In-service EFL teachers' self-perceived receptive skills

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ABSTRACT

Professional English language teachers are expected to master subject knowledge that includes not only their knowledge of English language but also their proficiency in using the language. They can self-assess their proficiency and use their assessment result as the basis for their professional growth since it can inform which areas that still need improvement. Despite the importance of teachers' self-assessment, there has not been much research on this, especially one that investigates the teachers' perceived receptive skills. This study, therefore, aims to explore the in-service teachers' perception of their proficiency level, particularly of their receptive skills. This research uses a descriptive quantitative approach utilizing a survey containing 48 questions of self-perceived reading and listening skills which was distributed to in-service teachers in lower and higher secondary schools in Indonesia. This snowball survey received responses from 449 in-service teachers from various islands in Indonesia such as Java, Bali, Sumatra, Sulawesi, Kalimantan, and Papua. The results show that, in general, the participants considered themselves to be able to comprehend various text types concerning personal and daily issues in both written and spoken modes. However, when it came to comprehending longer texts with more complex linguistic choices and structures in both modes, an increase in the number of participants who struggled was evident. These findings indicate that while most of the in-service teachers were confident in their receptive skills, they faced difficulties comprehending longer and more specialized texts containing complex linguistic resources. Despite the small number of teachers having this problem, support is still needed. Based on these findings, this study discusses several important implications for teacher educators and English teachers in Indonesia and offers recommendations for future research in EFL contexts.

Keywords: EFL in-service teachers; receptive skills; self-perception

INTRODUCTION

English language teachers need to possess two types of professional qualifications when teaching in the classroom. The first is a general proficiency in English that they will impart to their students, and the second is a specific English language proficiency tailored for teaching purposes within the classroom context (Tresnadewi et al., 2021). The importance of having these qualifications align with the provisions outlined in the Republic of Indonesia Law No. 14 of 2005 concerning teachers and lecturers, which stipulates four competencies for teachers: pedagogic personality, social, and professional competencies. Among these, pedagogical competence often takes the forefront in training, with less emphasis on

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professional competence (Nugroho et al., 2020). However, the professional competence of English language teachers also deserves serious attention, given its significance in effectively employing English before imparting knowledge to students. Therefore, highlighting the importance of teachers' development.

The development of teacher proficiency is rooted in the theory of Teacher Professional Development (TPD), which entails an ongoing learning and growth process aimed at enhancing teachers' knowledge, skills, and instructional practices (Darling-Hammond et al., 2009). TPD is a critical component of the education system as it directly influences teacher effectiveness and student learning outcomes (Guskey & Yoon, 2009). TPD encompasses various activities and strategies designed to support teachers' professional growth, such as workshops, seminars, collaborative lesson planning, and reflective practices (Timperley et al., 2007).

Research has shown that high-quality TPD programs have a positive impact on teachers' instructional practices and student achievement (Darling-Hammond, 2017; Desimone, 2009). Effective TPD programs also provide opportunities for teachers to collaborate and receive sustained support from relevant educational stakeholders (Guskey & Yoon, 2009). Timperley et al. (2007) underscore the importance of reflective practice and self-assessment within TPD, allowing teachers to critically evaluate their own abilities and teaching methods, thereby making informed decisions to enhance their teaching practices. Furthermore, TPD that is continuous and sustained over time is more likely to yield positive outcomes (Darling-Hammond, 2017). Ajani (2018) emphasizes the significance of providing teachers with relevant and meaningful professional development opportunities aligned with their needs. Borko (2004) further highlights the necessity of ongoing professional development efforts involving collaborative learning communities and sustained support from administrators and peers.

Despite the importance of teacher proficiency development, several studies on English language teacher competence in Indonesia have depicted a concerning picture. Studies mentioned in Zein's (2016) showed the demographics of English teachers' proficiency in several areas of Indonesia such as Bandung (Damayanti et al. 2008; Nizar 2004), DKI Jakarta (Suyanto & Chodidjah 2002), Medan (Ernidawati 2002), Palangkaraya (Karani 2006), Malang (Rachmajanti 2008; Rohmah 1996), Sidoarjo (Susanto 1998), and Blitar (Agustina et al. 1997), and a study by Lengkanawati (2005) in West Java. These studies reveal the widespread issue of teachers lacking adequate English language skills or even appropriate qualifications, prevalent across various regions in Indonesia. Findings from this research also indicate that the majority of English language teachers in this region lack sufficient English language proficiency. Undoubtedly, this situation poses a serious challenge in the Indonesian educational context.

