



## Philippines Students' Perception (ESL) of Indonesian Professional Teacher (EFL)

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### Abstract

This study examines professional teachers' student perception of EFL teachers and ESL Students, Professional teachers become the next level of teacher labeled. Teachers will be categorized as professional if they mastery in several domains such as teacher knowledge and understanding, teacher practice, and teacher relation. This research is a descriptive qualitative with a 20 students of Transfer Credit Program of Tarlac Agricultural University, Philippines as the population and 13 students as a sample with a random sampling technique as sampling techniques. Data collection of this research through questionnaires and interviews to collect the data and analyze with descriptive analysis with Nvivo as tool to analyze and visualize the data. This research revealed that ESL Students' perception stated many negative facts such as language barrier constructed among them, online learning limited their thought to achieve in their class, and duplicate question on their exam seems like the question at the internet. ESL Students also revealed many positif facts such as management class and give a same opportunities to speak in class, innovative teaching method, teaching structured well, and teacher deliver a great material to achieve the objective of subject matter

**Keywords:** *ESL Students, Engineering Courses, Professional Teacher,*

### *Persepsi Mahasiswa Filipina (ESL) tentang Guru Profesional Indonesia (EFL)*

#### Abstrak

Penelitian ini mengkaji guru profesional dalam persepsi siswa terhadap guru EFL dan Siswa ESL. Selama ini guru profesional menjadi guru berlabel level berikutnya. Guru akan dikategorikan profesional jika menguasai beberapa ranah seperti pengetahuan dan pemahaman guru, praktik guru, dan relasi guru. Penelitian ini merupakan penelitian deskriptif kualitatif dengan populasi 20 mahasiswa Transfer Credit Program Tarlac Agricultural University, Filipina dan 13 mahasiswa sebagai sampel dengan teknik sampling random sampling. Pengumpulan data penelitian ini melalui kuesioner dan wawancara untuk mengumpulkan data dan menganalisis dengan analisis deskriptif dengan Nvivo sebagai alat untuk menganalisis dan memvisualisasikan data. Penelitian ini mengungkapkan persepsi siswa ESL yang menyatakan banyak fakta negatif seperti hambatan bahasa yang dibangun di antara mereka, pembelajaran online membatasi pemikiran mereka untuk mencapai di kelas mereka, dan juga pertanyaan duplikat pada ujian mereka seperti pertanyaan di internet. Siswa ESL juga mengungkapkan banyak fakta positif seperti manajemen kelas dan memberikan kesempatan yang sama untuk berbicara di kelas, metode pengajaran yang inovatif, pengajaran yang terstruktur dengan baik, dan guru menyampaikan materi yang bagus untuk mencapai tujuan materi pelajaran.

**Kata Kunci:** *ESL, Kelas Teknik, Guru Profesional*

## INTRODUCTION

Over the past several decades, Internationalize English has become a trends theme in studying English. The most interesting topics is three concentric circles of world Englishes. This theory as view of spread and diffusion of English firstly stated by Kachru, (1984). He explained for inner, outer and expanding circle as the concentric circles of world Englishes. Inner circle/English as a native language (ENL) refer to English's traditional foundations as the primary language. ENL speakers are in charge of providing the norms to use the language (Kachru 1984; Tripathi and Tripathi 1998) (Kachru 1984; Tripathi and Tripathi 1998). In other hands outer and expanding circle define as English as second language(ESL) and English as foreign language (EFL)(Tripathi and Tripathi 1998). ESL uses English as language in official non-native varieties and occurred because of historical or colonial history. Countries labelled as ESL have a challenge to develop their norms to use English(Lee and Jun 2016). Next circle belongs to EFL, country labelled as EFL use English as non-usually spoken and will follow the norms according to the ESL and ENL (Kachru 1984).

