Student Perception of ESP Teachers' Performance at Indonesian State Polytechnics

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Abstract – **There are two divisions of ESP (English for Specific Purposes) teachers at the early established state Polytechnics throughout Indonesia: first and second-generation teachers. The first generation participated in the Polytechnic Education Development Centre (PEDC) from 1987-1994, and the second generation of ESP teachers never participated in this training program. There hasn't been any investigation into the performance of these two groups of teachers to identify the impact of the PEDC training on their performance. Therefore, this research aims to find out student perceptions of both generations of ESP teachers' performance during teaching and learning activities. The researcher used a descriptive qualitative approach to answer the research questions. A number of students were involved and the data was collected through mixed questionnaires. The results showed that both generations have their own strengths compared to the other in different categories including need analysis, teaching method, teaching material, teaching media, and assessment.**

Keywords: english for specific purposes, english for vocational purposes, need analysis, student's perception, teachers' performance, teaching methodology, teaching material, teaching media, assessment

I. INTRODUCTION

There are two divisions of ESP teachers throughout "early established" State Polytechnics in Indonesia. They are the First Generation (FG) and the Second Generation (SG). The first generation participated in the Polytechnic Education Development Centre (PEDC) for a year between 1987 and 1994, and the second generation of ESP teachers never participated in this training program.

What was the PEDC? The PEDC was a training center established by the Indonesian government to serve newly recruited state polytechnic teachers throughout Indonesia from 1987 until 1994. They were trained for a year to implement the teaching and learning process in vocational higher education and to design the curriculum included what to plan, how to achieve learning goals, what material to assess, how to design class activities, and what goals or outputs students should have to fulfil various industries' needs. Back then, English teachers were also required to participate in these activities along with teachers of other subjects. English teachers who were English graduates from several universities received training about teaching at the Polytechnic and some ESP practices. According to the PEDC graduates, this training helped them deal with their first years of ESP teaching in vocational colleges and they faced fewer significant obstacles in their teaching process.

After 1994, PEDC no longer operated. The recruited teachers after that year have never experienced this training. These new teachers develop their skills and gain knowledge about ESP teaching on their own and sometimes through knowledge-sharing with more experienced teachers. To prepare the newly recruited teachers, the Indonesian Ministry of Education and Culture establishes new policy that requires new lecturers to attend Applied Approach (AA) and PEKERTI training. Applied Approach is a training on teaching methodologies, while PEKERTI trains teachers to prepare instructional goals and utilize teaching equipment. Both trainings are held approximately for 1-2 weeks. The unfortunate thing is that because this training is provided for all subject teachers who teach in higher education, there is no special training on ESP procedures for English Subject teachers. As a result, the new ESP teachers do not have a deep understanding on the content subject (like engineering, business, tourism, technology, etc.) and

the organization of an effective and efficient ESP instruction.

Since this PEDC has played an important role in the beginning of the establishment of Polytechnic, the researchers are interested to see the performance of these two generations teachers according to students. The goal of this study is to see the strengths and weaknesses of both generation and eventually help the researchers to set up a future training for newly recruited ESP teachers.

II. LITERATURE STUDIES

A. English for Specific Purposes

According to Hutchinson and Waters (1987), ESP is a distinct process to deliver language teaching, set up in a certain way based on students' intention for learning the language [1]. ESP was developed due to the new change of the linguistic purpose, which commonly demonstrates the guidelines for using the English language to describe ways of actual language usage in real interactions [2]. The learner's specific goals, demands, and desires have led to this definition of the term ESP [3]. ESP consists of a set stage of repetitive activity [4]. Basturkmen [5] and Flowerdew [6], stated that five main stages must be completed in ESP and they are: students' needs analysis, instructional goals, teaching materials, teaching and learning, and assessment.