Confronting the challenges faced by English language teachers in developing the necessary professional competencies for teaching, including the required English language proficiency for instruction, an enhancement in teacher education has become an imperative that cannot be ignored (Darling-Hammond, 1994; Day, 1999; Fullan & Hargreaves, 1992; Hargreaves & Fullan, 1992). This improvement should encompass various aspects, ranging from curriculum planning for teacher education to the implementation of comprehensive training programs. Within teacher education curricula, there should be an emphasis on imparting stronger knowledge and skills in English language competencies for instructional purposes (Fullan, 2007; Suprayitno, 2019). Additionally, the implementation of training programs for English language teachers needs to be intensified. Training should be designed considering the specific needs of teachers in developing their professional competencies. Throughout this entire process, collaboration between educational institutions, government bodies, and the educational community is crucial. Educational reform for teachers is not just about enhancing individual capabilities but also about building a strong foundation for overall educational quality improvement.

Within the language classroom context, it is undeniable that the language proficiency of teachers (Teacher Language Proficiency) plays a role in aiding students to become successful language users. Teachers with higher language proficiency can exhibit greater teaching effectiveness by providing more accurate explanations and richer language input (Richards et al., 2013). This level of language proficiency encompasses greater flexibility in language usage (Tsang, 2017), which influences their confidence in delivering lessons (Nhung, 2017). Therefore, "having excellent proficiency in the target language is one of the most important characteristics of an outstanding foreign language teacher" (Shin, 2008, p. 59), and for non-native teachers, "language proficiency will always be the foundation of their professional confidence" (Murdoch, 1994, p. 254). As such, teachers' subject knowledge directly impacts classroom dynamics. It is not only a key determinant of the quality of students' foreign language learning (Gibbs & Holt, 2003) but also vital for teachers in managing various crucial aspects of classroom practice. In relation to English language proficiency of teachers, Farrell and Richards (2007) suggest that limitations in English language proficiency among teachers may affect various areas of their teaching practice.

Given the substantial disparity in English language competence among English language teachers, there is a current need for a profile that can map the English language competencies required of English language teachers in Indonesia. This profile would serve as the primary reference or standard for determining the proficiency levels of English language teachers, whether newly graduated or with years of teaching experience. In accordance with this perspective, there is a pressing need for specialized assessment tools capable of evaluating both general English proficiency and classroom language competence among all English language educators in Indonesia because the existing assessment tools such as TOEFL (by ETS, USA), IELTS (by Australia), TOEIC (by ETS, USA), TOEP (by TEFLIN Indonesia), or PTIET (Tresnadewi et al., 2018) do not entirely meet the intended objectives. While proficient in testing the language proficiency of test-takers, they are not meant to assess their proficiency specifically in classroom language usage.

METHOD

This research employed a quantitative approach. The survey design was chosen for this study due to its ability to involve a large sample size, enabling the study to gain insights into the quantitative description of trends, attitudes, and opinions within a population (Creswell & Creswell, 2017). In the context of this research, the survey design aids the researchers in addressing the questions posed by this study: how the demographic profile of receptive skills perceived by in-service English language teachers as foreign language instructors is structured. This design was selected because it facilitated data collection from a broader range of participants across Indonesia compared to previous studies which focused on several regions only, thereby enhancing the research's scope and depth.

Respondents

This research specifically targeted English language teachers working in both Junior High School and Senior High School settings across Indonesia. To gather participants, a recruitment approach known as online convenience sampling was employed (Etikan et al., 2016). This method involved distributing an online survey form via various social media platforms and establishing collaborative ties with reputable organizations such as MGMP (Teacher Working Group), TEFLIN (Teaching English as a Foreign Language in Indonesia), and other networks associated with English language teacher associations.