Philippines, as the outer circle country/ English Second Language (ESL) use English as a language that followed their norms (Choe 2016). English perceived of filipinos become the strongest language than Tagalog and mother tongue (Lintao 2013). This condition in line with the reason if their educational instruction use English since the colonial education before their independence (Rafael 2015). After post-independence, Education in philippines as the key of development in their norms and habits still use English as instructional language and it enhanced their English language directly (Lintao 2013). In addition previous study also stated if nationalism, like colonialism, was founded on the belief that translation was a tool by which the speaker could impose his or her desire to dominate speech, whether one's own or that of another. This perspective tends to overlook the historical reality of flourishing non-colonial and non-nationalist forms of translation. These traditions were founded on play rather than on language's dominance (Rafael 2015). According to Kachru (1984) theory, Philippiens become ESL in part of history and fulfilled the requirement that large filipinos use English as their language in daily activities. It is diverse with Indonesia as the EFL that uses English in non-usually spoken language (Barber, Beal, and Shaw 2009).

Several experts can't determine, Indonesia is the EFL or ESL. If we analyze the previous cases in the Philippines, historical and language used fulfill the requirement of ESL but not for Indonesia. Indonesia can not directly stated as EFL, Historical element showed if dutch become a part of colonial history and forces English as the medium in education instructions at that time in colonial school (Barber et al. 2009). Then their daily activities language use a mother tongue language. It sign if they are not fulfill the requirement as the ESL or EFL. The turning point began from the independence day, they were changing all instructional languages into their nation languages. But still use English as the main foreign language to taught in school to enable Indonesian's in English proficiency well (Kachru, Kachru, and Nelson 2009). It can be concluded that Indonesia as the foreign language but it does not ruled out if EFL can transform into ESL or vice versa (Yano 2009). In addition, EFL and ESL teachers have a role in tailoring transfer knowledge activities.

However, student & teacher perceptions and the significance of conducting needs analyses inside education to continuously grow, adapt, and modify course objectives to fit the needs of incoming students (Barkhuizen 1998; Ekawati 2017; Sulistianingsih 2018; Sumartono 2019). Teacher professional qualities also take a part of the qualities in education. Many researchers stated the standard of good teachers, such as Lamm (1972), propose the good teacher in acculturation, socialization, individualization, and discipline. Later in (Dressel

1987) stated if an excellent characteristic teacher can be seen by academic knowledge, delivery and advising. A few researchers in the twenty century stated if the relationship between teacher and students is a role model, students will be more willing to learn (Sowden 2012).

Therefore, studies demonstrated in the field of student perception of teacher aims to bridge the students' need and teacher consideration. It will become an evaluation setting that hopes to maintain the quality of teachers as good teachers. Mikk et al., (2016) in their study on setting association between teacher-student relationships and PISA 2009 scores in science and mathematics is examined on three levels: student, school, and country conclude At the student level, there is a weak positive correlation and a strong positive relationship at the school level reveal at the country level, the multilevel analysis found a negative link between teacher-student relations and PISA outcomes. Bell & Aldridge, (2014) also revealed the use of student perception data to improve their quality. They revealed if from 459 teacher only 45 focus teachers used the feedback as part in discussion with association, report, and improve their quality of teaching.

Author find a lack of information, they are prior studies above revealed in general or same in concentric circles of world Englishes and not to specific in a setting of EFL teacher in ESL classroom. This research concerns examining student perception from Philippines students (ESL) of professional teachers from Indonesian (EFL) in six months of Engineering courses.

## **METHOD**

This research conduct with Qualitative descriptive that analyze student ESL perception toward professional teaching from EFL teacher. This research has 20 students from Tarlac Agricultural University as the population and uses random sampling to choose sample. It means the author drawing names out of the population and randomly choosing the participants without interference from elsewhere. Questionnaire conduct as the data collection in aims to reach a deep information and get a wide data from samples (Creswell 2010). The author also adopt an instrument without any changes from International Education ( 2019), which states if professional teachers have three domains: teacher understanding & knowledge, teacher relation, and teacher practice. This instrument already tested by previous research for validity and reliability and pass the requirement as the instrument. Miles & Huberman, (1994) propose to analyze data through three steps. They are data reduction, reduce the data for align answer with the questionnaire. Second, display data with data display with transcribing each participants and display it with NVIVO to maintain each notion of transcribing. Third, draw a conclusion, author analyze the display data and draw a conclusion for each notion. On the other hand ability to mastery in English language as medium to teach become another consideration on this research.

