

**PRESERVICE TEACHERS' GLOBAL COMPETENCE:
EXPLORING THE RELATIONSHIP BETWEEN
KNOWLEDGE, SKILLS, AND ATTITUDE AND VALUES**

A THESIS

by

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Language and Art Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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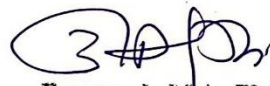
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DECLARATION

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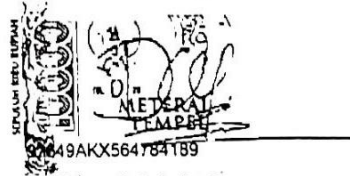
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DEDICATIONS

I dedicate this thesis to my beloved parents, myself, and my sister who always pray and support me. Thank you for your support both materially and non-materially, and for being an inspiration and motivator. I feel very grateful to have you and feel your infinite love for me.

MOTTO

“Allah does not put responsibilities on anyone that are beyond their capacity”

-(Q.S Al Baqarah: 286)

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The Writer,

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TABLE OF CONTENTS

COVER	i
APPROVAL	ii
COMMITTEE APPROVAL	iii
DECLARATION	iv
DEDICATIONS	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER I	1
INTRODUCTION	1
1.1 The Background of the Study	1
1.2 The Problems of the Study	4
1.3 The Objectives of the Study	4
1.4 The Significance of the Study	4
CHAPTER II	5
LITERATURE REVIEW	5
2.1 Global Competence	5
2.2 Preservice Teachers’ Knowledge and Understanding, Skills, Attitude and Values	5
2.2.1 Preservice Teachers’ Knowledge and Understanding	5
2.2.2 Preservice Teachers’ Skills	7
2.2.3 Preservice Teachers’ Attitude and Values	8
2.3 Global Competence in ELT.....	9
2.4 Previous Related Study.....	11
CHAPTER III	14
METHODOLOGY	14
3.1 Research Design	14

3.2 Variable of the Study.....	14
3.3 Operational Definition.....	15
3.4 Population and Sample.....	15
3.5 Data Collection.....	16
3.6 Validity and Reliability.....	18
3.7 Data Analysis.....	20
CHAPTER IV.....	22
FINDINGS AND INTERPRETATION.....	22
4.1 Findings of the Study.....	22
4.1.1 The Result of Preservice Teacher’s Knowledge and Understanding Questionnaire.....	22
4.1.2 The Result of Preservice Teachers’ Skills Questionnaire.....	24
4.1.3 The Result of Preservice Teachers’ Attitude and Values Questionnaire	26
4.2 Statistical Analysis.....	27
4.2.1 Normality Test.....	27
4.2.2 Homogeneity Test.....	29
4.2.3 Linearity Test.....	29
4.2.4 Correlation Analysis.....	30
4.3 Interpretation of the Study.....	31
CHAPTER V.....	34
CONCLUSION AND SUGGESTION.....	34
5.1 Conclusions.....	34
5.2 Suggestions.....	34
REFERENCES.....	35
APPENDICES.....	40

LIST OF TABLES

Table 3. 1 The Population and Sample of the Study (N=241).....	16
Table 3. 2 Likert Scale Score for Knowledge and Understanding, Skills, Attitude and Values.....	17
Table 3. 3 Dimensions of Knowledge and Understanding Questionnaire	17
Table 3. 4 Dimensions of Skills Questionnaire.....	17
Table 3. 5 Dimensions of Attitude and Values	18
Table 3. 6 The Results of the Validity and Reliability Tests	19
Table 3. 7 Interpretation Scale for the Mean.....	20
Table 3. 8 Correlation Coefficient Interpretation Guideline	20
Table 4. 1 The Result of Knowledge and Understanding Questionnaire (N=241)22	
Table 4. 2 The Result of Skills Questionnaire (N=241).....	24
Table 4. 3 The Result of Attitude and Values Questionnaire (N=241).....	26
Table 4. 4 The Result of Normality Test of All Variables.....	28
Table 4. 5 The Result of Normality Test of Independent Variables	28
Table 4. 6 The Result of Homogeneity Test	29
Table 4. 7 The Result of Linearity Test	29
Table 4. 8 The Result of Correlation Between Knowledge and Understanding and Attitude and Values.....	30
Table 4. 9 The Result of Correlation Between Skills and Attitude and Values.....	31

