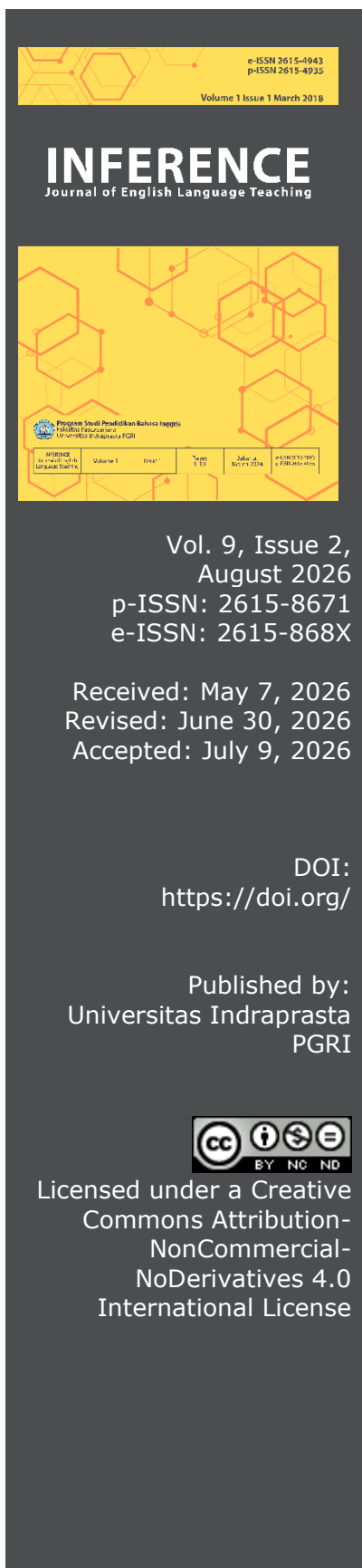




RESEARCH ARTICLE

THE EFFECTS OF PERCEPTION ON TEACHERS PEDAGOGICAL COMPETENCE AND TPACK TOWARDS STUDENTS ENGLISH SPEAKING SKILLS

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Abstract: This research aims to describe students' English speaking skills at private junior high schools in Kec. Jatisampurna, Kota Bekasi, and examine their relation to students' perceptions of English teachers' pedagogical competence and TPACK. Using a quantitative survey design, the study involved 419 eighth-grade students as the population and 81 students selected through random sampling as the sample. The independent variables were teachers' pedagogical competence (X1) and TPACK (X2), while the dependent variable was students' English speaking skill (Y). Data were collected through a 30-item Likert-scale questionnaire and an oral speaking test, then analyzed using multiple linear regression. The results showed significant combined effects of X1 and X2 on Y (Sig. 0.000 < 0.05; F = 22.051). Individually, pedagogical competence (Sig. 0.028; t = 2.240) and TPACK (Sig. 0.003; t = 3.064) both significantly affect speaking skills. TPACK has a stronger contribution than pedagogical competence in improving students' English Speaking Skills.

Keywords: Perception Of Teachers Pedagogical Competence, TPACK, Speaking Skills.

PENGARUH PERSEPSI TERHADAP KOMPETENSI PEDAGOGIS GURU DAN TPACK TERHADAP KETERAMPILAN BERBICARA BAHASA INGGRIS SISWA

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan keterampilan berbicara bahasa Inggris siswa di sekolah menengah pertama private di Kec. Jatisampurna, Kota Bekasi, dan meneliti hubungannya dengan persepsi siswa tentang kompetensi pedagogis guru bahasa Inggris dan TPACK. Menggunakan desain survei kuantitatif, penelitian ini melibatkan 419 siswa kelas delapan sebagai populasi dan 81 siswa yang dipilih melalui pengambilan sampel acak sebagai sampel. Variabel independennya adalah kompetensi pedagogis guru (X1) dan TPACK (X2), sedangkan variabel dependennya adalah kemampuan berbicara bahasa Inggris siswa (Y). Data dikumpulkan melalui kuesioner skala Likert 30 item dan tes berbicara lisan, kemudian dianalisis menggunakan regresi linier berganda. Hasil menunjukkan pengaruh gabungan yang signifikan dari X1 dan X2 terhadap Y (Sig. 0,000 < 0,05; F = 22,051). Secara individual, kompetensi pedagogis (Sig. 0,028; t = 2,240) dan TPACK (Sig. 0,003; t = 3,064) keduanya secara signifikan mempengaruhi keterampilan berbicara. TPACK memberikan kontribusi yang lebih besar dari pada kompetensi pedagogis dalam meningkatkan keterampilan berbicara bahasa Inggris siswa.

