Self-assessment of Certified EFL Teachers in Central Sulawesi on Their Professional Competence

Anshari Syafar
Pendidikan Bahasa Inggris-Universitas Negeri Malang
Jl. Semarang 5 Malang. Email: jph.pascaum@gmail.com

Abstract: The study intends to describe the level of certified EFL teachers’ self-assessment of their competence to teach English. A cross-sectional survey design and systematic random sampling strategy were applied to take 227 research respondents. Questionnaire and interview were used for collecting data whereas frequency, percentage and descriptive statistics were employed to analyze the data. Most respondents self-rated their abilities to teach English at ‘competent’ and ‘strongly competent’ levels. Yet, their self-rating of English teaching competence did not match up with the results of teacher competence test done by the government. Accordingly, the self-assessment should be endorsed with teaching performance assessment to have more reliable data for validating EFL teachers’ self-grading abilities in English teaching practices.

Key Words: self-assessment, teacher certification program, teacher standard of competence, certified EFL teachers, english teaching practices

The inception of teacher certification program (TCP) popularizes the term of professional competence which is stated and mandated in the Law No. 20/2003 pertaining to National Education System and the Law No. 14/2005 about Teacher and Lecturer. To implement the mandates of the both laws, the government set up a Decree No. 16/2007 on the Standard of Teacher Academic Qualification and Competence by the Board for National Standard of Education, wich is so-called BSNP. The mandates of the laws and decree require every teacher to fulfill the standards of academic qualification, namely bachelor (S1) or four-year higher education (D4) and competence including pedagogical, personality, social, and professional domains.

As a consequence, the state and condition of Indonesian teachers have gradually changed to a better nuance due to the compensation of TCP, because the program has conceivably raised the status of the teachers in social and economic lives. However, the impact of the program on the improvement of overall teachers’ quality based on the standard competences recommended by the Laws and decree remain questionable, and the big question is what and how teachers self-perceive evaluate and act in response to the principal objectives of the program.

In this context, the EFL teachers self-assessed their abilities to teach English which was based on the propositions of the BSNP teacher standard of competence. The propositions of the standard were developed to describe what teachers should do and be able to do in teaching and learning activities. The standard is divided into four domains of competences i.e. pedagogical, personality, social, and professional. Each domain covers components of competence-called core competence and subject matter competence to describe characteristics of knowledge, behavior, skills or abilities for teacher to exhibit in the teaching practices. The core competence is basic propositions of the knowledge, ability, skill, or behavior that teachers should perform in their teaching practices, whereas subject matter competence is explanatory notes of core competence.

In line with the general ideas of competence, Cambridge Advanced Learner’s Dictionary (2003) defines competence in a simple phrase “the ability to do something well.” Also, Weinert (2001) defines competence in human and social sciences as “...a roughly specialized system of abilities, proficiencies, or skills that are necessary to reach a specific goal.” He explains that competence is not limited to the acquisition of skills. Competence is dealing with the ability to handle challenges that occur in a specific
situation in a right way. Van der Blij (2002) defines competence with a focus on performance as “the ability to act within a given context in a responsible and adequate way, while integrating complex knowledge, skills and attitudes.” Omorogie (2006), suggests that the competent teachers, should be very much aware of the duties of an effective teacher.

In the context of pedagogical competence, the BSNP recommends ten core and thirty-seven subject matter competences that teachers must have and exhibit in their teaching practices. According to Luke & Luke (1998:664), pedagogical competence covers great area of capabilities that teachers must acquire in teaching. It refers to culture specific ways of organizing formal teaching and learning at school. Accordingly, Arends (2004) states that teachers with good pedagogical competence “have control over a knowledge base that guides what they do as teachers, both in and out of the classroom.” For Borg (2006), pedagogical knowledge is based on the assumption that what teachers do in the classroom has its origins in thoughts or mental acts, which have been shaped by attitudes, values, knowledge, and beliefs gathered through years of being a student and being (becoming) a teacher.

In the domain of personality competence, the BSNP promotes five core and thirteen subject matter competences that teachers must have and exhibit in their teaching practices. Accordingly, personality theory suggests that master teachers display specific desirable traits in teaching, irrespective of type of student or type of school or university (Komarraaju, 2008). Hilliard (in Anderson 1989) asserts that teaching is essentially a human endeavor, involving “actual human contacts between a teacher and a student. Likewise, Mowrer, Love, & Orem, (2004) identified ten qualities i.e. approachable, knowledgeable, enthusiastic, realistic, encouraging or caring, creative or interesting, accessible, effective communicator, flexible or open-minded, and respectful associated with personality competence.

Additionally, DeVito (1986) states that personal competence deals with teacher-student interaction that assists teaching and learning depends on the development of an interpersonal relationship. Arends (2004) states that a teacher’s personal qualities are the most important attribute for effective teaching. Walker’s (2008) findings of effective teaching in writing show that personality qualities of teachers portrayed the traits of (1) holding high expectations for all students; (2) maintaining positive attitudes about teaching and about students; (3) displaying a personal, approachable touch with students; (4) dealing with student problems compassionately; (5) having a sense of humor and did not take everything seriously; and (6) forgiving and not holding grudges.

In addition, Docan-Margoni, 2009 & Wanzer, (2006), state that personality competence traits of teachers play very important role to generate effective teaching, develop reciprocal relationship among teacher-student, urge transparency in appraisal, and avoid biases in terms of gender, race, religion, culture, and disability student motivation (Docan, 2006), classroom climate (Dwyer et al. 2004), and teaching methods (Chesbro, 2003 & Wulf and Wulf, 2004). Teven (2001) argues that “to maximize learning it is essential for teachers to develop a good relationship with their students, because the rapport established between teacher and students determines the interest and performance level of students.”

In the context of social competence, it is defined as multi-dimensional aspects which can be divided into the following categories: social intelligence dimensions; interpersonal personality trait dimensions; social skill dimension and social self-regulation dimensions (Schneider, Ackerman, & Kenfer, 1996). Odom & McConnell, 1992; McFall, 1982 described social competence as “a general evaluative term referring to the quality or adequacy of a person’s overall performance in a particular task” and social skills as “specific abilities required to perform competently at a task.” Social competence is an evaluative term based on judgments (given certain criteria) that a person has performed a task adequately (Gresham, 1986).

Zwaans, Ten Dam, and Volman (2006, 184-185) divided social competence into intra-personal and inter-personal. The intra-personal dimension comprises the attitudinal aspects of self-confidence and self-respect and the inter-personal dimension comprises attitudinal aspects that regard social values, such as respecting other people and being willing to take responsibility for relations with others. Moreover, in the teacher learner social relationship, emphasis is placed on the teacher’s central and crucial role. As a mature person, the idealist teacher should be one who has established a cultural perspective and has integrated various roles into a harmo-nious value orchestration (Gutek, 1997: 23).