The rationale behind selecting convenience sampling for participant recruitment was grounded in several considerations. First, the widespread accessibility and popularity of online platforms in today's digital age provide an efficient means of reaching a diverse pool of potential respondents scattered across different regions of Indonesia. Second, the alignment with the pragmatic nature of the research objectives. Given that the primary aim of this study was to map out the self-perceived receptive skills of English teachers, convenience sampling offered a practical way to achieve this goal given timeframe and resources. Third, convenience sampling acknowledges that participants were chosen based on their accessibility and willingness to participate, which can introduce potential biases. However, the study sought to mitigate this limitation by aiming for a diverse range of participants from different regions and affiliations, and by clearly acknowledging the limitations in the interpretation of findings due to the sampling approach. Despite its limitations, convenience sampling provided a practical and effective way to collect data and gain valuable insights into the self-perceived receptive skills of English language teachers in secondary schools across Indonesia.

Instruments

The research instrument employed in this study used a survey technique comprising 48 questions concerning self-assessment of teachers' receptive skills (reading and listening) abilities. Data collection was conducted in three phases. Firstly, the questionnaire's design was crafted through a process involving literature review, Focus Group Discussions (FGDs) with selected English language teachers representing three different regions in Indonesia, and FGDs with experts in English language competence from reputable universities and institutions that possessed established English language assessment tools. Secondly, a pilot study was carried out to gauge the questionnaire's validity in capturing the intended information, involving expert validation. Thirdly, the questionnaire was distributed to respondents across Indonesia.

The questionnaire instrument consisted of two main sections as outlined below.

(1) Respondent Demographics: age, origin, educational level of the teaching institution, teaching experience duration, gender, highest educational qualification.

(2) Respondent Perceptions of Their Receptive Competence. This section encompasses their ability to discern detailed and general information, comprehend texts in detail, infer meaning from context, and predict outcomes based on context. These skills will be presented across various text types, such as descriptive, report, recount, narrative, procedural, expositional, and discussion texts.

Procedures

This study falls under the umbrella of the main research on the development of the Competency Test for Indonesian English Teachers (CTIET), which

represents a collaborative research effort involving Universitas Pendidikan Indonesia (UPI), Universitas Negeri Padang (UNP), and Universitas Negeri Malang (UM), aimed at supporting the continuous professional development aspect of language competence for English teachers in Indonesia.

Within this collaborative research initiative, the research conducted by the UPI research team constitutes one of the three overarching sub-themes. This particular study aims to map the perceptions of English language teachers at the junior and senior high school levels regarding their receptive skills (reading and listening). The research collaboration's landscape is illustrated in Figure 1. Specifically, Figure 2 presents the research process carried out by the UPI research team.

Figure 1
Research Collaboration's Landscape

Figure 2
Research Process for the Present Study
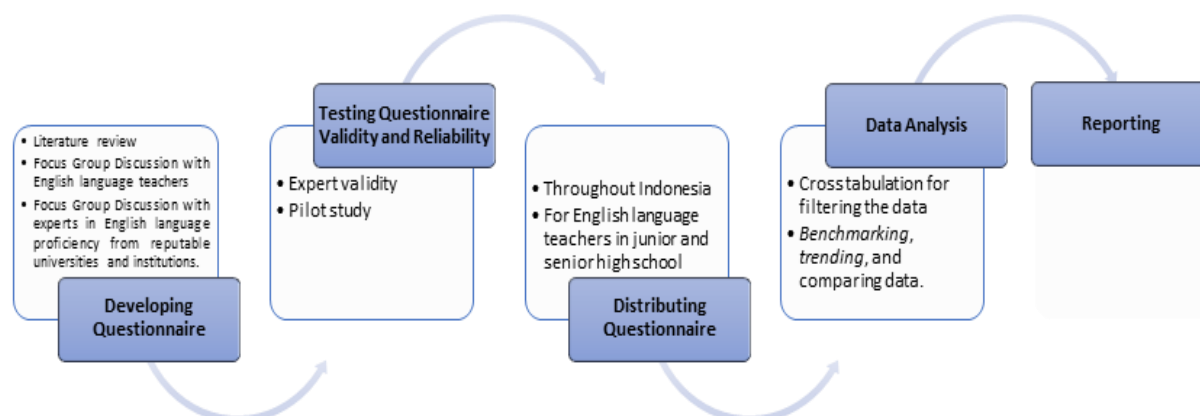
In the course of the present study, a systematic process was followed to develop and validate the survey instrument, ensuring its reliability and appropriateness for the research objectives. This methodological journey began by delving into the existing literature to gain insights into the nuances of understanding teachers' self-perceived receptive skills within the context of English language teaching. To enhance the depth and relevance of the survey instrument, a focus group discussion was conducted. Engaging English teachers and experts in English language education from esteemed universities and institutions, this discussion provided a platform to gather diverse perspectives and insights.

