

CHAPTER V: THE DISCUSSION OF THE FINDINGS

5.1. On the Finding of Teachers' Perceptions on Characteristics of Professional EFL Teachers

In general, respondents have positive agreement to the four variables used in this study (Professional Competency, Pedagogical Competency, Personal Competency, and Social Competency). This indicates that teachers believe that being professional must be justified by the four components of competency. All four variables are considered as important aspects that characterize professional teachers.

On variable 1 (Professional Competency) two indicators get the highest agreement. The two indicators are indicator 1.4. (Has the mastery of English vocabulary) and indicator 1.2. (Has the mastery of English grammar). Respondents believe that mastering vocabulary and grammar as two most important aspects of EFL teachers' characteristics. This finding confirms the arguments by Stewart et al., (1985) and Cahyono & Widiati (2008). According to Stewart et al., 'words are the basic medium of communication' (p.45). Cahyono and Widiati (ibid p.1) also claim that "vocabulary, in addition to grammar and pronunciation, is one language element considered necessary for language mastery' (p.1). This finding also confirms the importance of grammar in teaching foreign language (Brown, 2001). Here, Brown argues that grammar is one of three interconnected dimensions of language (grammar, semantics, and pragmatics). Thus, the teaching of vocabulary and grammar is an integral part of communicative language teaching.

According to the respondents, mastering vocabulary and grammar is important for two reasons. The mastery on the two aspects is the key to mastering other skills. It also shows a teacher's intellect. The belief that vocabulary and grammar are keys to other skills can be seen from the following responses: *tatabahasa dan kosakata merupakan tulang punggung*

bahasa (T01); kosakata sebagai syarat membuat kalimat (T04); tatabahasa dan kosakata harus kita kuasai (T15); karena berbicara harus dengan aturan dan tanpa kosakata tidak mungkin bisa berbicara lancar (T14); kalau gurunya itu sendiri kurang kosakatanya ... susah menyampaikan ilmunya (T48); kosakata digunakan sebagai referensi saat kita bicara (T90); kedua kompetensi ini yang akan menunjang keberhasilan mempelajari bahasa Inggris... (T29); merupakan kunci keberhasilan penguasaan bahasa Inggris (T27).

Another reason for believing the importance of vocabulary and grammar is that the mastery of both aspects shows a teacher's intellect, as narrated by T79 *'bahasa Inggris kita bahasa Inggris berpendidikan bukan bahasa Inggris pasaran...kita bisa melihat orang itu berpendidikan atau tidak dari bahasanya gitu...dari grammarnya...kosakata terkait dengan ketrampilan bahasa lainnya'*.

From these arguments, it can be said that most teachers still uphold the importance of teaching explicit grammar and vocabulary. Teachers believe that the teaching of English should take into account the central role of the two aspects of language (word and structure) in order to support other skills. This belief influences teachers in making decision in their class and in turn it influences their practices. From the findings, it can also be said that teachers still believe the effectiveness of teaching vocabulary and grammar explicitly regardless of new approaches introduced by the education policy makers such as Genre Based Approach which stresses on the importance of the function of language.

The lowest agreement on variable 1 (Professional Competency) is given to indicator 1.12 (Holds high score on TOEFL for general secondary high school English teachers) and 1.13 (Holds high score of TOEIC for vocational secondary high school English teachers). The importance of having high TOEFL score is questioned by many respondents. A number of respondents believe that TOEFL score is not important for professional EFL teachers but others said otherwise. The controversy can be seen from teachers' comment when

interviewed. Those who believe the importance of TOEFL score have a number of reasons, as narrated by T01, T15, T27. First, having a high TOEFL score improves teachers' professional competence as it increases teachers' confidence in teaching. *'Skor TOEFL yang tinggi dapat meningkatkan guru menjadi lebih profesional dan kepercayaan guru dalam mengajar (T01); jangan sampai skor siswa lebih tinggi, menurut saya sama pentingnya dengan aspek lain (T15); menurut saya aspek tersebut penting (27)*. Other respondents think that TOEFL score is important only for specific purposes such as for a requirement of study but not important for teaching as described by T79, T14, and T04, as follows: *'TOEFL penting tergantung kebutuhan misalnya untuk melanjutkan studi, tapi untuk komunikasi tidak ada jaminan (T79)*. TOEFL is important but not as important as vocabulary and grammar (T14); *TOEFL penting karena bisa mengukur individu tetapi tidak sepenting menguasai vocabulary dan grammar (T04)*.