In the same way, the BSNP’s social competence urges teachers to behave appropriately base on the religion teachings they believe, laws and rules,
social and cultural norms and teachers must put respect on each student, in spite of embracing differences in belief, ethnic, custom, and gender. For by Kemple et al. (2005), social competence is “the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations.” Hartup & Moore as cited by Kemple et al. (2005) found that classroom peer group provides a uniquely ripe context in which students learn, practice, and refine the give and take that is essential to competent social interaction. Also, Bakker et al. (1999) state in a review study that someone is socially competent if he or she has could recognize and interpret social signals and to assess social situations, react responsively and adaptively to anticipate and reflect on one’s own and other people’s behavior, think of strategies for agency and convert these into effective social behavior (verbal and nonverbal), and demonstrate self-confidence in social interactions.

In the context of professional competence, the BSNP teacher standard of competence advocates teachers to have knowledge and capability in five core and eleven subject matter competences to exhibit in the teaching practices. Darling-Hammond (1989a) argues that professional depends not on compensation or status but on the affirmation of three principles in the teaching practices. First, knowledge is the basis for permission to practice and for decisions that are made with respect to the unique needs of clients. Second, the practitioner pledges his/her first concern to the welfare of the client. Third, the profession assumes collective responsibility for the definition, transmittal, and enforcement of professional standards of practice and ethics. These principles outline a view of practice that is client-oriented and knowledge-based. She also suggests criteria and methods for accountability based on the competence of practitioners and their effectiveness.

In practically-based professional competence, Helterbran (2008) identifies students’ positive comments on professional/instructional qualities of a teacher’s effectiveness or practices in teaching. The ten qualities are: (1) she/he down to earth and very helpful when you need clarification; (2) has discussion and tries to make you think and challenge conventional wisdom; (3) keeps the class interested and helps as much as possible; (4) is relatable, easy to talk to, and makes a comfortable class atmosphere; (5) his/her projects are meaningful, related in-class material to experiences in the field; (6) keeps the class interesting and puts the material on playing field that everyone can understand; (7) makes fun, exciting, and active class—something new every day; (8) addresses my fears and practical concerns about teaching; (9) gave me more than theory and preaching; and (10) expected high quality works, and prepared and organized.

In addition, Bjekie & Zlatic (2007) states that professional competence is parallel to effective teachers that have a repertoire of best practices. They have diverse repertoire and are not a few pet practices (Arends, 2004). They are flexible performers that can avoid contrasting argument from the earlier era that intends to prove the superiority of one approach to another for example, inductive versus deductive teaching, the lecture versus discussion method on the use of phonic to teach reading versus a whole language approach.

Furthermore, Petties as cited by Richards & Renandy, (2002) urges that all teachers should embark a lifelong journey of developing professional competence. First, to be true professional, teachers must constantly upgrade their knowledge and understanding of language and language learning. Second, teachers’ professional interests and needs should change over time. Finally, professional development requires a personal and ongoing commitment that value and care for all students and act in their best interests.

Correspondingly, Standards for Teachers of English Language and Literacy in Australia (STELLA, 2002 http://www.stella.org.au/statements.jsp) advocates three strands with the sub strands of profession including: (1) professional knowledge (2) and (3) professional engagement. The National Board for Professional Teaching Standards (2001) recommends five core propositions that teachers should know and be able to do. First, teachers are committed to students and their learning. Second, teachers know the subjects they teach and how to teach those subjects to students. Third, Teachers are responsible for managing and monitoring student learning. Fourth, Teachers think systematically about their practice and learn from experience. Fifth, teachers are members of learning community. Moreover, Campbell, et al. (2004) examines and suggests five broad propositions for effective practice on the part of the teachers. These are: (1) planning; (2) teacher–pupil interaction; (3) lesson structure; (4) core teaching skills; and (5) the power of the individual teacher to teach.
METHOD

This study applied a cross-sectional survey design and a systematic random sampling strategy was used to take 227 research respondents. Questionnaire and interview were employed to collect data and the data were analyzed using descriptive statistics and interview data were analyzed by applying the grounded analysis method. In this case, questionnaire was developed from variable and sub-variables which were expressed in a horizontal line, such as “variable à component à indicator à item number. Herein, each component has one or more indicators. The indicators are directly linked to item number of questionnaire. Hence, pedagogical competence consists of six components and twenty indicators or items number to inquire. Personality competence has four components and seven indicators or items to study. Social competence conveys two components and seven indicators or items. Professional competence has ten components and thirty indicators.

RESULTS

Pedagogical Competence

The pedagogical competence addresses 20 items in the questionnaire dealing with self-assessment of EFL teachers to evaluate their own abilities to teach English teaching practices and build rapport with their students in and out of the classroom settings. Thus, findings indicated that 46.4% respondents perceived themselves ‘strongly competent’ to exhibit English teaching practices that dealt with the ability of students’ characteristics, whereas 41.4% of them rated their ability on ‘competent’ level and only 8.2% rated their ability on ‘sufficiently competent’. Likewise, they perceived themselves capable to develop instructional materials, in which 44.75% rated their ability at ‘competent’, 23.55 of them self-graded at ‘strongly competent’, and 20.55% rated their competence on ‘sufficiently competent’ levels.

Furthermore, the finding indicated that 43.76% respondents rated ‘competent’ to apply language theory, method, and teaching media in English teaching practices, whereas 24.83 rated their ability at ‘sufficiently competent’, 19.4% of them rated ‘strongly competent’, and 8.72% graded their ability at ‘fairly competent’. Still, in the context of ability to handle classroom management and organization, 35.7% respondents self-assessed their capability on ‘competent’ the highest score, followed by 31.4% of them rated at ‘strongly competent’, then 18.8% of them graded their ability at ‘sufficiently competent’, and 9.9% of them self-perceived themselves at ‘fairly competent’ levels.

In addition, 44.14% respondents self-assessed their ability at ‘competent’ the highest score to undergo grading and evaluation of learning process, whereas 27.22% of them rated their ability at ‘strongly competent’, 19.44% perceived themselves at ‘sufficiently competent’ and 6.44% graded their ability at ‘fairly competent’ level. In the context of the ability of respondents to use ICT in teaching English, 38% of them self-rated themselves as ‘competent’, 21.35% respondents graded their ability at ‘sufficiently competent’ whereas 18.7% of them perceived themselves ‘strongly competent’, 10.65% ‘fairly competent’ and 6.15% of them at ‘less competent’.