## **RESULT AND DISCUSSION**

### **Professional Teacher**

To begin with an analysis the result author began to ask with definition of professional teacher in their perception. Research found various answers such as professional teacher refers to everyone who can teach and educate someone. They also state that professional teachers belong to knowledgeable teachers and can handle the class environment.

*“They are someone who empower students to make a valuable contribution to the community”  
(Participant 2, 2022)*

*“I think a professional teacher is knowledgeable and enthusiastic about one's materials, creating a supportive and respectful classroom environment, building authentic relationships with and advocating for students, being organized and planning ahead, remaining open to new ideas and continuing to learn, appreciating diversity, and making complicated subject matter engaging and understandable for students” (Participant 3, 2022)*

*“They are great people who are enthusiastic about their profession and do everything they can to help students learn and grow”(Participant 4, 2022)*

*“Teachers have the required skills to teach the students” (Participant 5, 2022)*

It means orientation of professional teacher are the goals of learning activities to set their goals to become real and contribute to the community. It is in line with a previous study Tran (2015) revealed that teachers' English competency, teaching skills, and socio-affective abilities were identified as attributes that greatly aided students' learning. On the other side, they also understand that a professional teacher is a teacher who is enthusiastic and professional in their job. One of them also stated completely in line with theories of a professional teacher, such as understanding and knowledge of teacher, teaching practice and teaching relation.

*“ Aside from being excellent in teaching their lessons, they are very accommodating and friendly”.(Participant 7, 2022)*

*“The importance of a teacher in the lives of a student cannot be emphasized. Becoming a teacher provides limitless opportunities to assist all pupils in comprehending and realizing their full potential. Teaching is a calling to assist others as well as a career with high requirements. Professionalism is expected of teachers and most behave in professional ways. I can consider a teacher being professional by:*

- 1. Come to class well prepared to teach;*
- 2. Return student work with grades and appropriate comments in a timely fashion; and*
- 3. Friendly with students while maintaining an appropriate distance” (Participant 8, 2022)*

Considering the data, we may took red line many students are capable of examining EFL teachers in several points of professional teacher because they understand the concept of professional means teacher whiwho However, they understand that professional teachers have to manage and control class well and have communication skills.

### **Teacher Knowledge and Understanding**

Effective teaching is predicated on teachers possessing sufficient knowledge, skills, and understandings of specific subjects or learning areas to be able to instruct them. Teachers who are good at what they do know and understand their subjects, teaching methods, and pupils. Teachers are also aware of the social, cultural, and developmental concerns that may influence their pupils' learning. Specific learning content will differ significantly between countries, but teaching will always necessitate a sufficient depth of knowledge, skills, and understanding of the content, the students in the class, and contextual issues in order to bring the students to

their own appropriate levels of understanding (International Education 2019).