B. Need Analysis

A need analysis is a fundamental stage that must be completed in an ESP class [6]. A need analysis is the process of pre-determining what will be taught in the ESP class based on the needs of the specific students in that class. A needs analysis is indispensable because the formulation of goals and priorities for student needs is the final result, and these are formulated by teachers, scholars, stakeholders, and other sources [4]. This is because the learners' interest in learning English varies from one student to another, from one context to another, and from one discipline to another [7]. Dudley-Evans and St. John [8] said that a needs analysis could be done by collecting eight crucial pieces of information: students' professional information; targets and objective needs analysis; students' personal information like background, culture, reasons for learning English; information on their English skills; information on weaknesses in learning English; information on what students need to learn; and information of how the language learned will be used later. With these eight points of information, a teacher can determine the learning concepts needed by students, including procedures, techniques, and media used in teaching materials and the learning process [4]

C. Teaching Methodology

According to Hutchinson and Waters [1], ESP does not have an exact methodology. The key indicator is to identify the "convenient" approach or technique rather than "specific" approach [9]. Barnard and Zemoch [10] added that the most critical key is selecting the content and teaching approach personalized to the learners' needs. Since ESP learners are mainly required to have intermediate English proficiency, they need to be guided, observed, and differentiated [9]. On the other hand, Robinson [11] claims there are two distinctive ESP methods: students' specialism-based ESP activities and authentic purposed ESP activities derived from learners' target needs. Dudley-Evans and St. John [8] believe that ESP makes use of language learning and content learning integrated. To actualize both features, case studies and project work are two approaches proposed by them. Chalikandy [7] added that content-based instruction and task-based instruction are very effective in ESP class, and in terms of techniques, he added role play, real play, and simulation, which he claimed to play essential roles.

D. Teaching Material

In an ESP class, teaching materials play a significant role [12], [13]. This is because the teaching materials in the ESP class can act as a reference for students in understanding the use of language; and as the example provider of language use in various contexts. It can also stimulate creativity, planning skills, and student-to-student relationships and often consist of reference materials that emphasize knowledge rather than practice [14]. Teaching materials can be in the form of textbooks that are distributed commercially and can also be in the form of modules developed by the teachers (in-house materials). One of the advantages of commercial textbooks is that teachers can focus more time on in-class teaching techniques because they have been developed professionally [15]. Edge & Wharton [16] say that textbooks can be adapted, and used as supplements to meet the needs of the ESP class. However, the professional textbooks have some limitations. Sometimes professional textbooks are prepared internationally, so they do not cover local context and are not personalized to the ESP classes being taught [17]. Not only that, since course books may take several years to be published, content can be out-of-date by the time they are published or even before they are published [18].

Marjanovikj [19] stated that the most suitable teaching materials for an ESP class are developed based on student needs. This is because the learners might have very specific requirements, depending on their cultural background and learning context [20]. Offord-Gray and Aldred [21] added that the preparation and content of teaching materials must be sensitive to the learning experience that students will undertake. In

order to fill those requirements of sensitivity and adapting to cultural context, McDonough and Shaw [22] denote that teaching materials used in ESP classes can also be developed through deleting, adding, modifying, reordering, and simplifying already established teaching materials.

E. Teaching Media

According to Radosavlevikj & Hajrullai [23], teaching media can be used to introduce a lesson, as a stimulant for classroom discussion, and to add motivation and entertainment to a teaching process. However, the teaching media selection should acknowledge and accommodate the language learner's needs and classroom atmosphere [24].

Many researchers have investigated the effectiveness of various teaching media in ESP classes. In his findings, Kohnke [25] suggests that ESP teachers need to explore technology and assimilate creativity and multimodality during the teaching of the content subject. He adds, as students live in a world that is rich in multimodal resources, so ESP teachers should make use of it when helping the students during the teaching process. Multimodal texts include images, graphs, drawings, and photographs [26]. Bagulia [27] added that visual teaching media help students comprehend the lesson by correlating and coordinating the teachers' concepts and make the learning process more tangible. Radosavlevikj & Hajrullai [23] revealed that the use of video materials in ESP classes, especially in teaching English a foreign language, is adequate.

F. Assessment

According to reference [7], assessment or evaluation is the process of obtaining, analyzing, and interpreting information about what has been done and then to make a judgment about it. Black and William [28] claim that an assessment includes any activities carried out by teachers and students to obtain information that can be used analytically to develop teaching and learning. Chalikandy [7] concluded that through assessment, teachers can judge how well an objective was accomplished. In ESP learning, Skehan [29] said that usually, tests assess not what students can do with the language they are learning, but how well they can take a test. What matters most is whether he or she passes or fails in performing a required job activity. According to Khoshhal [13], the ESP test would consist of performance in a real-life situation in the form of a real-life performance test. Assessment in the ESP class has the following roles, according to Kostrytska and Shvets [30]: 1) Measuring the progress or development of students; 2) Measuring achievement in terms of knowledge and skills; 3) The basis for teachers to determine student readiness; 4) The reference/feedback of students in terms of learning; 5) Helping students

improve their abilities; and 6) Helping teachers evaluate the effectiveness of their teaching.