In addition, descriptive statistics of the score distribution obtained by certified EFL teacher in rating their ability to teach English on pedagogical competence provides information about the trend of scores attained on each item. The range is around scale 5 and 6 in which six items attained range 5 matching up with minimum score 2, while fourteen items got range score 6 toning with minimum score 1; whereas all items were rated by respondents with maximum score 7. Moreover, when looking at the average score of range, the score tends to be similar with the average of mean 5.7993. The score of EFL teachers’ self-assessment on their pedagogical competence dispersed around 1.0533 of standard deviation.

Personality Competence

The personality competence advocate four components and seven indicators or items to study dealing with self-assessment of EFL teachers to assess their own abilities in promoting positive behavior and attitudes toward their students in English language teaching and learning. The findings indicated that 63.4% respondents graded themselves ‘strongly competent’ to promote ‘caring’ or ‘showing concern for students’ emotion and well being in English teaching practices and 30% of them rated themselves ‘competent’ to exhibit the said ability.
In the context of ability to show respect and fairness, 63.9% respondents self-assessed themselves ‘strongly competent’ and 29.05% of them graded themselves ‘competent’ whereas only 5.3% respondents rated themselves ‘sufficiently competent’. Likewise, 48.45% respondents perceived themselves ‘strongly competent’ to show students their ‘enthusiasm’ in English teaching whereas 36.35 rated their ability at ‘competent’ level and only 10.4% of them perceived their ability at ‘sufficiently competent’. The same as the ability to display ‘motivation’ in English class, the finding indicated that 47.35% respondents perceived themselves ‘strongly competent’ to do that skill, whereas 40.55% of them graded themselves ‘competent’ and only 8.4% respondents rated their ability at ‘sufficiently competent’ level.

The range scores attained is 4 and 6, matching up with its pairs on minimum scores 1 and 3 to denote maximum scores 7 for all items. The highest mean score obtained on personality competence located at PER22 (6.5374) and the lowest one rested on PER26 (6.0881). Whereas, the biggest score of standard deviation placed on PER25 (.99895) and the smallest one was on PER 23 (.74834). The scores of mean and standard deviation indicated that the rating of certified EFL teachers’ self-assessment on personality competence were clustered mostly on scales 6 ‘competent’ and 7 ‘strongly competent’ with slightly attained on scale 5 ‘sufficiently competent’ especially on items PER24 and 26. Moreover, the average score of mean 6.3819 denotes that the respondents self-perceived their ability to perform English teaching practices surpassing the ‘competent’ level, which meant they rated their ability generally on scales 6 and 7. Moreover, the average score of standard deviation (0.85218) indicated the distribution of scores attained clustering commonly on two to three scales from seven scales suggested.

Social Competence

In the domain of social competence, this study advocate two components and seven items in the questionnaire assessing the abilities of certified EFL teachers to promote suitable social and psychological interaction with students when they perform English teaching activities in the classroom. The findings indicated that 52.9% respondents rated themselves ‘strongly competent’ to communicate effectively with students whereas 36.1% perceived their ability at ‘competent’ level to do that skill and only 8.4% of them graded their ability at ‘sufficiently competent’ level. In the context of providing time for helping students in and outside classroom, 46.7% respondents rated themselves ‘competent’, 29.1% of them graded ‘strongly competent’, and 18.1% self-perceived their ability at ‘sufficiently competent’ level.

Furthermore, 44.9% respondents perceived themselves ‘competent’ to alleviate students’ anxiety to learn English, whereas 43.6% self-assessed themselves ‘strongly competent’ to exhibit that skill, and only 7.5% of them graded their ability at ‘sufficiently competent’ level. However, 53.3% respondents self-rated their ability at ‘strongly competent’ to help students arousing their self-confidence in English learning, whereas 39.2% of them graded themselves ‘competent’ to do that skill, and 5.7% of them rated their ability at ‘sufficiently competent’. Likewise, 57.3% respondents rated themselves ‘strongly competent’ to encourage students to work together in learning English whereas 30% of them graded their ability at ‘competent’ level, and only 10.1 graded themselves ‘sufficiently competent’. Yet, 44% respondents self-rated their ability at ‘competent’ to entertain students when class is stuck whereas 39.6% of them rated themselves ‘strongly competent’ to that skill, and 11.9% respondents perceived their ability at ‘sufficiently competent’ level.

In addition to the abovementioned findings, the following Table 3.6 displays descriptive statistics of the score distribution obtained by participants in assessing their ability to teach English on social competence. The shows six items attained range 6 and one items got range 5 with its matching pairs on minimum score 1 and 2, while all items obtained maximum score 7. Furthermore, the highest mean score attained laid on item SOC31 (6.4141) and the lowest one rested on item SOC34 (5.4626). Likewise, the highest score of standard deviation was set on SOC34 (1.12971) indicating that the score distribution on this item diffused throughout the scales and the lowest score of standard deviation obtained was on SOC31 (.82300) denoting that the scores were clustered in only some scales. The average score of mean 6.1453 attained by certified EFL teachers’ self-assessment in rating their ability to teach English on social competence located on scale 6 or at ‘competent’ level. Whereas, the average score of standard deviation was 0.9286.
Professional Competence

Professional competence has ten components and thirty indicators to be self-assessed by certified EFL teachers in this study. The findings indicated that 42.3% rated themselves ‘competent’ to use English 100% as media of instruction in class, whereas only 3.5% of them perceived their ability at ‘strongly competent’ level, 35.7% graded themselves ‘sufficiently competent’ and 12.8% rated their ability at ‘fairly competent’. In contrast, 45.8% respondents graded their ability at ‘strongly competent’ to use English and Indonesian as media of instruction in the class whereas 35.7% of them rated themselves ‘competent’ and 12.8% respondents graded their ability at ‘sufficiently competent’ level.

In the context of ability to teach language skills, 34.4% respondents graded their ability at ‘competent’ to teach listening by using casette or CD whereas 24.7% of them rated themselves ‘sufficiently competent’, 21.1% of them rated their ability ‘strongly competent’, and 8.4% respondents graded themselves ‘fairly competent. Likewise, 32.2% respondents believed ‘competent’ to teach listening by using multimedia or language lab, whereas 27.85% of them rated their ability at ‘sufficiently competent’ level, 15.4% at ‘strongly competent, and 12.3% at ‘fairly competent. Still, 42.43% respondents believed ‘competent’ to become a role-model to teach speaking by self-exposing in English, train student to practice speaking through game, and practice speaking via various learning activities whereas 24.97% of them graded their ability at ‘strongly competent’ level, 22% respondents rated themselves ‘sufficiently competent’, and only 7.4% of them rated their skill at ‘fairly competent’.