Kata kunci: Persepsi terhadap kompetensi pegadodis guru, TPACK, keterampilan berbicara.

INTRODUCTION

Language is a vital aspect of human daily interactions, functioning as a tool for communication and a differentiator from other living beings. According to Tarigan (2021), language enables humans to express feelings, thoughts, and ideas to others. English, as an international language, has become an important subject in global education, including speaking skills. In the current digital era, integrating technology into learning is crucial but many teachers find it difficult in implementing it effectively. The phenomenon driving this research is the low level of English speaking skills among junior high school students in Indonesia, especially at private schools Kota Bekasi. Many students struggle to speak English fluently and confidently, caused by factors such as anxiety, lack of authentic practice, and insufficient integration of technology in learning.

Several previous studies have explored the relationship between teachers' pedagogical competence and students' speaking skills, as well as the role of TPACK in English language learning. For example, research by Alharbi (2021) shows that teachers' perceptions of their pedagogical competence affect the quality of speaking instruction, with confident teachers being more active in encouraging student interaction. Studies by Garcia and Morales (2019) emphasize the importance of integrating technology to address speaking challenges in the digital era. However, these studies are still lacking in terms of the specific context of Indonesia, particularly in private junior high schools, and have not deeply integrated students' perceptions as the primary variable. In addition, previous research has focused more on teachers' own perceptions or general evaluations without involving students' perspectives as the primary respondents, and it is less specific to urban areas like Kota Bekasi. Moreover, although there are studies on TPACK, its integration with pedagogical competence in the context of EFL speaking skills in junior high schools has not been explored in depth, especially in addressing digital challenges and student motivation. This study fills that gap by conducting a direct survey at private junior high schools in Kec. Jatisampurna Kota Bekasi, to provide more contextual and applicable empirical insights.

The objective of this research is to analyze the influence of students' perceptions of English teachers' pedagogical competence and TPACK knowledge on the improvement of students' speaking skills at private junior high schools in Kec. Jatisampurna Kota Bekasi. This research provides theoretical and practical benefits. Theoretically, the findings can enrich the literature on the role of students' perceptions in EFL learning, particularly in the context of pedagogical competence and TPACK. Practically, this research offers insights for schools, teachers, and educational staff in private junior high schools to optimize teaching practices, such as by enhancing pedagogical competence training and TPACK integration.

RESEARCH METHOD

According to Creswell (2012:293) described eight different kinds of educational research, which are: experimental design, correlational design, survey design, grounded theory design, ethnographic design, narrative research design, mixed method design, and action research design. And the first three design are quantitative method. The method of this research is used Survey design with a quantitative method.

The effects of perception on teachers pedagogical competence and TPACK towards students English speaking skills

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According to Sugiyono (2019:126), a population is a generalized area consisting of objects/subjects with specific quantities and characteristics determined by the researcher to be studied and then conclusions drawn. The researchable population in this study is all the Junior high school students of 8th grade at SMP Islam Darul Kirom and SMP YADKA 11 Kec. Jatisampurna Kota Bekasi which amounts to 419 students.

According to Taro Yamane (1967, p. 512): " Random sampling is the selection of a sample from a population in such a way that each individual in the population has an equal chance of being. Yamane stresses its simplicity and unbiased nature, particularly in introductory statistics. While the research sample is numbered 81 students obtained through the probability sampling with random sampling. The research variables, there are three types of data collected. Independent Variables are Perception of English Teachers Pedagogical Competence (X1) and TPACK (X2) and Dependent Variable is English Speaking Skills (Y). To obtain data of English Teachers Pedagogical Competence and TPACK will be measured using survey 30 questioner by Likert scale. Students' English-speaking skills will be measured using an oral test in the form of paired dialogues/conversations.

RESULTS AND DISCUSSION

The overall data description in Chapter IV is presented from the results of calculations and test carried out with the help of a computer through the IBM SPSS Statistics version 22.0 Application program, as well as its analysis and interpretation.