Subsequently, the survey instrument underwent a validation process. Esteemed experts in the field of English language education were approached to evaluate and validate the instrument's content and construct validity. Following the validation phase, the survey instrument was subjected to a pilot study to rigorously assess its validity and reliability. This essential step allowed the research team to identify potential ambiguities, redundancies, or inconsistencies within the instrument. Once the validated and refined survey instrument was ready, it was distributed to English teachers across Indonesia, encompassing both junior and senior high school levels.

Data analysis
In analyzing the data collected in the current study, the approach of choice was to employ descriptive statistics (Byrne, 2007; Statistics, 2013). This method was selected due to its suitability for achieving the research objectives of comprehensively mapping out the self-perceived receptive skills of English teachers in secondary schools across Indonesia. By utilizing descriptive statistics, the study aimed to provide a clear and informative summary of the central tendencies, and variability of the teachers' self-assessed skills in both listening and reading. Therefore, this approach enabled a detailed exploration of the participants' responses to the survey's 48 questions, 28 of which were dedicated to each of the two receptive skills. Furthermore, descriptive statistics offered a robust means of presenting the data in a concise yet informative manner, thus facilitating a deeper understanding of

the self-perceived skills within the specified context. Through this analysis, the study sought to offer valuable insights into the current landscape of English teachers' self-assessment of their receptive skills, contributing to a comprehensive portrayal of their perceptions in this educational domain.

FINDINGS
Teachers' self-perceived ability in reading
The results of the analysis of the 24 questions in the survey regarding English teachers' self-assessment of their reading abilities in English texts provide a comprehensive overview, as depicted below.

Table 1
Result on teachers' self-perceived ability in reading based on gender

GENDER	N	f	Capability in Comprehending short, personal, familiar, and simple English written texts				Capability in Comprehending long, academic, non-familiar, and complex English written texts			
			Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Male	99	22.05%	2.03%	9.09%	69.69%	19.19%	3.03%	14.15%	71.71%	11.11%
Female	350	77.95%	0.57%	1.14%	65.15%	33.14%	1.43%	21.43%	68.29%	8.85%

Table 1 suggests a strong level of confidence among both male and female participants in comprehending short, personal, familiar, and simple English written texts. However, when faced with long, academic, non-familiar, and complex texts, while a substantial proportion retained confidence, a notable minority expressed reservations about their comprehension abilities, particularly among female participants.

Table 2
Result on teachers' self-perceived ability in reading based on age

GENDER	N	f	Capability in Comprehending short, personal, familiar, and simple English written texts				Capability in Comprehending long, academic, non-familiar, and complex English written texts			
			Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Male	99	22.05%	2.03%	9.09%	69.69%	19.19%	3.03%	14.15%	71.71%	11.11%
Female	350	77.95%	0.57%	1.14%	65.15%	33.14%	1.43%	21.43%	68.29%	8.85%

Furthermore, findings on table 2 suggest that participants across different age groups generally exhibited confidence in their capability to comprehend short, personal, familiar, and simple English written texts. However, when it comes to long, academic, non-familiar, and complex texts, while a substantial proportion retained confidence, a notable minority expressed reservations, particularly in younger age groups.