Furthermore, 42% respondents self-assessed their ability at ‘competent’ level to motivate students to build reading habit and teach and practice reading skill for comprehension whereas 32.4% of them rated themselves ‘strongly competent to do these skills, 17.15% respondents graded themselves ‘sufficiently competent’, and 6.6% of them perceived their ability at ‘fairly competent’ level. In teaching writing skill, 37.6% respondents self-assessed their ability at ‘competent’ level to teach the basic principle of writing, train students to write correctly by dictating word, phrases, or sentences, teach and give examples how to write short story using simple sentences. In this case, 31.73% respondents graded ‘strongly competent’, 20.53% of them rated ‘sufficiently competent’ and 7.5% graded ‘fairly competent to do the skills in English teaching.

In the context of ability to teach language components, 43.61% respondents rated their ability at ‘competent’ level to teach English grammar—part of speech and construct sentences whereas 33.9% of them graded themselves ‘strongly competent’ to do that skill, 15.45% of them rated their ability at ‘sufficiently competent’ and 5.5% respondents graded themselves ‘fairly competent’. Likewise, 39.42% EFL teachers self-assessed their ability at ‘competent’ level to teach students English vocabulary, synonym, antonym, and word derivation and show students to do drills i.e. fill in the blank space whereas 24.7% of them rated their ability at ‘strongly competent’, 24.2% respondents graded themselves ‘sufficiently competent’, and only 8.5% of them graded their skill at ‘fairly competent’ level. In teaching pronunciation, 39.43% respondents graded themselves ‘fairly competent’ to teach students how to spell English words and differentiate the sounds and motivate students to practice pronunciation via reading aloud whereas 38.55% of them perceived their ability at “competent’ level, 15% respondents graded ‘sufficiently competent’ level, and 6.17% of them perceived their ability at ‘fairly competent’ level.

In the area of competence about English subject matter, contents and concepts, 38% respondents self-assessed their ability at ‘competent’ level to have knowledge about various aspects of language i.e. linguistics, sociolinguistics, and discourse, strategies, have knowledge about English language components, and apply language components to teach language skills whereas 28.5% respondents graded themselves ‘strongly competent’, 20.5% of them rated their ability at ‘sufficiently competent’, and 10% of them graded themselves ‘fairly competent’. Moreover, 41.85% respondents perceived themselves ‘competent’ to be familiar with core competence of English subject and knowledgeable on the standard competence of that subject matter whereas 40.55% of them perceived their ability at ‘strongly competent’, 24.7% graded themselves ‘sufficiently competent’ level, 15% respondents graded ‘fairly competent’ level, and 10% of them graded themselves ‘fairly competent’. Furthermore, 42% respondents self-assessed their ability at ‘competent’ level to do drills i.e. fill in the blank space whereas 24.7% of them rated their ability at ‘strongly competent’, 24.2% respondents graded themselves ‘sufficiently competent’, and only 8.5% of them graded their skill at ‘fairly competent’ level. In teaching proliferation, 39.43% respondents graded themselves ‘fairly competent’ to teach students how to spell English words and differentiate the sounds and motivate students to practice pronunciation via reading aloud whereas 38.55% of them perceived their ability at “competent’ level, 15% respondents graded ‘sufficiently competent’ level, and 6.17% of them perceived their ability at ‘fairly competent’ level.

In the context of ability to teach English instruction, 42.1% respondents perceived themselves ‘competent’ to do develop the objective of English language learning and select English instructional materials that match with the learners’ competence whereas 39.2% of them graded themselves ‘strongly
competent’, 13.4% of them rated at ‘sufficiently competent’ and only 4% graded at ‘fairly competent’. Meanwhile, 45.8% respondents self-assessed their ability at ‘competent’ level to carry out regular teaching reflection whereas 23.8% of them rated themselves ‘strongly competent’ to do that skill. 20.7% respondents graded at ‘sufficiently competent’, and 8.4% of them rated their ability at ‘fairly competent’ level.

Furthermore, 42.3% respondents graded themselves ‘competent’ to use the results of reflection to enhance English teaching whereas 25.1% perceived their ability at ‘strongly competent’ level, 22% of them rated themselves ‘sufficiently competent’, and 7.5% respondents believed ‘fairly competent’ to do the skill. On the contrary, only 24.2% respondents rated their ability at ‘competent’ and 9.7% of them at ‘strongly competent’ levels to conduct classroom action research, whereas 26% respondents rated their ability at ‘sufficiently competent’-the highest score, 19.9% at ‘fairly competent’, 11% at ‘less competent’, 5.7% ‘not competent’, and 3.5% rated themselves ‘strongly incompetent’ to conduct CAR.

In the context of ability to update knowledge via seeking information from many resources, 33% respondents self-assessed their ability at ‘competent’ level, 28.8% of them graded themselves ‘sufficiently competent’, 12.3% of them rated at ‘strongly competent’, 14.5% rated at ‘fairly competent’ and 7.5% of them graded their ability at ‘less competent’ level. Additionally, 39.2% respondents self-assessed their ability at ‘competent’ level to use ICT to pursue for professional development whereas 26.4% of them believed as ‘strongly competent’ to do that skill, 18.8% of them rated their ability at ‘sufficiently competent’ and 6.2% respondents graded themselves ‘fairly competent’.

The summary of descriptive statistics of professional competence of EFL teachers with 30 items indicates that averages score of range 5.8, mean 5.77, and standard deviation 1.09, while minimum score is 1 and maximum 7 within the seven scales. The trend of data emphasized that self-assessed and rated competence of certified EFL teachers on professional competence dispersed around ‘competent’ and ‘strongly competent’ levels.

To conclude, the findings of certified EFL teachers’ self-assessment in four areas of competence can be observed in Figure 1. The first line from the top is pedagogical competence, then personality competence, next social competence, and professional competence. The figure displays score distribution of respondents on pedagogical competence locating mostly at four levels of competence i.e. competent 38.8%, the highest, followed by strongly competent 28.7%, then sufficiently competent 19.4%, fairly competent 7.9%, less competent 2.2%, not competent 1.7%, and strongly incompetent 1.3%. On the contrary, the respondents rated their personality competence mostly on three scales that is strongly competent 41.4% the highest, followed by competent 39.21%, then sufficiently competent 13.2%, fairly competent 3.91%, less competent .88%, not competent .44% and strongly incompetent .88%.