Result

Table 1

Calculation Result Coefficient Correlation Effect Variables X1 and X2 to Variable Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.601 ^a	.361	.345	5.781	.361	22.051	2	78	.000

a. Predictors: (Constant), TPACK, Perception of English Teachers Pedagogical Competence

a. Dependent Variable: Speaking Skills

Table 2

Recapitulation of Calculation Results Testing Signification Coefficient Regression Effect Variables X1 and X2 to Variable Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1473.645	2	736.823	22.051	.000 ^b
	Residual	2606.355	78	33.415		
	Total	4080.000	80			

a. Dependent Variable: Speaking Skills

b. Predictors: (Constant), TPACK, Perception of English Teachers Pedagogical Competence



Table 3

Recapitulation of Calculation Results Regression Line Equation Effect Variables X1 and X2 to Variable Y

Model	Coefficients ^a									
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	2.121	12.997		.163	.871					
Perception of English Teachers Pedagogical Competence	.293	.131	.276	2.240	.028	.533	.246	.203	.538	1.858
TPACK	.355	.116	.378	3.064	.003	.566	.328	.277	.538	1.858

a. Dependent Variable: Speaking Skills

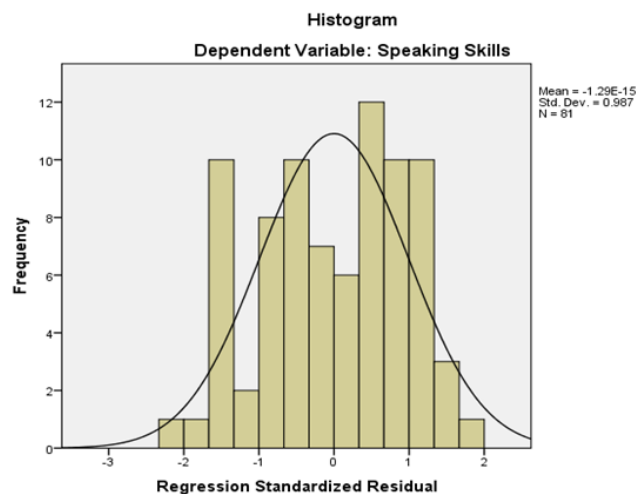


Figure 1

Histogram of Regression standardized residual

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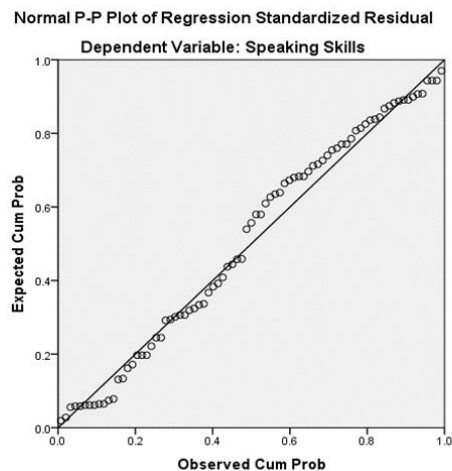


Figure II
Normal Histogram PP Plot of Standard Error of Data

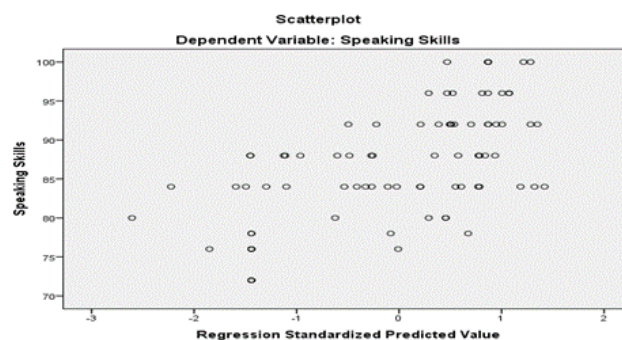


Figure III
Histogram of heteroscedasticity test

Discussion

This study aims to determine the effects of Perception of English teachers pedagogical competence and TPACK towards students English speaking skills at the junior high school level. The discussion is based on the result of statistical analysis using the SPSS version 22.0 program.

The Effects of perception on English Teachers Pedagogical Competence (X1) and TPACK (X2) together towards Students English Speaking Skills (Y)

There is a significant join to effect perception of English Teachers Pedagogical Competence and TPACK together towards Student English Speaking Skills of Junior High School Students in Kec. Jatisampurna Kota Bekasi. This is proven by the significance value of Sig. $0.000 < 0.05$ and F-value = 22.051.