Other respondents think that having high TOEFL score is not important for EFL teachers, as can be seen from T48 and T90's comments *"kayaknya TOEFL nggak terlalu penting, kadang-kadang untung-untungan (T48), TOEFL tidak diaplikasikan dalam pengajaran sehari-hari (T90)*.

On variable 2 (Pedagogical Competency) majority of teachers believe that teachers' ability to create interactive classroom and teachers' ability in providing interesting teaching materials are two most important skills of professional EFL teachers. Respondents believe the importance of these two aspects for a number of reasons. First, interactive teaching and interesting materials motivate students to learn. *'Anak akan tertarik dalam belajar bahasa Inggris...seorang guru dituntut untuk mencari metode dan strategi belajar yang menyenangkan (T01); yaa supaya anak-anak itu tertarik sama pelajaran yang kita sampaikan ...(T04); mengajar harus menggunakan cara-cara yang menarik...kalau tidak jika tidak, kemampuan siswa tidak akan meningkat ...(T14); karena situasi kelas yang interaktif*

dan situasi kelas yang menarik bisa memotivasi siswa dalam belajar (T90); karena situasi yang interaktif dapat menyamankan siswa dalam belajar apalagi ditunjang dengan bahan ajar yang menarik membuat siswa lebih tertarik (T90); merupakan daya tarik tersendiri untuk mencintai bahasa Inggris (T27).

Another reason for the importance of interactive teaching and interesting materials is that being innovative is a basic skill for teacher. This is because books do not talk but teachers do (T79); teacher is the source person (T14), and it creates interactive classroom (T48). This finding is in line with a study by Moskowitz (cited in Allen & Valette, 1994) on outstanding behaviors of foreign language teachers. Moskowitz found that good foreign language teachers are skillful in presenting materials. They are able to personalize teaching materials to meet students' needs.

On variable 3 (Personal Competency), most respondents strongly agree that *belief in the existence of God* and *practice accordingly* are important characteristics of professional EFL teachers. Teachers' belief in the existence of God triggers their discipline and positive behavior. *'meyakini adanya Tuhan dan rajin beribadah membuat kita akan lebih disiplin (T01); karena dengan ajaran agama yang bagus kita akan on time dan menghargai waktu (T14);* Believing in the existence of God also guides teachers to have good behaviors (T90); it guides our actions (T04, T15). *'It is part of professionalism and taken for granted (T48).* Believing in the existence of God and practicing religion are compulsory as the God is the ultimate decision-maker (T79, T90).

This finding confirms that other arguments on the importance of religious values in education (Hassan, 2003; Ali, 2007). According to Hassan, the importance of religious value in education is stated in new law of education and it shall be taught in all levels of education in Indonesia. Hassan adds that the teaching of religious value is aimed at developing knowledge of understanding, multicultural and interfaith dialogue. Similarly, Ali (2007)

argues that the teaching of religious value is important for multicultural, multi-religious, and multi-ethnic countries such as Indonesia in order to build mutual understanding.

From the findings, it can also be said that all the 12 indicators got very positive perceptions by respondents. The highest mean is in indicator 3.1 (believing in the existence of God) with a mean of 4.92, and the lowest mean is in indicator 3.5 (is open-minded) with a mean of 4.58. This signifies that personal competency is considered as a very important aspect of teachers' professionalism. This finding also confirms Sockett's (2009) argument on the role of attitudes and dispositions.

The very positive response given by respondents on personal competency indicates teachers' positive attitudes about the importance of character building in education. Character education is a crucial aspect of education since it is through character teaching that we can transform what we believe to be right, care about what is right, and do accordingly (Lickona, 1991). In Indonesian context, the importance of teaching for good character has been acknowledged by policy and law makers (Law No. 20/2003) in which education is stated as a conscious effort that makes it possible for students to gain spiritual of religious values, self-control, personalities, intelligence, and good character.