Furthermore, the score distribution of respondents’ self-assessment on social competence dif-

![Figure 1. The Comparison of Mean Score Distribution of Certified EFL Teachers’ Self-Assessment on Each Competence](image-url)
fused generally around three scales strongly competent 54.6% the highest, then competent 34.4%, followed by sufficiently competent 7.5%, fairly competent 2.2%, with less competent, not competent, and strongly incompetent respectively got .44%. On the contrary, the EFL teachers self-perceived their competence on professional competence moderately dispersed around four scales with highest score obtained on competent 41.6%, followed by strongly competent 27.4%, then sufficiently competent 19.2%, fairly competent 7.5%, less competent 2%, not competent 1.2%, strongly incompetent 1.1%.

In addition, the grand mean of 64 items with in the four domains of competence distributed dominantly on three scales competent 38.9% the highest, followed by strongly competent 37.9%, then sufficiently competent 15% and minor percentage on fairly competent 5.3%. The grand mean of score distribution indicates that certified EFL teachers rated their ability in English teaching practices located mostly on ‘competent’ 38.8% and ‘strongly competent’ 37.9% levels, with slight percentage that is 15% attained on ‘sufficiently competent’, and 5.3% at ‘fairly competent’ levels.

**DISCUSSION**

In the process of self-assessment, EFL teachers were challenged to critically review the quality of their own English teaching performance via observing, analyzing, and judging the performance based on the statements stated in the questionnaire. The main points for EFL teachers to assess is their ability which is defined as an integration of skills, behaviors, knowledge, values, attitudes, motives or dispositions, and self perceptions.

The self-perception of EFL teachers, in this context, refer to the perceptual fields-items of questionnaire of reality (teaching performance) is intermingled to influence and generate the decision of teachers in interpreting and rating the level of their competences they perceived appropriate on a certain item in the questionnaire.

In this context, Little (1999) theorizes this phenomenon as:

There exists a reality able to generate and influence perceptual fields. There exists physiology able to be influenced by the perceptual fields arising from and affected by reality. There exist physiological states arising from the effects of perceptual fields on sensory physiology.

This implies that in the process of self-assessment by EFL teachers immerse into the reality e.g. teaching practices because this will influence and generate perceptual fields, e.g. understanding or not the items. Then, physiology state i.e. tired and sleepy potentially influence the perception of EFL teachers when they rated the scales on the items due to the barriers of recalling the reality of their English teaching practices that they had performed. The feeling of tired, sleepy or boring (physiological states) could exist when they read the items.

These constraints might be consistent with Harvey (2002) who states that self-assessment is the process of critically reviewing the quality of one’s own performance and provision. However, he argues that what is clear is that the less threatening the evaluation process the more open, honestly reflective and useful is the self-evaluation process. A discrepancy between a person’s aspirations and his actual capacities leads to an incorrect self-evaluation as a result of which his behavior may become inappropriate (Sedikides, 1993).

In general, Dunning et al. (2004) argue that people’s self-views hold only a tenuous to modest relationship with their actual behavior and performance. The correlation between self-ratings of skill and actual performance in many domains is moderate to meager indeed, at times, other people’s predictions of a person’s outcomes prove more accurate than that person’s self-predictions. In addition, people overrate themselves. On average, people say that they are “above average” in skill (a conclusion that defies statistical possibility), overestimate the likelihood that they will engage in desirable behaviors and achieve favorable outcomes, furnish overly optimistic estimates of when they will complete future projects, and reach judgments with too much confidence. Several psychological processes conspire to produce flawed self-assessments.

**Pedagogical Competence**

Furthermore, in the area of pedagogical competence, certified EFL teachers rated themselves at ‘competent’ level to build rapport with their students and ‘strongly competent’ to know and call all the students’ names, and ‘competent’ to understand English learning difficulties faced by their students. This component of competence addressed teachers to be familiar with students’ characteristics and 46.4% respondents rated and perceived themselves ‘strongly
competent’ to do that recommended English teaching practices. In this context, Hilliard in (Anderson 1989:8) asserts that teaching is essentially a human endeavor, involving “actual human contacts between a teacher and a student.” The willingness of teachers to share ideas, values and feelings honestly and openly with their students contribute to the quality of their relationship.

Additionally, EFL teachers believed that they were ‘competent’ to develop English instruction and composed those instructions from various recourses. Their self-perception lays mostly on three levels of competences with ‘competent’ level obtained highest score followed respectively by ‘strongly competent’, ‘sufficiently competent’, and ‘fairly competent’, while minor percentages of respondents graded themselves as ‘less competent and not competent’ levels. The mean score of percentage lay on ‘competent’ level, denoting that many respondents perceived ‘competent’ to develop English instruction. However, those respondents might have overestimated their ability in this context, for developing English instruction at junior and senior high school levels were hardly to witness the proofs. In this circumstance, Borg (2006) argues that this is due to what teachers do in the classroom has its origins in thoughts or mental acts, which have been shaped by attitudes, values, knowledge, and beliefs gathered through years of becoming a teacher.

Furthermore, in the area of pedagogical competence, certified EFL teachers rated themselves at ‘competent’ level on their ability to build rapport with their students, while they rated ‘strongly competent’ to know and call all the students’ names, and ‘competent’ level to understand English learning difficulties faced by their students. This component of competence addressed teachers to be familiar with students’ characteristics, in which most respondents rated and perceived themselves ‘strongly competent’ to do that recommended English teaching practices. In this context, Hilliard in (Anderson 1989:8) asserts that teaching is essentially a human endeavor, involving “actual human contacts between a teacher and a student.” The willingness of teachers to share ideas, values and feelings honestly and openly with their students contribute to the quality of their relationship.

Additionally, EFL teachers believed that they were able to develop English instruction and composed those instructions from various recourses. They rated their ability at ‘competent’ level—the highest score followed by ‘strongly competent’. However, ‘those respondents might have overesti-
Information and Communication Technology (ICT) has been used for many years in English teaching and learning. The teaching of EFL in Indonesia sometimes applies the audio-lingual method by using language lab to develop a native-like speaking ability of EFL learners (Harmer, 2002). In this context, the EFL teachers should know how to operate the electronic apparatus (parts of ICT) installed in the language lab to impart English instruction properly. This study advocated two items to have the respondents self-assessed their ability in using ICT to teach English.

To conclude, the self-assessed and perceived competence of respondents on pedagogical competence was mostly at the ‘competent’ level. It means that they perceived themselves that they were able to exhibit English teaching practices as stated in the 20 items of questionnaire. Only a few different percentage existed that discriminated the scores obtained on each item around ‘sufficiently competent’, ‘competent’, and ‘strongly competent’ levels, but the score distribution laid mostly on scales ‘competent’ and ‘strongly competent’.