G. Teachers' Performance

To increase the quality of learning and educational system function, the presence of qualified teacher is indispensable [31]. Unquestionably, their existence may affect the students' performance and the quality of the educational system [32]. Panda and Mohanty [33], as cited in Akram [34] add that more qualified teachers will design qualified instruction and act professionally in the classroom, which is very crucial in helping students learn the language and gain academic achievement.

According to the Regulation of the Indonesian Minister of National Education No. 16 Year 2007 on Standards of Academic Qualifications and Competencies of Teacher, the teachers' performance encompasses the following indicators [31]:

> "[(1) ability to formulate the objective of learning; (2) ability to organize the material of learning; (3) planning of effective learning process; (4) selecting of source and media of learning; (5) starting of effective learning; (6) mastery of the learning material; (7) implementing of approach and strategy of learning; (8) applying of source and media of learning; (9) stimulating and maintaining of student involvement; (10) applying appropriate and proper language in communication of learning; (11) closing of effective learning; (12) designing of instrument for evaluation; (13) applying strategy and method of evaluation; and (14) applying the feedback.]"

In addition, unlike teachers who teach English for General Purposes, ESP teachers have additional qualifications like identifying learners' needs, developing instructional courses and materials, and classroom teaching [5].

III. RESEARCH METHODOLOGY

This study is a qualitative research. Five ESP teachers were observed. Three of them graduated from PEDC training, and are designated as being of the first generation (FG) of teachers from this program. Each of the FG teachers have been teaching for about 30 years. The other two ESP teachers have never been trained in PEDC and are in the second generation (SG) and they have been teaching English for Business for 3 and 5 years. The number of students who participated in the survey was 57 students. The data was collected through a mixed questionnaire using a Likert scale, Strongly Disagree, Disagree, Neutral, Strongly Agree, Agree.

This study aims to determine the students' perception of ESP teachers' performance in terms of their teaching method, content subject/teaching

material, teaching media, and assessment by using the following analysis.

TABLE 1. THE LIST OF QUESTIONS

CRITERIA ON TEACHERS' PERFORMANCE	QUESTIONS
Need Analysis dan Teaching Methodology	I learn many things I need to know in English subject class (NA) (P2)
	My English class is fun. Why? (P3)
	I like English more because of the way the teachers teach (P5)
	I understand the English lesson given by my teacher. Why? (P7)
	My teacher has fun way to deliver the lesson. (P9)
	My teacher understands the need of English in my trade. Example? (P10)
	I like the teaching method used by my teacher. (P11)
	English Language teacher is very energic and full of ideas. (P13)
Content Subject/ Teaching Material	My teacher likes to provide authentic materials. (P14)
	My teacher brings updated and relevant material to the classroom. (P15)
	My teacher uses easy course book. (P16)
	My teacher uses updated and relevant book (P17)
Teaching Media	My teacher uses teaching media that supports the learning of the content (P18)
	My teacher uses technology in delivering lesson. Example? (P19)
Assessment	My teacher assess objectively (P21)
	My teacher assess us regularly (P22)
	The assignment is relevant to the instructional goal (P23)

TABLE II. THE IDEAL SCORE OF PERCEPTION QUESTIONNAIRE FOR THE FG TEACHERS' GROUP

Likert Scale	Score	Formula	Total Score	Interpretation
Strongly Agree	1	1x30=30	1-30 (0% - 20%)	Strongly Agree
Disagree	2	2x30=60	31 – 60 (21% - 40%)	Disagree
Neutral	3	3x30=90	61 – 90 (41% - 60%)	Neutral
Agree	4	4x30=120	91 – 120 (61% - 80%)	Agree
Strongly Agree	5	5x30=150	121 – 150 (81% - 100%)	Strongly Agree

TABLE III. THE IDEAL SCORE OF PERCEPTION QUESTIONNAIRE FOR THE SG TEACHERS' GROUP

Likert Scale	Score	Formula	Total Score	Interpretation
Strongly Agree	1	1x27=27	1-27 (0% - 20%)	Strongly Agree
Disagree	2	2x27=54	28 – 54 (21% - 40%)	Disagree
Neutral	3	3x27=81	55 – 81 (41% - 60%)	Neutral
Agree	4	4x27=108	82 – 108 (61% - 80%)	Agree
Strongly Agree	5	5x27=135	109 – 135 (81% - 100%)	Strongly Agree

