collect the data. The researcher used the interview to know specific

information about teachers' personal opinions regarding English language proficiency and teaching effectiveness. The researcher interviewed six teachers as participants, which consisted of 6 teachers of female. The participants were interviewed in Bahasa Indonesia in order to avoid misunderstanding between the researcher and the teachers. The interview was conducted on August, 24th 2022. The researcher conducted the data research in the school for the interview process. The interview consisted of six questions. The interview was conducted for four until seven minutes for each participant. The researcher recorded the process of the interview and wrote the transcript of the interview process.

FINDINGS AND DISCUSSION

Based on the findings above, the researcher found that three-point in teachers' perception regarding English language proficiency and teaching effectiveness, there are: English language proficiency and teaching effectiveness is important, teachers' perception of a relationship between proficiency in English and effectiveness in teaching, and the factors influence the effectiveness in teaching. The relationship between English language proficiency and teaching effectiveness is that if a teacher had mastered English correctly and if a teacher had applied the right way of learning, especially in English study will be certainly improve student skills. The teacher will be very easy to present to the children and will make effective teaching in the classroom.

The research has strengths and weaknesses. The strength of this research is to know the teachers' perception of English language proficiency and teaching effectiveness and the connectivity between language proficiency and teaching effectiveness. Both the proficiency and the effectivity of teaching are important to create an effective language teaching. As English language teaching it is important to have a proficient English skill. It builds the teaching methods that fit with the subject. Teacher should be ready for any kind of situation both students or the learning material. So, as teacher having a good English proficiency is something important.

Then the weakness of this research is this research should add use a questionnaire as an instrument. But, because I can only use one instrument, no more. The researcher only used the interview as an instrument in this research.

CONCLUSION

Based on the findings above, the researcher found that three-point in teachers' perception regarding English language proficiency and teaching effectiveness, there are: English language proficiency and teaching effectiveness is important, teachers' perception of a relationship between proficiency in English and effectiveness in teaching, and the factors influence the effectiveness in teaching.

After the researcher knows the real condition and situation, she would like to suggest some possible solutions for teaching English language proficiency and teaching effectiveness.

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