With reference to the fact, only two items in the questionnaire where the respondents assessed and perceived themselves ‘strongly competent’ to engage in English teaching practices, that is “know and call the name of each student anytime when asking them to do something in the class” and “provide feedback and comment on students’ works (homework, individual or group works).” In this context, Shulman (1997) advocates and lists seven kinds of knowledge basis for teacher education to exhibit aspects of essential teaching competence, and two of them are knowledge of learners and their characteristics, and knowledge of the teaching context.

In a different way, the respondents rated the leftovers eighteen items at the ‘competent’ level. This score was confirmed by the mean of percentage obtained from all items that denotes the same scale at ‘competent’ level. Some items were rated at ‘competent’ level in which their scores were more than 45 percent. For example, item one conveyed teaching ability of developing good rapport with students was rated by 46.3% respondents. Likewise, item two advocates certified EFL teachers to assess their ability to figure out and handle English learning difficulties faced by students rated by 50.2% respondents. The same as item seven, suggested respondents to evaluate their competence to teach English by applying various learning activities to cultivate students’ optimal achievement rated by 48.9% respondents. Another one was item fifteen that advocated respondents to establish aspects of learning process and achievement to assess was rated by 51% respondents.

Pedagogical competence is principal parameter for supervisors and the TCP administrators to evaluate teachers’ working performance at schools, so this domain is much paid attention by teachers. The researcher could observe this when he visited schools for delivering questionnaire. He used to see ten components of standard competence was written in font 14-16 listed in the paper and hung on the visible space in the teachers’ hall at schools, and those ten components belonged mostly to pedagogical domain.

With reference to the scores distribution, 95 (41.6%) respondents rated themselves as ‘competent’ to exhibit English teaching practices on pedagogical domain. Likewise, 62 (27.4%) of the respondents self-assessed their ability at ‘strongly competent’ level and 44 (19.2%) of them perceived their own capability at ‘sufficiently competent’ level to perform English teaching. On the contrary, only 17 (7.5%) respondents graded their ability at ‘fairly competent’ and 4 (2%) of them appraised themselves as ‘less competent’ their pedagogical ability to teach English. Likewise, 3 (1.2%) respondents rated their ability at ‘not competent’ and 2 (1.1%) of them perceived themselves as ‘strongly incompetent’ to teach English.

This finding is consistent with Park and Lee (2006) discovered that EFL teachers endorsed English proficiency, pedagogical knowledge, and socio-affective skills in order of importance of competence, whereas students endorsed pedagogical knowledge as the skills, most importance to possess EFL teachers in the English teaching practices. Meanwhile, Luke & Luke (1998) stated that pedagogical competence covers great area of capabilities that teachers must acquire in teaching including curriculum, instruction, and evaluation, referring respectively to cultural knowledge and content, classroom interaction and the evaluation of student working.

The certified EFL teachers rated their ability based on their ‘perceptual fields’ defined as teaching skills or abilities stated in the questionnaire and ‘reality’ referred to English teaching practices that they have been doing so far (Little, 1999). The perceptual fields and reality was the basic precedents for participants deciding where to rate their ability along scales 1 to 7. Sincerely or not, they had to cross or cycle one of the seven numbers followed each item in order to help the researcher obtained quantitative data.
They were also asked to state their opinion on the advantages of TCP for them, complaining (if any) to the management, and giving suggestion to the managerial administrators for managing better the TCP. These all might influence the respondents in rating their competence to teach English on pedagogical area.

Additionally, descriptive statistics provides more information about the trend of scores attained by EFL teachers’ self-assessment on their pedagogical competence. The range was five and six, minimum score one and two, and maximum score seven. Thus, the average scores of mean and standard deviation attained indicating that respondents rated their ability slightly distributed on three scales ‘sufficiently competent’, ‘competent’, and ‘strongly competent’. Therefore, scores obtained on the frequency and percentages match up with mean and standard deviation scores obtained in the descriptive statistics.

**Personality Competence**

Personality theory suggests that master teachers display specific desirable traits in teaching irrespective of type of student or type of school or university (Komarraju, 2008). In this study, personality competence is defined as the ability of EFL teachers to do English teaching that promoting positive behavior such as caring, fairness, and respect to all students and showing favorable attitudes e.g. enthusiastic and motivated to teach. According to Arends (2004), a teacher’s personal qualities are the most important attribute for effective teaching. Mowrer, Love, & Orem, (2004) identified ten qualities of personality domain such as approachable, knowledgeable, realistic, enthusiastic, encouraging or caring, creative or interesting, accessible, effective communicator, flexible or open-minded, and respectful to students. The study promoted four components of personality qualities for EFL teachers to be self-rated.

Furthermore, the respondents self-assessed and perceived their abilities to teach English in the terms of showing humble and taking care to all students in the English teaching-learning process were rated ‘strongly competent’. They also perceived ‘strongly competent’ to foster fairness and respect all students in English teaching and learning. Still, most respondents perceived themselves ‘strongly competent’ and ‘competent’ to become good role model of their students by showing their enthusiasm i.e. taking pleasure and demonstrating eagerness in teaching English. They also graded strongly competent to maintain motivation and promote students’ learning performance and achievement.

Furthermore, Baloðlu (2007) argues that good behavior is an essential condition for effective teaching and learning to take place, and an important outcome of education expecting good order and good results from teachers. Indeed, effective teaching addresses positive behavior on personality quality as one of a teacher standard competence that she/he must acquire as tacit knowledge and know how to apply it in teaching practices (Flynt & Brozo; Manning, 2002 & Brooze and Simpson, 2007).

The scores of percentage of certified EFL teachers’ self-assessment on their personality competence that have been discussed in this study indicate that most respondents perceived their ability at ‘strongly competent’ and ‘competent’ levels. The discussion of each item reveals that the thighest score distribution on frequency and percentage located mostly on ‘strongly competent’ level. The finding is consistent to Anugerahwati (2010) states that an exemplary English teacher for High Schools in Indonesia should be one who, most of all, has outstanding personal competences. These competences will then lead her to other competences, i.e. the pedagogical, subject matter, and social competences.

In line with, the findings are consistent with Hilliard in Anderson (1989) asserts that teaching is essentially a human endeavor, involving “actual human contacts between a teacher and a student.” Consequently, the nature of that relationship determines whether teachers are able to teach and students are willing to learn. The willingness of teachers to share ideas, values and feelings honestly and openly with their students contribute to the quality of their relationship.