IV. RESULTS AND DISCUSSION

A. Students' perception on Need Analysis and Teaching Method

TABLE IV. THE SUMMARY OF NEED ANALYSIS AND TEACHING METHOD SCORES AND INTERPRETATIONS

Class	Frequency and Score	SD	D	N	A	SA	Interpretation
P2							
The FG Group	f		1	5	14	5	98
	Score		2	15	56	25	65,3% Agree
The SG Group	f			4	16	7	111
	Score			12	64	35	82,2% Strongly Agree
P3							
The FG Group	f		1	12	14	3	109
	Score		2	36	56	15	72,6% Agree
The SG Group	f			2	24	1	107
	Score			6	96	5	79,2% Agree
P5							
The FG Group	f		1	12	14	3	109
	Score		2	36	56	15	72,6% Agree
The SG Group	f			8	15	4	104
	Score			24	60	20	77,03% Agree
P7							
The FG Group	f		2	8	18	2	110
	Score		4	24	72	10	73,3% Agree
The SG Group	f			3	21	3	108
	Score			9	84	15	80% Agree
P9							
The FG Group	f		1	12	15	2	108
	Score		2	36	60	10	72% Agree
The SG Group	f			9	15	3	102
	Score			27	60	15	75,5% Agree
P10							
The FG Group	f		1	7	16	6	117
	Score		2	21	64	30	78% Agree
The SG Group	f			4	18	5	109
	Score			12	72	25	80.7 Agree
P11							
The FG Group	f		4	7	14	5	110
	Score		8	21	56	25	73,3% Agree
The SG Group	f			6	16	5	107
	Score			18	64	25	79,2% Agree
P13							
The FG Group	f			10	18	2	112
	Score			30	72	10	74,6% Agree
The SG Group	f			10	14	3	101
	Score			30	56	15	78,8% Agree

In the first statement, "I learn many things I need to know in English subject class," the majority of the 57 students responded "agree" for the FG group and "strongly agree" for the SG group. This shows that the students agree that their need in English class is well

accommodated by the teachers. Additionally, the students taught by the SG group feel a more vibrant and interesting experience. Initially, this question was intended by the researcher to find out whether the teachers understood the needs of students well and then actively accommodated those needs in the classroom. However, it turns out that this cannot be used as a benchmark because the students are pre-experienced learners who do not have any work experience [35]. We could assume they do not understand what their needs are in the workplace. In this case, need analysis may be formulated by teachers, scholars, stakeholders and other sources like industries by referring to eight crucial pieces of information [4], [8]. Various assumptions can be drawn regarding the response "agree" and "strongly agree" to this statement. The students may have a different experience with the previous English language learning in the form of EGP so that they feel that ESP is very suitable. It could be due to the different approach taken by their teachers. It could also be because of the use of modern technology in the classrooms; or the establishment of engaging teaching methodology that leads them to perceive the specific needs of their English class.

In terms of teaching method questions, students state that both groups of teachers implement various teaching methods in the classroom. Some students said they implement communicative teaching, interactive teaching, traditional methods, and student-centred activities. Those who agree and strongly agree stated that the class was fun because it was not dull but adrenaline-filled and challenging; there was more speaking, not always theory; there were practices and presentations. In terms of delivery, it is easy to understand. The teachers' personality is charming, fun, and not monotonous. The class is fun because teachers implement the fun way of teaching in the classroom, and mostly, students were asked to perform specific tasks and practice. In the English Correspondence class, for example, students enjoy having lots of assignments to hone their skills in writing English letters. However, in the FG group, the traditional method is still found, even though it is in a small amount. The teachers spend more time explaining the lesson and eventually ask students to perform the task. On the other hand, the SG teachers have initiated independent learning by addressing many authentic materials and media to students to study on their own, fully independent from teachers. Different kinds of approaches used by the ESP teachers in Politeknik Negeri Jakarta (PNJ) are completely allowed because teaching ESP does not have an exact methodology [1], rather than implementing a "convenient" approach [9]. Whatever methods are implemented in the classroom, as long as they can meet the need of the learners, they may be used [10]. However, the ESP teachers in PNJ indicate that whatever methodology they use relates to students' specialism-based ESP activities and authentic purposed ESP activities like case studies and project work derived from learners' target needs [8], [11].