On variable 4 (Social Competency) most respondents strongly agree that *respecting students' opinion* and *respecting students' ability* are two most important characteristics of professional EFL teachers. Respecting students' opinion and their ability motivates students to learn. Doing otherwise will hinder their classroom engagement as commented by the following teachers: *harus menghargai pendapat siswa dan kemampuannya agar lebih berkreasi dan termotivasi untuk lebih belajar giat* (T01); *itu membuat anak lebih bersemangat* (T04); *yaa kita harus menghargai pendapat siswa dan secara individu kita harus juga perhatikan mereka supaya termotivasi* (T15, T14, T90); To make students feel

free and to avoid them from getting bored (T48, T79). Respecting their ability and their opinion also allows students to make progress in their learning (T29, T27).

5.2. On the Differences Between Inexperienced and Experienced Teachers and Between Certified and Non-certified Teachers

The findings of this study also reveal that by teaching experience, there is significant mean difference on all four variables (Professional Competency, Pedagogical Competency, Personal Competency, and Social Competency) while by certification qualification, the significant mean difference was found only for variable 3 (Personal Competency). This indicates that teaching experience is more influential than certification on teachers' perceptions about professional characteristics of EFL teachers. One of the possible explanations on this phenomenon is that teaching experience is a long process and may consist of many aspects of characteristics, while certification is relatively a short process and does not cover as many aspects as those of teaching experience. Another possibility is that teaching experience is more individual in nature which different teachers may have different experience, while certification is an external factor in which all teachers undergo the same process.

By teaching experience, there is significant mean difference between experienced teachers and relatively inexperienced teachers and between inexperienced teachers and very experienced teachers. In this study teachers were grouped into three categories (inexperienced teachers with 1 to 7 years of teaching, relatively experienced teachers with 8 to 15 years of teaching, and very experienced teachers with 16 years or more of teaching experience). The findings showed that relatively experienced teachers and very experienced teachers showed stronger agreement on the most indicators given in each variable than inexperienced teachers did. Relatively experienced teachers and very experienced teachers have more positive perceptions on the four competencies.

There are a number of reasons for relatively experienced teachers and very experienced teachers to have stronger agreement on the characteristics described in each variable. First, experienced teachers have gained more practical knowledge and experience than inexperienced teachers. Thus, they appreciate their knowledge and experience. Such a reason was expressed by a number of teachers when interviewed. According to T10, a senior teacher is more experienced in teaching practices because he/she is quite well-equipped with background on how to cope with problems faced. Novice teachers have less experience on teaching practices so they do not have enough knowledge to overcome the problems faced (T04). Experienced teachers have acquired more knowledge and therefore, they are well-informed (T14). Second, the longer they teach the more knowledgeable on the four competencies (T90). “I think it is reasonable when experienced teachers and inexperienced teachers have different thoughts on the four competencies (T27). The affirmation given by respondents on the difference thoughts between inexperienced and experienced teachers confirms Whitehurst’s theory on aspects that contribute to teachers’ professionalism. Whitehurst (2002) argues that teaching experience contributes to teachers’ qualities.

To discuss the mean difference based on teaching experience between inexperienced teacher group, relatively experienced teachers group, and very experienced teacher group, figures showing indicators whose mean is significantly different are presented in the following sections.

Figure 14: Mean difference of indicators 1.2, 1.3, 1.7, and 1.8 of variable 1 (Professional Competency) by teaching experience.