Table 3
Result on teachers' self-perceived ability in reading based on educational level of teaching place

Teaching at What Educational Level	N	f	Capability in Comprehending short, personal, familiar, and simple English written texts				Capability in Comprehending long, academic, non-familiar, and complex English written texts			
			Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
7th Grade JHS	107	24.05%	1.86%	3.74%	63.55%	30.85%	1.86%	21.49%	69.17%	7.48%
8th Grade JHS	63	14.03%	1.59%	6.35%	63.49%	28.57%	1.59%	20.63%	69.84%	7.94%
9th Grade JHS	65	14.48%	1.54%	3.08%	69.23%	26.15%	3.08%	21.54%	72.30%	3.08%
10th Grade SHS	85	18.93%	3.53%	3.53%	50.59%	42.35%	2.35%	17.65%	68.24%	11.76%
11th Grade SHS	56	12.47%	3.57%	3.57%	66.07%	26.76%	3.57%	21.43%	69.64%	5.36%
12th Grade SHS	72	16.04%	2.78%	4.17%	48.61%	44.44%	4.17%	19.44%	66.67%	9.72%

Table 3 suggests that teachers across different educational levels generally exhibited confidence in their capability to comprehend short, personal, familiar, and simple English written texts. Similarly, for long, academic, non-familiar, and complex texts, while a substantial proportion retained confidence, a notable minority expressed reservations, particularly among teachers who teach 10th, 11th, and 12th graders.

Table 4
Result on teachers' self-perceived ability in reading based on demographic location

Demographic Location	N	*f*	Capability in Comprehending short, personal, familiar, and simple English written texts				Capability in Comprehending long, academic, non-familiar, and complex English written texts			
			Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Unspecified	1	0.22%	-	-	100%	-	-	-	100%	-
NTB	1	0.22%	-	-	100%	-	-	-	100%	-
NTT	3	0.67%	-	-	33.33%	66.67%	-	-	66.67%	33.33%
Bali	1	0.22%	-	-	100%	-	-	-	100%	-
Jawa	173	38.53%	1.16%	2.89%	52.60%	43.35%	2.31%	4.05%	55.49%	38.15%
Kalimantan	22	4.90%	-	4.55%	63.64%	31.81%	-	9.1%	72.72%	18.18%
Papua	11	2.45%	-	9.1%	63.6%	27.3%	-	9.1%	72.72%	18.18%
Sulawesi	31	6.90%	-	3.22%	61.3%	35.48%	-	9.68%	67.74%	22.58%
Sumatera	206	45.88%	2.43%	4.85%	61.17%	31.55%	2.92%	6.31%	59.22%	31.55%

The result shows that among the demographic locations, teachers from Jawa, Kalimantan, Sulawesi, and Sumatera showed slightly more variability in their responses, with some expressing strong agreement and others indicating agreement. Nonetheless, the majority in these regions exhibited a high degree of confidence in their comprehension abilities for short, personal, familiar, and simple written texts.

Similar to the comprehension of short texts, teachers from Jawa, Kalimantan, Papua, Sulawesi, and Sumatera exhibited varying degrees of agreement but maintained a generally positive outlook on their capability to comprehend long, academic, non-familiar, and complex written texts.

Table 5
Result on teachers' self-perceived ability in reading based on years of teaching experience

Teaching Experience	N	*f*	Capability in Comprehending short, personal, familiar, and simple English written texts				Capability in Comprehending long, academic, non-familiar, and complex English written texts			
			Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
< 6 years	55	12.25%	1.82%	5.45%	58.18%	34.55%	1.82%	10.9%	63.64%	23.64%
6 – 10 years	65	14.48%	3.07%	4.62%	61.54%	30.77%	4.62%	10.77%	67.69%	16.92%
11 – 20 years	207	46.10%	0.48%	2.42%	62.8%	34.3%	0.48%	7.24%	69.1%	23.18%
> 20 years	122	27.17%	2.45%	4.09%	57.37%	36.09%	4.92%	8.2%	59.02%	27.86%

Table 5 shows that teachers with varying years of teaching experience generally expressed confidence in their capability to comprehend both short, personal, familiar, and simple texts, as well as long, academic, non-familiar, and complex texts. While there were minor variations in agreement levels, the majority of teachers displayed a positive outlook on their comprehension abilities across different text categories. However, it is worth noting that there is a notable increase on teachers' negative outlook on their ability in comprehending a more complex text.