LIST OF APPENDICES

Appendix A. Knowledge and Understanding Questionnaire	40
Appendix B. Skills Questionnaire.....	42
Appendix C. Attitude and Values Questionnaire	44
Appendix D. Validity Test	45
Appendix E. Reliability Test.....	54
Appendix F. Normality Test	55
Appendix G. Linearity Test.....	57
Appendix H. Homogeneity Test	58
Appendix I. Correlation Analysis	59
Appendix J. The Result of Knowledge and Understanding Questionnaire	60
Appendix K. The Result of Skills Questionnaire.....	69
Appendix L. The Result of Attitude and Values Questionnaire	78
Appendix M. Usul Judul Skripsi	87
Appendix N. Surat Izin Penelitian	88
Appendix O. Thesis Exam	89
Appendix P. SK Penunjukan Pembimbing Skripsi	90
Appendix Q. Thesis Consultation Card	92

PRESERVICE TEACHERS' GLOBAL COMPETENCE: EXPLORING THE RELATIONSHIP BETWEEN KNOWLEDGE, SKILLS, AND ATTITUDE AND VALUES

ABSTRACT

Global competence is a component consisting of various aspects that include knowledge and understanding, skills, and attitude and values necessary for effective communication, cooperation, and well-being in both local and global communities. As the world becomes increasingly connected, preservice teachers as future teachers play an important role in preparing students to have global competence. This research aims to investigate the relationship between preservice teachers' knowledge and understanding, skills, and attitude and values. This research used a survey that was followed by 241 preservice teachers of the English Education Study Program at Sriwijaya University. The results showed that there is a significant correlation between knowledge and understanding and attitude and values and there is a significant correlation between skills and attitude and values.

Keywords: global competence, preservice teachers, English Language Teaching

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CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study and (4) the significances of the study.

1.1 The Background of the Study

In the era of globalization, we live in a highly interconnected world regarding technology, culture, economy, and environmental changes. Today, borders have become less significant due to the advancements in information and communication technologies and the human workforce's increased linguistic abilities. The 21st century needs a generation of individuals who can concurrently participate in local, national, and international civic life and solve global problems effectively, given the increasing interdependence of the world (Boix Mansilla & Jackson, 2011). It is, therefore, necessary for individuals to possess a variety of competencies, one of which is global competency, to face this increasingly interconnected world.

Global competence is the ability of individuals to understand and interact effectively with an increasingly globalized world. It encompasses a range of knowledge, skills, attitudes, and values necessary to navigate and contribute to a rapidly changing global society. Global competence is a variety of abilities that allow people to analyse national, international, and local issues, comprehend and value various points of view, engage in civil and effective communication with others, and take responsible action in the direction of sustainability and the well-being of all (OECD, 2018). Shams and George (2006) defined global competence as the knowledge, attitudes, and abilities related to global issues, cultural differences, and effective communication. It is necessary for students to have the ability to communicate with people of different backgrounds and engage with global concerns in order for them to be successful in their personal lives and jobs, as well as to make a constructive contribution to the world (OECD, 2018).

Students must learn the three basic dimensions of global competence to build global competence. Liu et al. (2020) divided global competence into three

basic dimensions: knowledge and understanding, skills, and attitude and values. The first dimension of global competence is knowledge and understanding, which includes integrating a global perspective into various disciplines, encompassing both the knowledge and understanding of global issues and intercultural knowledge and understanding. This first dimension is liable for the knowledge and understanding of the history of the world, as well as the economical and political systems, as well as the events that occur on a worldwide scale. On both the national and international levels, it focuses on studying global challenges such as climate change, migration, poverty, and famine, among other things (Anoshkova, 2020).