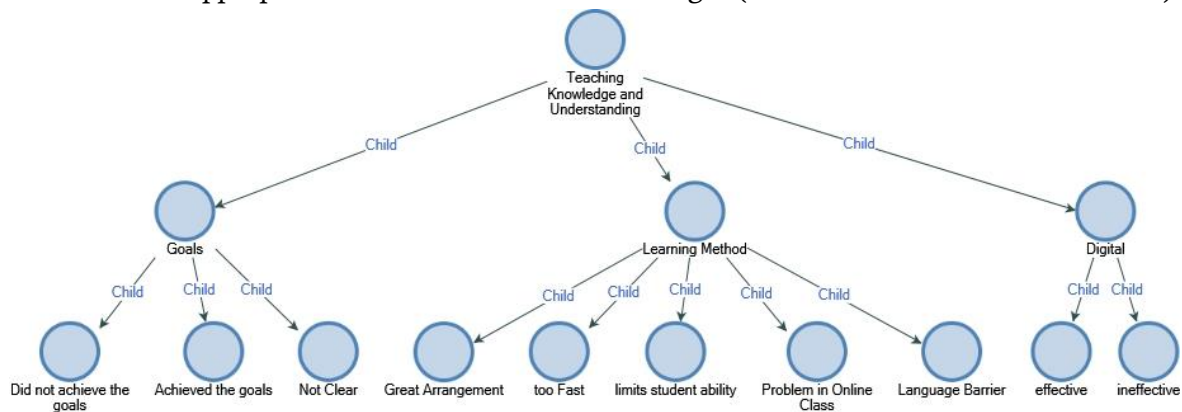


Figure 1. Teacher Knowledge and Understanding Maps

Teaching Knowledge and Understanding in current research take scope of objective learning, learning methods, and Digital used in their learning. Students of ESL felt if they achieved their objective of learning, seems like their statement below:

*“Yes, I was able to learn new knowledge and skills in remote sensing especially in various softwares in GIS” (Participant 9, 2022)*

*“I think, yes, i have gained a lot of achievements during the program especially those topics that have demonstrations like the virtual reality technology, arcgis etc. Its my first time encountering such topics but now im confident using those what i learned during the entire program”*

*“Absolutely. I now have basic skills to CAD Drafting” (Participant 10, 2022)*

*“Yes because I learned how to do virtual reality technology” (Participant 2, 2022)*

*“Yes. The processing or bioethanol using starch. And also how irrigation is carrier out un Indonesia. And the different renewable energy sources and so on” (Participant 11, 2022)*

*“I can say that, yes I have learned and achieved the objectives of the program. I have developed not only my communication skills but also my self-confidence when interacting with others. Most importantly, I have learned the different processes, technologies in Hydrography” (Participant 13, 2022)*

*“Using digital technology in engineering is such a big help to store, analyze and process data. Engineering work will be easier to handle with the use of electronic tools, system, devices etc” (Participant 12, 2022)*

However, one of students did not meet an objective of learning, He felt if his objective of learning from EFL Teacher does not satisfy, it might be several factors such as language, digital, and media as medium of learning. It can be seen at another statements *“It is difficult because of the language barrier... (Participant 9, 2022)”* It indicates that English as language medium in this program did not meet a standard of mastery each other and directly impact their understanding and knowledge Macaro et al (2018).

In addition, learning method also becomes one indicator of the knowledge and understanding of professional teachers. Students felt if method at their learning activities are arranged well. They felt if the teacher arranges the method in learning activities well by innovative and safest way. But it does not close multiple possibilities of students thought if one of them also thought if learning activities too fast to run, so he/she can not catch up their material well. They also add some information if online learning in their program create a barriers of improvement of ability like they can not improve their ability in laboratory such as in offline learning.

The used of digital in these environment also must be applied because their program run in online learning. In another side technology also applied in many sectors at engineering field. Many of students thoughts it run smoothly and effective without any obstacles.

### Teacher Practice

This domain's standards define the key elements of instructors' direct contact with their students. This domain is critical for effective teaching since it is here that the practices that most clearly define teaching can be developed. Teaching activities come in a variety of forms, but they always reflect a teacher's desire for, and comprehension of, student learning, welfare, and growth. Within this domain, effective teaching approaches and practices rely on the Knowledge and Understanding Domain as well as a variety of Teaching Relations (International Education 2019).