Based on the relevant research Sari, Yunita et al. (2021) that English Speaking Skills affects positively to perception of English Teachers Pedagogical Competence because perception may limit student confidence or engagement.

According to Djargo Tarigan et al. (1998, 12-13, in Erwin Harianto, 2020), speaking constitutes a fundamental skill that involves the intricate process of articulating and transmitting

messages to others through spoken language. This phenomenon is inherently intertwined with the oral use of language as a primary conduit for human communication. The efficacy and manner of language spoken can be shaped by various internal and external factors, including: (1) precision and clarity of pronunciation, (2) nuances of intonation patterns, (3) deliberate word selection, (4) systematic arrangement of words and sentences for coherence, (5) overall speech structure, (6) substantive content, (7) strategies for initiating and concluding conversations, and (8) non-verbal cues like gestures and self-regulation.

Factors that are thought to have an Effect on Students English Speaking Skills are the Effect of Perception of English Teachers Pedagogical Competence. The results of this study are in line with previous research Sri Yunita and Djargo Tarigan. That, English Teachers Pedagogical Competence has a significant Effect towards Student English Speaking Skills. Factors suspected of influencing students' English speaking ability include perceptions of English teachers' pedagogical competence. English teachers' pedagogical competence significantly influences students' English speaking ability.

The Effects of perception on English Teachers Pedagogical Competence (X_1) towards Students English Speaking Skills (Y)

There is a significant effect perception of English Teachers Pedagogical Competence towards Student English Speaking Skills of Junior High School Students in Kec. Jatisampurna Kota Bekasi. This is proven by the significance value of Sig. $0.028 < 0.05$ and t-value = 2.240.

Based on the research results Kusumayasa (2022). Students' perceptions of the pedagogical competence of English teachers at SMA N 1 Tejakula were categorized as positive. Teachers had a higher level of understanding of student characteristics and potential. The reason teachers felt they understood the learning characteristics of each student in the class was because they had strategies for recognizing student characteristics.

According to Meutia, I. S. (2018). Pedagogical competence is one of the core competencies that teachers must possess, distinguishing it among the four main teacher competencies (pedagogical, professional, personal, and social), as it equips educators with the ability to manage the teaching and learning process in the classroom, including conducting evaluations and maintaining class discipline.

The results of this study are in line with previous research by Kusumayasa and Meutia. This indicate that Perception of English Teachers Pedagogical Competence does indeed have a significant effect toward Students English Speaking Skills. The findings suggest that students preferences in Perception of English Teachers Pedagogical Competence are that teacher can adapt learning methods based on the material and student characteristics, such as discussions, presentations, or projects. manage time, interact with students, and use learning media.

The Effects of perception on TPACK (X_2) towards Students English Speaking Skills (Y)

There is a significant effect perception of TPACK towards Student English Speaking Skills of Junior High School Students in Kec. Jatisampurna Kota Bekasi. This is proven by the significance value of Sig. $0.003 < 0.05$ and t-value = 3.064.

Based on the research results Mahyuddin noor S.I.Pust (2024). It studies speaking skills outcome and how TPACK in instruction (teacher's strategies) affects those outcomes. improved speaking skills due to using TPACK-aligned strategies. The structured integration of technology + pedagogy + content improved speaking instruction.

Mishra & Koehler (2008) define that TPACK is the knowledge of teachers' need to teach effectively by implementing technology, encompassing the relationships between technology, teaching strategies, and open materials that are inseparable in effective learning activities. It is a concept that combines three main components in education: technology, pedagogy, and content. TPACK emphasizes that effective teaching requires a deep understanding of how these components interact.

This indicate that Perception of TPACK (Technology Pedagogy and Content Knowledge) does indeed have a significant effect toward Students English Speaking Skills. The findings suggest that students preferences in Perception of TPACK are that Tpack has a good influence on teaching and learning activities in the classroom, students are sometimes bored, monotonous, and have difficulty understanding lessons, especially in terms of their English speaking skills.

CONCLUSIONS

It can be concluded that the perception of English teachers' pedagogical competence and TPACK are two important factors that significantly affect the improvement of Student English Speaking Skills. But The perception of TPACK has a greater contribution than the perception of English Teachers Pedagogical Competence. Strengthening these two factors in the learning process at school and at home is expected to provide a positive contribution to Student English Speaking Skills.

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