Most ESP teachers at PNJ use only English while teaching. This action divides students into two perceptions. Students who are motivated to learn English are enthusiastic with teachers who use full English, but for those who are unmotivated, using only English can cause frustration and difficulty for them, which leads to a disengagement and failure to comprehend the lesson. According to students, the motivation of students is also affected by the teachers. A fun way of teaching and charismatic personality can increase students' motivation. The students also state a language gap between the FG teachers and students. For the SG, the language used by the teacher is relatively informal and sometimes combined with some famous terms or expressions among students. This action creates a closer bond between the students and the teachers and increases interaction in the classroom. This fact relates to the statement of Viana [36], where ESP teachers need to strengthen the quality of the communication in a language understood by the students because the teaching aims to close the information gap between teachers and students.

B. Students' perception on Content Subject/Teaching Material

TABLE IV. THE SUMMARY OF CONTENT SUBJECT/TEACHING MATERIAL SCORES AND INTERPRETATIONS

Class	Frequency and Score	SD	D	N	A	SA	Interpretation
P14							
The FG Group	f		1	5	19	5	118
	Score		2	15	76	25	78,6% Agree
The SG Group	f			2	21	4	110
	Score			6	84	20	81,4% Strongly Agree
P15							
The FG Group	f		2	7	18	3	112
	Score		4	21	72	15	74,6% Agree
The SG Group	f			8	16	3	103
	Score			24	64	15	76,2 Agree
P16							
The FG Group	f	1	3	10	9	7	108
	Score	1	6	30	36	35	72% Agree
The SG Group	f		2	6	18	1	99
	Score			4	18	72	73,3% Agree
P17							
The FG Group	f	1	3	12	12	2	101
	Score	1	6	36	48	10	67,3% Agree
The SG Group	f		1	10	12	4	100
	Score		2	30	48	20	74,07%

						Agree

According to students, both groups provide suitable teaching materials in the classroom and bring authentic materials. The students enjoy the material thoroughly because they are all related to the content subject. Students state that they can fully understand the subject both from the textbook and authentic material. Hyland [14] stated that students can fully understand and relate to the actual situation because, in the ESP class, teaching material should act as a reference for students in understanding the use of the language. However, some teachers in the FG group are still using old textbooks or modules along with authentic materials. For instance, in the English Correspondence class, the primary textbooks they use does not have any information about using email. Teachers explain the use of emails without the textbooks. One of the disadvantages of using a textbook is that it can be outdated after several years of use [18]. While in the SG group, some teachers still use old textbooks along with modern textbooks and authentic material. They use the textbooks interchangeably. However, they have not developed any modules yet as they have not had any training on ESP before. The updated module is perceived as the most suited one because ESP teachers can design a specific module according to students' needs, depending on the students' cultural background and learning context [16], [19], [20], [21]. This way, ESP teachers will have an authentic, updated and specific teaching material which are at the core of preparing teaching materials.

C. Students' perception on Teaching Media

TABLE IV. THE SUMMARY OF TEACHING MEDIA SCORES AND INTERPRETATIONS

Class	Frequency and Score	SD	D	N	A	SA	Interpretation
P18							
The FG Group	f		2	10	16	2	108
	Score		4	30	64	10	72% Agree
The SG Group	f			12	14	1	97
	Score			36	56	5	71,8% Agree
P19							
The FG Group	f		4	4	21	1	109
	Score		8	12	84	5	72,6% Agree
The SG Group	f			5	18	4	107
	Score			15	72	20	79,2% Agree

According to students, both teachers groups use a variety of media, like images, graphs, drawing and photographs. The use of multimodal media by both groups indicates that the ESP lesson should be delivered by assimilating creativity and multimodality as teaching aids [26]. These kinds of teaching aids will boost the classroom atmosphere, stimulate classroom discussion, create entertainment in the teaching process and most importantly, create a circumstance for students to observe and engage in the target language as if in a natural context [23], [24]. However, students responded that the SG uses more advanced technology like Edmodo, social media, Kahoot, Google Apps, and many more. The result indicates that the use of technology in ESP classes is adequate and it may provide authentic input from native speakers and make the lesson more interesting [23].