Additionally, descriptive statistics denotes that scores of mean and standard deviation of the certified EFL teachers’ self-assessment on personality competence were clustered mostly on scales ‘competent’ and ‘strongly competent’ with slightly attained on scale ‘sufficiently competent’, but only two items. The average score of mean is 6.3819 indicating that the respondents self-perceived their ability to perform English teaching practices surpassing the ‘competent’ level, which meant they rated their ability within scales six and seven. Moreover, the average score of standard deviation (0.85218) indicated the distribution of scores attained clustering commonly on two to three scales from seven scales suggested.
Social Competence

In the domain of social competence, this study advocates seven items, in which certified EFL teachers self-assessed their abilities in promoting teacher-student interaction and developing good communication with students’ parents. According to Gresham (1986), social competence is an evaluative term based on judgments (given certain criteria) that a person has performed a task adequately. For Kemple et al. (2005), social competence is the totality of knowledge, skills, and attitudes that enable a person to perform tasks and solve problems in a particular field.” Still, social competence in the context of the “moral task of education” mostly refers to social behavior and to the skills necessary to function adequately in daily life.

The first item of social competence challenged EFL teachers to self-evaluate their ability in teaching English lesson by using effective, communicative and comprehensible language. Thus, three kinds of abilities suggested in social domains were rated by respondents ‘strongly competent’ and four abilities were graded at ‘competent’ level. In this context, they perceived ‘strongly competent’ to teach English lesson by using effective, communicative and comprehensible language; motivate and enhance students’ self-confidence so they can learn English pleasingly; and encourage students to work together democratically and friendly. Meanwhile, they perceived ‘competent’ to provide spare times for students who need special learning assistance at school or anywhere; use communicative approach techniques of teaching English to arouse students’ active participation; encourage students to work together democratically and friendly at school setting and out of the school, and entertain the class when the atmosphere of learning English process is getting stuck.

In line with this, P’Rayan (2009) states that teacher who promotes interaction in the English class does justice to their profession by empowering learners and helping them develop their communication skills. In light of the finding, Gutek (1997) states that the teacher should embody values, love students, and be an exciting and enthusiastic person, while social competence as a successful skill of coping with other individuals in social relations is necessary to all the people, and without doubt. With regard to the finding, it is wise to quote (Bandura, 1993) who remarked that someone is considered socially competent if he or she has the necessary skills to cope productively with the tasks and activities that crop up in daily life.

In addition, the mean score of percentage obtained by EFL teachers in self-assessing their social competence located at ‘strongly competent’ level. The findings suggested that the EFL teachers’ had exhibited English teaching practices aligning with the abilities conveyed in the items of questionnaire. Thus, this finding is consistent with some of Brosh’s findings cited in (Borg, 2006) who found that EFL learners appreciated EFL teachers’ practices due to … fairness to students by showing neither favoritism nor prejudice, ability to recognize, explain, and clarify as well as to arouse and sustain interest and motivation among students, and availability to students.

Furthermore, the summary of descriptive statistics about the score distribution obtained by EFL teachers on social competence fall on the range 5 to 6, minimum 1-2, and maximum 7, and average scores of mean 6.1453 and standard deviation .92864. This indicates that they rated their social competence mainly on scales six and seven. These findings provide information about the tendency of EFL teachers in perceiving, reflecting, estimating, determining or grading themselves disperses mainly around scales ‘competent’ and ‘strongly competent’ levels from seven suggested scales.

Professional Competence

The score distribution of the EFL teachers’ self-assessment on their professional competence tend to be clustered more on three rating scales (level of competence) i.e. ‘strongly competent’, ‘competent’ and ‘sufficiently competent’, but some scores dispersed generally within the four and even the seven scales. In this context, the respondents rated their ability to use English as media of instruction in teaching English one hundred percent around six scales with more percentages on scales competent, sufficiently competent, and fairly competent. Still, they graded their competence to teach listening skill by using cassette/CD room player as resource and teaching media and train students utilizing multimedia, language lab, computer and LCD around seven scales, in which scores dispersed more on ‘competent’, ‘sufficiently, strongly and fairly competent’ levels. Likewise, the respondents graded their ability to apply variety of language aspect e.g., linguistics, sociolinguistics, discourse, and strategy to teach English around five scales, in which the scores clustered more on scales ‘sufficiently competent’, ‘competent’, ‘strongly, fairly, and less competent’ levels. Similarly,
the respondents rated their abilities to conduct classroom action research, update English knowledge via reading a lot, and use ICT to pursue for professional development around seven scales, in which the scores distributed more on scales ‘fairly and sufficiently competent’, ‘competent’, and ‘strongly competent’.

Furthermore, there were some abilities in which respondents perceived ‘strongly competent’ to exhibit in their teaching practices. Those abilities refer to (1) teach English using both Indonesian and English as media of Instruction; (2) teach students the basic principles of writing skill such as sentence components (subject, predicate, object, and adverb); (3) train students to practice their pronunciation by reading aloud; (4) know English language standard of competence connected to listening, speaking, reading and writing. (5) develop instructional objectives of English subject to achieve students’ competence on communicative skills in speaking and writing. Meanwhile, the respondents rated only two out of thirty abilities suggested in the professional domain at ‘sufficiently competent’ level. These abilities refer to apply knowledge on the variety of language aspect e.g., linguistics, discourse, sociolinguistics and strategy to teach English and conduct classroom action research to improve professionalism and English teaching.

Additionally, the respondents perceived ‘competent’ to carry out the rest twenty-seven abilities suggested in the professional domain. In this context, the respondents rated their abilities at ‘competent’ level to teach language skills such as listening, speaking, reading and writing. They believed they were competent to teach listening by using cassette/CD room player and multi-media i.e. language lab, computer and LCD. They also perceived ‘competent’ to become role-model in teaching speaking skill by using English to do classroom activities; foster students’ speaking skill via game, role-play, interview, or story telling activities; train students’ speaking skill through describing things, debate, group discussion, or work/project presentation; encourage students to have reading habit on English reading materials from various resources; teach and train students how to comprehend, read correctly, skim, and scan the reading materials; train students’ writing skill through dictating English words, phrases, simple sentences, compound or complex sentences; and train students and provide practices how to write short story using simple, compound, and complex sentences.

In line with, most respondents rated their abilities at ‘competent’ level to teach language components. In this case, they perceived that they were competent to teach sentence components “part of speech”—noun, verb, adverb, adjective etc. to make students understanding and using it; teach students components of part of speech that function as subjects, predicate, object and adverb in the sentences; teach students synonym and antonym words to enrich their vocabulary proficiency; train students to do practice “fill in the blank spaces” and teach them stem word and its derivation; and show student how to spell English words correctly such as differentiate the sounds of [p, b, f, and v]. Likewise, they rated ‘competent’ to apply language components e.g. grammar, vocabulary, and pronunciation in English language teaching-learning and use language components in teaching language skills such as listening, speaking, reading and writing.