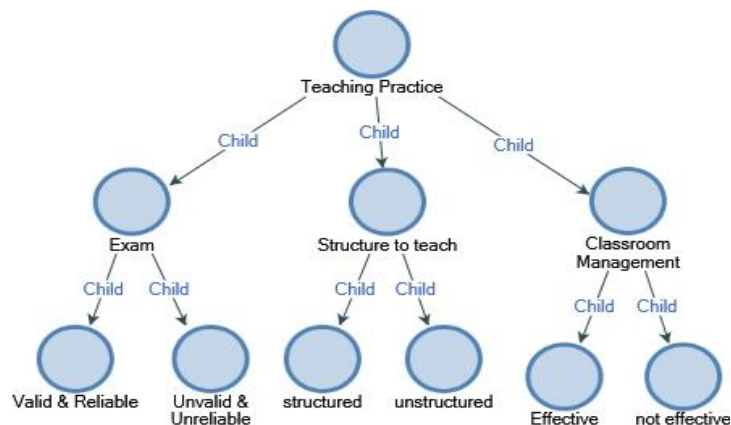


Figure 2. Teacher Practices

To begin with teacher practice domains, these domains are strongly correlated with the previous domain. Teaching method and Structure of teaching seems like the similar meaning. We can separate it based on their scope of activities. Teaching methods are strategy to teach, such as game-based learning, grammar translation method, paired learning, project-based learning, etc. Compare with Struture of teaching start from Preparation until how teacher asses their students. Thus, teaching method are include in teaching structures.

However, Students of Engineering of Tarlac Agricultural, which joint with Transfer credit program, thought of teaching structure, are structured well. It can be seen on their statements, such as

*“Yes, I can say that our teachers were done a structured learning materials/activities that is align to our expectations.” (Participant 11,2022)*

*“Yes, our teacher were very much prepared with the learning material / activities and exceed our expectation with the topic they prepared for us to learn” (Participant 19, 2022)*

In other case, one of students felt if EFL teachers did not meet their expectation to teach structured well. Student hopes of step-by-step learning activities to achieve their goal of learning activities. Exam or how to asses their knowledge become one of indicator of teacher practice. Students though of the exam are valid and align with the material before. They also gave a positive response on their exam method such as project, essay and mini research. *“Yes, but I like to have the opinions and suggestions of the instructors”*. In addition one of students revealed if their exam seems familiar, and seems like duplicate from Internet. Furthermore, classroom management from EFL teacher toward ESL Students are in average level which indicated by students perception of EFL.

*“The lecturer doesn't have any problem with us since we all are focused with the lesson because the lesson he teaches us are engaging enough for us to focus” (Participant 14, 2022)*

*“Effectivity in classroom management is important during the learning process because it keeps the students organized that makes them learn easier” (Participant 18, 2022)*

### Teacher Relation

Relationships are essentially a part of teaching. Professional relationships with colleagues, parents, caregivers, and education authorities, in addition to engaging with students, are critical to effective teaching. The importance of relationships with the general public to a teacher's work and the profession as a whole is equally critical (International Education 2019).

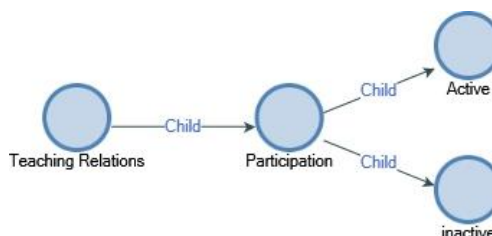


Figure 2. Teacher Relation

According the concept of teacher relation, we can analyze students thought of teacher relations. They thought if they can participate actively in their class. It can be seen in their statements below.

*“Students were able to participate in the class, thanks to the facilitators which made the learning process a more friendly environment” (Participant 6, 2022)*

*“I think the level of student participation in the class is high because there is an interaction with the lecturers and students for example is sharing of knowledge and exchanging ideas”*

*“They actively engaged in participating during class” (Participant 9, 2022)*

*“It was great. We are always given the time to also speak and share our own ideas” (Participant 11, 2022)*





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