D. Students' perception on Assessment

TABLE IV. THE SUMMARY OF ASSESSMENT SCORES AND INTERPRETATIONS

Class	Frequency and Score	SA	D	N	A	SA	Interpretation
P21							
The FG Group	f			6	22	2	116
	Score			18	88	10	77,3% Agree
The SG Group	f			6	14	7	109
	Score			18	56	35	80,7% Agree
P22							
The FG Group	f			10	19	1	111
	Score			30	76	5	74% Agree
The SG Group	f		1	7	19		99
	Score		2	21	76		73,3% Agree
P23							
The FG Group	f			5	15	10	125
	Score			15	60	50	83,3% Strongly Agree
The SG Group	f			1	22	4	111
	Score			3	88	20	82,2% Strongly Agree

According to students, both teachers' groups assess the students gradually. This activity is aimed to see the progress or the development of students' performance and measure their achievement in terms of knowledge and skills [30]. Kostrytska and Shvets [30] add that regular assessment can act as a reference or feedback for ESP teachers, where they may also determine the students' readiness in receiving the next lessons in class and help teachers evaluate the effectiveness of their teaching.

According to the data, students also believe that the assignments given by ESP teachers have always been related to the theories and practices delivered in the classroom. This response indicates that the ESP teachers in PNJ have established an assessment that corresponds to the instructional goals. ESP teachers are expected to assess what students can do with the language they are learning rather than how well they can do the test [29]. After ESP assessments, criterion-referenced tests could be carried out; these tests consist of performance in a real-life situation [13].

However, according to students, the due dates set by the FG teachers are very tight and have a quick turnaround time, while the SG teachers are fairly flexible and allow for more time for an assignment to be competed.

From the data above, the following conclusions can be drawn. The FG teachers are good at designing learning objectives, providing authentic teaching material, teaching methodology including techniques and assessments and understanding the content subject, but weak in modern teaching methodology, technology media, and modern teaching material. This result reveals that they are strong in almost all aspects, especially in the core competency like the knowledge of ESP, but they need an upgrade to the updated modern teaching methodology, the use of technology and modern teaching material in the classroom. In contrast, the SG teachers who have just graduated are good at several teaching components such as learning media (including technology), authentic material (whenever needed), different kinds of assessments, personality, delivery (approach used in the classroom like methods and techniques), but a little weak in the content subject and designing learning objectives which are parts of the purpose in teaching ESP. They still adopt the FG teachers' class learning objectives to be used in their own classes. The SG teachers themselves admit that it takes years to truly understand the purpose of learning in vocational studies and content subjects, and it takes even more time to combine the material in line with today's technology and bring it to the classroom. They need more time to learn the content subject because there is no formalized assistance for them, so they have had to learn independently and from seniors.

V. IMPLICATIONS

Since teaching in vocational higher education is very different from teaching in university, and teachers should know how to arrange material and design the learning objectives according to industry needs, and the mastery of the content subject of the ESP teachers is very essential, there are three things to highlight.

Firstly, an intensive training is very essential for the newly recruited English teachers in vocational higher education. A training design which consists of the introduction to vocational higher education way of teaching, the introduction to ESP and EVP in Indonesia, introduction to content subject, the industry's perspective, ESP/EVP Course Design and research on ESP and EVP will be adequate in helping new teachers to adapt in teaching English at PNJ. Additionally, this training will set up a standard for newly recruited English teachers so that the teaching activity in PNJ and Indonesian Polytechnics in a broader context will be standardized.

Secondly, to help the existing ESP teachers to keep up with the development of ESP teaching, regular trainings are needed. These regular trainings may discuss about the modern ESP teaching approach, teaching methodology, the use of the latest technology in the classroom, the need analysis and many more.

Lastly, a certification for ESP teachers is necessary. The certification can help produce more English teachers with ESP qualification and increase career interest in becoming an ESP teacher.

VI. CONCLUSION

This research reveals that the performance of both first and second generation teachers is positive. Both generations have their own strengths in different categories, such as teaching method, teaching material, teaching media and assessment. The FG teachers are strong at designing learning objectives, providing authentic teaching material, teaching methodology including techniques and assessments and understanding the content subject, but weak in modern teaching methodology, technology media, and modern teaching material. Whereas the SG teachers who have just graduated are strong at several teaching components such as learning media (including technology), authentic material (whenever needed), different kinds of assessments, personality, delivery, but a little weak in the content subject and designing learning objectives. However, this conclusion is "positive" because the SG teachers have been teaching for 3-5 years and have established a good understanding of vocational education and the content subject. Nevertheless, if we could compare FG teachers to themselves when they had first begun teaching, the results would be different, and it might be expected that PEDC teachers' performance (FG) would have been much better than the performance of non-PEDC teachers (SG).

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