The same line, most respondents perceived competent to be familiar with core competence of English subject connected to the basic concepts of teaching English. They rated themselves ‘competent’ to (1) I select and develop instructional materials based on the level of students’ competences; (2) I carry out regular learning and teaching reflection on English language subject (3) I use the results of the reflection to enhance English teaching and learning in my class; (4) I always update my knowledge on English subject via reading from books and journals articles; and (5) I use ICT to develop my professionalism by seeking opportunities e.g. in-service training, seminar, workshop, and conferences to attend.

To conclude, the EFL teacher self-assessment on professional competence rated themselves their ability at ‘competent’ level to exhibit English teaching and learning activities and professional development. The average score of percentage shows that 38.8% respondents perceived themselves ‘competent’ indicating that the suggested abilities stated in the questionnaire had been exhibited by respondents properly based on their own perception. Moreover, if the scores of ‘competent’ and ‘strongly competent’ level is united, then it will generate 67.5% respondents at the level of having abilities within ‘competent and strongly competent’ levels to perform English teaching practices. Still, the summary of descriptive statistics of professional competence of EFL teachers with 30 items indicates that averages score of range 5.8, mean 5.77, and standard deviation 1.09, while minimum score is 1 and maximum 7 within the seven
scales. The trend of data emphasized that self-assessed and rated competence of certified EFL teachers on professional competence dispersed around ‘competent’, ‘strongly competent’, ‘sufficiently competent’ and ‘fairly competent’ levels.

**CONCLUSION & SUGGESTION**

**Conclusion**

On pedagogical domain, respondents self-rated their abilities to teach English at ‘competent’ level. Most respondents perceived themselves ‘competent’ to deal with students’ characteristics. They also believed that they were ‘competent’ to exhibit language theories, methods, and teaching media; apply language theories and methods to teach English; provide various teaching activities and undertake learning activities in class, language lab., and on the field; use learning media and learning resources that fit with students’ characteristics and provide learning activities for developing students potential and creativity. In the context of classroom management, the respondents self-rated their ability ‘sufficiently competent’ to organize classroom space efficiently and ‘competent’ to organize lesson systematically but ‘strongly competent’ to provide feedback and comment on students’ works.

In addition, the respondents self-perceived ‘competent’ to undergo grading and evaluation of English teaching and learning process including apply the principles of grading and evaluation of learning process and establish the aspects of learning process and achievement to assess. They also self-perceived ‘competent’ to monitor and evaluate learning progress of student regularly, but ‘strongly competent’ to determine the procedure of grading and evaluation process and ‘competent’ to develop grading and evaluation instrument process and learning achievement. Also, they perceived themselves ‘competent’ to use ICT to endorse students’ participation in English teaching and enhance the quality of English teaching practices.

In the context of personality competence, most of certified EFL teachers perceived ‘strongly competent’ to expose humble and take care of all students in English teaching activities; promote and treat students equally as well as respect their ideas and opinions in English teaching practices; expose their mature personality and psychological state and become a good role model of students and show their keenness in English teaching for inspiring and motivating students to attend English classes. Additionally, most of certified EFL teachers perceived ‘competent’ to maintain teaching on schedule, keep staying in class and probe the progress achieved by students in learning English, but ‘strongly competent’ to fully responsible to their English teaching practices and learning performance of their students.

In social competence, most of certified EFL teachers perceived ‘strongly competent’ to teach English lesson by using effective, communicative and comprehensible language, but ‘competent’ to help students for special learning assistants, and apply communicative approach techniques in teaching. They also perceived ‘strongly competent’ to enhance students’ self-confidence and encourage students working together democratically and friendly. Still, they rated their ability at ‘competent’ level to entertain the class when it was unmotivated and discuss with students’ parents to talk about students’ English learning progress at school.

In professional competence, most of certified EFL teachers perceived their ‘competent’ to use English as instruction in teaching and ‘strongly competent’ to use both Indonesian and English as media of instruction when teaching English. They also perceived themselves ‘competent’ to teach and train students listening skill using cassette/CD room player and multi-media and computer; teach speaking skill becoming role-model; foster students’ speaking skill via game, role-play, interview, or story telling activities, and expose their skill by describing things, debate, group discussion, and work/project presentation. Still, they perceived ‘competent’ to convince students to have reading habit on English reading and train students to comprehend, read correctly, skim, and scan reading materials. Likewise they perceived themselves ‘strongly competent’ to teach students the basic principles of writing skill, but ‘competent’ to train students’ writing by dictating English words, phrases, and sentences. They also perceived themselves ‘competent’ to teach part of speech and train students to construct sentences and ‘competent’ to teach students synonym and antonym words, train them doing vocabulary drills, show them spelling and differentiating sounds correctly i.e. [p, b, f, and v], and train them reading loudly for pronunciation practice.

On the contrary, they perceived themselves ‘sufficiently competent’ to apply knowledge of language aspects i.e. linguistics, discourse, sociolinguistics and strategy to teach English, but ‘competent’ to apply language components in
English teaching and apply language components to teach language skills. However, they rated themselves 'strongly competent' to understand standard competence of English subject relating to language skills and 'competent' to know core competence of English subject matters. Furthermore, they graded 'strongly competent' to develop instructional objectives of English subject to achieve and 'competent' to select and develop instructional materials based on the level of students' abilities. They also perceived themselves 'competent' to carry out regular reflection of English teaching and use the results of the reflection to enhance teaching practices. Not at all, they rated 'sufficiently competent' to conduct classroom action research and 'competent' to update their knowledge by reading a lot, as well as 'competent' to use ICT for developing professional works.

Suggestion

The research findings indicated that most of certified EFL teachers believed and perceived themselves 'competent' to do English teaching practices based on the suggested abilities in this study. The question is now laying on the reality of their English teaching performance at schools either it is consistent with the students’ learning achievement at school or the national evaluation. Therefore, to avoid the biases in self-assessment, EFL teachers should regularly evaluate their English teaching practices based on the students’ daily performance in the English class and overall learning process and achievements of the students to make sure that they have indeed exhibited properly English practices in their classes. It is also suggested that EFL teachers are to activate their Teacher Subject Matter Organization MGMP to work together for teaching reflection and conducting CAR, and doing regular dialogue to improve the quality of their teaching practices and for professional development.

This study applied self-assessment in which the main data of teachers’ competence on English teaching practices were obtained from one side opinion and questionnaire, so that it depended mostly on opinion and perception without actual or visible teaching performance that can be used to validate their perception or opinion. For this reason, those who are interested in the further investigation of the same topic, they can research it with longitudinal design by applying multiple instruments and involving many stakeholders to appraise the competence and teaching performance of certified EFL teachers.

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