Teachers' self-perceived ability in listening
The results of the analysis of the 24 questions in the survey regarding English teachers' self-assessment of their listening abilities in English texts provide a comprehensive overview, as depicted below.

Table 6
Result on teachers' self-perceived ability in listening based on gender

GENDER	N	*f*	Capability in Comprehending short, personal, familiar, and simple spoken English texts with a familiar accent and slow pronunciation				Capability in Comprehending long, academic, non-familiar, and complex spoken English texts performed by expert users			
			Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Male	99	22.05%	-	8.1%	69.7%	22.22%	1.01%	13.13%	71.72%	14.14%
Female	350	77.95%	0.29%	6.29%	67.13%	26.29%	0.29%	13.14%	69.14%	17.43%

The findings on table 6 reveal that both male and female participants demonstrated a high level of confidence in comprehending short, personal, familiar, and simple spoken English texts with a familiar accent and slow pronunciation. Additionally, for long, academic, non-familiar, and complex spoken texts performed by expert users, a substantial proportion of participants retained confidence in their comprehension abilities, while a minority expressed reservations.

Table 7
Result on teachers' self-perceived ability in listening based on age

Age	N	f	Capability in Comprehending short, personal, familiar, and simple spoken English texts with a familiar accent and slow pronunciation				Capability in Comprehending long, academic, non-familiar, and complex spoken English texts performed by expert users			
			Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
<26	10	2.23%	-	10%	70%	20%	-	20%	60%	20%
26-35	98	21.83%	-	8.16%	73.47%	18.37%	1.02%	20.4%	71.44%	7.14%
36-45	160	35.63%	-	4.38%	66.22%	29.36%	-	21.25%	60%	18.75%
>45	181	40.31%	0.55%	3.87%	67.4%	28.18%	0.55%	22.65%	68.5%	8.29%

Table 7 indicates that participants across different age groups generally exhibited confidence in their capability to comprehend short, personal, familiar, and simple spoken English texts with a familiar accent and slow pronunciation. Similarly, for long, academic, non-familiar, and complex spoken texts performed by expert users, while a substantial proportion retained confidence, a notable minority expressed reservations, particularly in the 26-35 and >45 age groups.

Table 8
Result on teachers' self-perceived ability in listening based on educational level of teaching place

Teaching at What Educational Level	N	f	Capability in Comprehending short, personal, familiar, and simple spoken English texts with a familiar accent and slow pronunciation				Capability in Comprehending long, academic, non-familiar, and complex spoken English texts performed by expert users			
			Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
7th Grade JHS	107	24.05%	0.93%	7.48%	71.96%	19.63%	0.93%	18.69%	68.23%	12.15%
8th Grade JHS	63	14.03%	-	12.7%	74.6%	12.7%	-	31.75%	61.9%	6.35%
9th Grade JHS	65	14.48%	-	7.7%	76.92%	15.38%	-	23.07%	69.23%	7.7%
10th Grade SHS	85	18.93%	-	10.59	68.24%	21.18%	-	18.82%	65.88%	15.3%
11th Grade SHS	56	12.47%	-	3.57%	80.36%	16.07%	-	10.71%	82.14%	7.14%
12th Grade SHS	72	16.04%	-	6.94%	62.5%	30.56%	-	11.11%	70.83%	18.06%

The study findings as suggested by table 8 show that teachers at various educational levels generally exhibited confidence in their capability to comprehend short, personal, familiar, and simple spoken English texts with a familiar accent and slow pronunciation. Similarly, for long, academic, non-familiar, and complex spoken texts, while a substantial proportion retained confidence, a notable minority expressed reservations.