The second dimension of global competence is skills. According to Liu et al. (2020), skills consist of the Use of Tools, Cross-Cultural Communication, and International Academic Communication. Skills could be stated as specific qualities that enable a person to interact positively with others from different cultural backgrounds and in circumstances that are culturally different from their own (Todd, 2017).

The last dimension of global competence is attitude and values. Values form the foundation of attitudes. An attitude is a person's frame of mind regarding another person, a group, an organization, an issue, a course of action, or a symbol (OECD, 2018). This kind of cognition incorporates ideas, assessments, emotions, and behavioral patterns in certain ways. Values are standards and norms that influence specific actions and attitudes and are used both intentionally and unconsciously by individuals when making decisions (Ping & Wang, 2023).

As a result, as technology has advanced and the world has become more interconnected, students must acquire global competency. Furthermore, an individual's capacity to live cooperatively and work in diverse environments is related to their global competency (Karanikola et al., 2022).

Living cooperatively and working in diverse environments requires a global communication tool, namely English. English is also referred to as a lingua franca, or a language used to communicate between people with different language backgrounds (Iriance, 2018). English has become a crucial global language. English is the dominant language in various domains such as education, politics, economics,

social sciences, and technologies (Bullah & Yunus, 2019). Approximately 1.5 billion people will speak English as a second language or as their native tongue in the world in 2023 (Dyvik, 2023). This number proves that English is critical in helping students explore cultural diversity, understand various worldviews, and develop a deeper understanding of global society.

To compete effectively in the increasingly globalised world, Indonesian students must have global competency. They must acquire the essential skills, attitudes, and knowledge to engage with people with diverse cultural backgrounds effectively. This means that students' requirements pertain to the components of global competency in relation to cross-cultural interaction (Tichnor-Wagner et al., 2019). Tichnor-Wagner et al. (2019) assert that learners cannot rapidly develop their global competency. Teachers of English as a second language should make an effort to include it in every language class. Students studying English need to be taught by highly qualified language teachers who are always prepared to adjust to changes in the global educational system (Yacob et al., 2022). In order to be effective English teachers in various settings, they must be knowledgeable about global issues and have the necessary skills (Orazbayeva, 2016; Salzer and Roczen, 2018; Yacob et al., 2022).

To achieve this, it is essential to understand the factors contributing to developing global competency among preservice teachers. Attitude is needed to apply one's skills, knowledge, and understanding to create globally competent behavior (Anoshkova, 2022). In the teaching profession, attitudes and values are very important because they affect how teachers manage their classrooms, interact with students, and view their professional responsibilities (Sarnoto & Gunadi, 2013). Therefore, investigating whether there is a correlation between preservice teachers' knowledge and understanding and their attitude and values and whether there is a correlation between preservice teachers' skills and their attitudes and values is a crucial step in ensuring that students can learn global competence. Based on the discussion above, this research investigates the relationship between preservice teachers' knowledge and understanding, skills, and attitude and values.

1.2 The Problems of the Study

In reference to the background, the study problem is expressed as the following question.

1. Is there any correlation between preservice teachers' knowledge and understanding and their attitude and value?
2. Is there any correlation between preservice teachers' skills and their attitude and values?

1.3 The Objectives of the Study

The study objective is based on the problem stated, such as:

1. To find out whether there is a correlation between preservice teachers' knowledge and understanding and their attitude and values.
2. To find out whether there is a correlation between preservice teachers' skills and their attitude and values.

1.4 The Significance of the Study

This research is anticipated to give researchers, teachers, and students information and understanding.

1. Students

This research is expected to benefit students. Students are expected to understand the importance of global competence and develop the information, skills, and attitudes required to navigate and thrive in an increasingly interconnected and culturally diverse world.

2. EFL Teachers

This research is expected to be beneficial to EFL Teachers. This research aims to offer teachers valuable insights regarding the significance of global competence and its application in English language learning.

3. Researchers

This research is expected to benefit future researchers. The findings of this study can be utilized to support more studies, specifically those that focus on global competency.

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