Table 9
Result on teachers' self-perceived ability in listening based on demographic location

Teaching Experience	N	f	Capability in Comprehending short, personal, familiar, and simple spoken English texts with a familiar accent and slow pronunciation				Capability in Comprehending long, academic, non-familiar, and complex spoken English texts performed by expert users			
			Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
< 6 years	55	12.25%	-	9.1%	69.1%	21.8%	-	14.5%	78.2%	7.3%
6 – 10 years	65	14.48%	-	9.23%	70.77%	20%	1.54%	16.91%	67.7%	13.85%
11 – 20 years	207	46.10%	-	11.6%	71.5%	16.9%	-	20.77%	65.22%	14.01%
> 20 years	122	27.17%	0.82%	8.2%	71.31%	19.67%	0.82%	19.67%	68.85%	10.66%

Table 9 shows a generally positive outlook across all demographic locations regarding the comprehension of short, personal, familiar, and simple spoken texts with a familiar accent and slow pronunciation. Additionally, these results indicate a generally positive outlook across all demographic locations for the comprehension of long, academic, non-familiar, and complex spoken texts performed by expert users. However, there is some variability in agreement levels, with a minority expressing disagreement, particularly in the regions of Papua and Sulawesi.

Table 10
Result on teachers' self-perceived ability in listening based on years of teaching experience

Teaching Experience	N	f	Capability in Comprehending short, personal, familiar, and simple spoken English texts with a familiar accent and slow pronunciation				Capability in Comprehending long, academic, non-familiar, and complex spoken English texts performed by expert users			
			Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
< 6 years	55	12.25%	-	9.1%	69.1%	21.8%	-	14.5%	78.2%	7.3%
6 – 10 years	65	14.48%	-	9.23%	70.77%	20%	1.54%	16.91%	67.7%	13.85%
11 – 20 years	207	46.10%	-	11.6%	71.5%	16.9%	-	20.77%	65.22%	14.01%
> 20 years	122	27.17%	0.82%	8.2%	71.31%	19.67%	0.82%	19.67%	68.85%	10.66%

Table 10 indicates that teachers with varying years of teaching experience generally expressed confidence in their capability to comprehend both short, personal, familiar, and simple spoken texts and long, academic, non-familiar, and complex spoken texts. While there were minor variations in agreement levels, the majority of teachers displayed a positive outlook on their comprehension abilities across different text categories. Nevertheless, a notable trend of teachers having a negative outlook when comprehending long, academic, non-familiar, and complex spoken texts is also visible.

DISCUSSION
The research findings provide a valuable insight into the diverse range of perceptions that English teachers hold regarding their proficiency in both reading and listening skills when dealing with English texts. While a significant proportion of English teachers express a strong sense of confidence in their ability to comprehend written and spoken English materials, a noteworthy trend emerges wherein an increasing number of teachers admit to contending with challenges when confronted with texts of heightened complexity.

It is intriguing to observe that the discovery of teachers still facing challenges in comprehending text with heightened complexity resonates with concerns that have been previously identified and addressed by several studies (Agustina et al., 1997; Damayanti et al., 2008; Ernidawati 2002; Karani, 2006; Lengkanawati, 2005; Nizar 2004; Rachmajanti, 2008; Rohmah, 1996; Susanto, 1998; Suyanto & Chodidjah, 2002; Zein, 2016). The recurrence of this issue across different timeframes and regions underscores its persistent nature. This continuity is unsettling, as it signifies that despite years of educational advancements and reform efforts by the Indonesian government, the core challenge of grappling with complex English texts remains unresolved within the teaching landscape.

Further, it is also apparent that while both genders exhibit robust confidence levels in comprehending simpler texts, males demonstrate a notably higher percentage of strong agreement regarding their capability to understand complex texts compared to females. This discrepancy hints at the existence of a gender disparity in self-perceived proficiency concerning complex academic English materials. Such variance may stem from broader factors such as differences in confidence levels, exposure to diverse learning materials, or variations in educational backgrounds among teachers.

Therefore, it becomes evident that addressing the challenges above require a thorough approach. While the government undoubtedly plays a pivotal role in formulating effective policies and initiatives, the responsibility does not solely fall on their shoulders. English teachers themselves need to proactively embrace the task of enhancing their own competencies. This shift in perspective acknowledges that this issue is not confined to one entity; rather, it necessitates a shared commitment across the entire educational ecosystem to elevate the proficiency of English teachers.

Consequently, the enhancement of teachers' professional development demands active collaboration among all relevant stakeholders, including educational institutions, teacher associations, and policymakers (Borko, 2004; Guskey & Yoon, 2009). Therefore, a comprehensive approach that encourages an ongoing exchange of insights, resources, and strategies regardless of gender, years of teaching experience, or even educational level ensures that the professional development programs designed to uplift the skills of English teachers produce lasting and impactful

results is a must (Ajani, 2018; Darling-Hammond, 2017; Timperley et al., 2007). By combining the expertise and resources of all parties involved, a more holistic and effective framework can be established, ultimately benefiting both educators and students alike.

Moreover, the discovery that teachers continue to encounter challenges in understanding text of increased complexity underscores the critical necessity for teacher education curricula to be carefully designed which aim to bolster English language competencies while concurrently integrating them with effective pedagogical skills, a notion emphasized by Fullan (2007) and Suprayitno (2019). This strategic alignment is crucial as it highlights the interdependent relationship between language proficiency and its significant impact on student learning outcomes (Richards et al., 2013).

As advocated by Fullan (2007) and Suprayitno (2019), the integration of robust English language competencies with pedagogical competency serves as a catalyst for enhancing the overall teaching-learning process. It is also worth noting that effective language utilization within instruction does not merely involve linguistic fluency; it centres on the ability to craftily use language as a medium to facilitate comprehension, foster critical thinking, and nurture a deep grasp of subject matter.

The insights offered by Richards et al. (2013) highlight the significance of this strategic alignment where proficiency in English language intricately intertwines with the enhancement of students' learning outcomes. This is because by harnessing the language effectively, teachers cannot only convey information accurately but also create an inclusive classroom environment that nurtures active engagement and meaningful exchange of ideas.

CONCLUSION

It is undeniable that the competence of teachers in language proficiency, referred to as Teacher Language Proficiency (TLP), significantly shapes students' journey towards becoming proficient language users. This statement stems from the understanding that teachers gifted with a higher level of language proficiency will be able to teach more effectively by offering students more accurate explanations on the language and providing wealthier language input to the students learning (Richards et al., 2013). However, despite the undeniable impact of TLP on teaching efficacy, studies have repeatedly shown the inadequate language proficiency levels among English teachers in Indonesia.

The findings of this research reveal a complex situation of English teachers' self-perceived receptive skills across Indonesia. It is evident that a substantial portion of teachers show confidence in their aptitude to grapple with written and spoken English materials. This confidence resonates with their adeptness in comprehending shorter, personal, familiar, and simpler texts, often imbued with familiar accents and unhurried pronunciations. However, within this positive result, a trend surfaces where a growing number of teachers acknowledge obstacles when faced with the complexities inherent in longer, academic, non-familiar, and intricate English texts. This data reiterates the significance of continuous professional development initiatives for English teachers. Furthermore, it underscores the dire need for tailored training programs that bridge the gap between self-assessed competence and the challenges posed by diverse text modes.

However, it is important to acknowledge that this research is not without its limitations. Firstly, the reliance on self-perception as the primary method for determining teachers' perceived skills could introduce a degree of subjectivity. Teachers' perceptions may be influenced by various factors such as self-esteem, personal biases, and the desire to portray a positive self-image. This could potentially lead to an overestimation or underestimation of their actual skills, affecting the accuracy of the gathered data.

Moreover, the use of convenience sampling, although practical for reaching a wider participant pool, may introduce sampling bias. Respondents who willingly participated might not be fully representative of the entire population of English teachers across Indonesia.

Furthermore, the analysis predominantly focuses on teachers' self-perceived receptive skills. While this provides valuable insights, it might not comprehensively account for the broader context of their language proficiency, classroom practices, or students' actual learning outcomes.

Lastly, the absence of qualitative data, such as in-depth interviews or classroom observations, limits the depth of understanding regarding the factors that influence teachers' self-perceptions and the ways in which these perceptions align with their instructional practices.

Therefore, while this research offers substantial contributions to the understanding of English teachers' self-perceived receptive skills, the above-mentioned limitations remind us of the nuanced nature of educational research. Future studies could delve deeper into the connection between self-perceived skills, actual language proficiency, teaching practices, and student learning outcomes. Additionally, given the observed gender gap in confidence levels between male and female teachers in comprehending complex English texts, further research is needed to explore the underlying factors (e.g. educational backgrounds, professional development experiences, and teaching methodologies of male and female teachers) contributing to this situation.

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