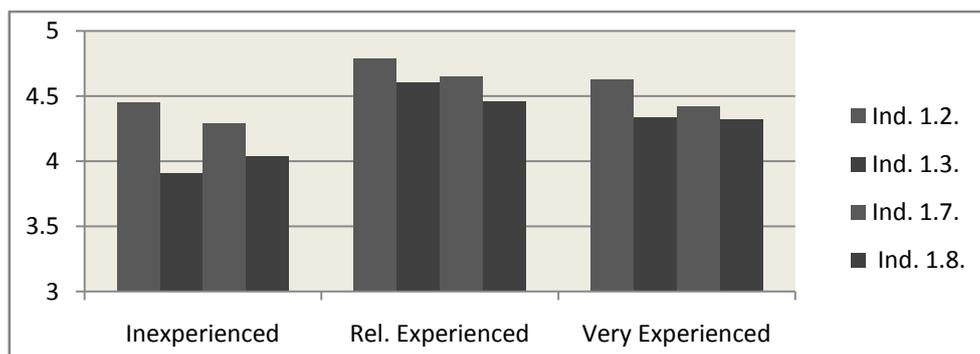


Figure 14 presents the mean difference of four indicators of variable 1 (Professional Competency); indicator 1.2. (Has the mastery of English grammar), indicator 1.3. (Has the mastery of English morphology), indicator 1.7. (Has good ability of listening in English), and indicator 1.8. (Is able to read advanced text in English) which have significantly different mean between inexperienced teachers and experienced teachers. Of 13 indicators on variable 1 (Professional Competency), 4 of them have significantly mean difference. Thus, 30% of the indicators of variable 1 (Personal Competency) have significant mean difference. The figure shows that in all of the four indicators, relatively experienced teachers group (with teaching experienced between 8 to 15 years) has the strongest agreement on the importance of the four indicators of professional competency. The inexperienced teachers group has the lowest agreement, and the very experienced teachers group is in the middle between inexperienced and relatively experienced teachers groups. This means that the strongest teachers' belief on the importance of the four indicators is the domain of the middle group.

When teachers have been teaching for more than 16 years their agreement on the four characteristics gets lower. In other words, it can be said that the idealism of getting more knowledge on the four indicators is stronger for the middle group than for the other two groups. However, the difference of mean between relatively experienced teachers group and very experienced teachers group is not significant statistically. This means that the decrease on their agreement from relatively experienced group to very experienced group is not as much as the increase from inexperienced group to relatively experienced group. This is congruent to the opinion of a number of teachers where very experienced teachers are more concerned on the building characteristics that belong to attitude as respecting student's individual background and understanding student's individual achievement.

This phenomenon can also be looked from theoretical basis. According to Tsui (2003), experienced teachers consider many aspects in their decision-making and therefore,

they are more concerned on building knowledge and on achieving broader unit teaching goal rather than on achieving unit teaching goal. Tsui also argues that experience teachers use their past experience and see things from different perspectives. She also argues that expertise in teaching may require collaborative work between teachers.

On variable 2 (Pedagogical Competency), significant mean different was found in a number of indicator. This can be seen from Figure 15 below.

Figure 15: Mean difference of indicators 2.1, 2.4, 2.8, 2.9, 2.10, 2.11, 2.12, 2.15, and 2.16 of variable 2 (Pedagogical Competency) by teaching experience

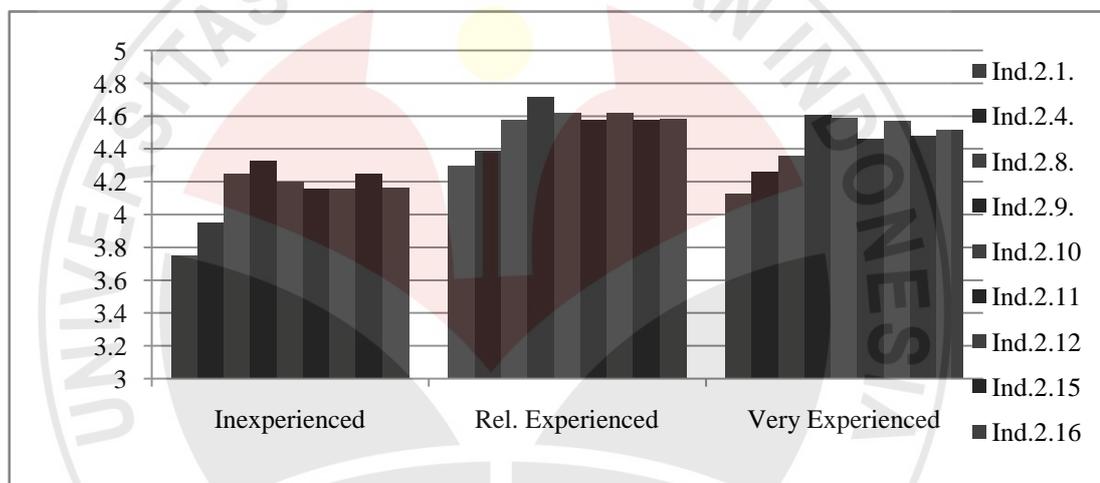
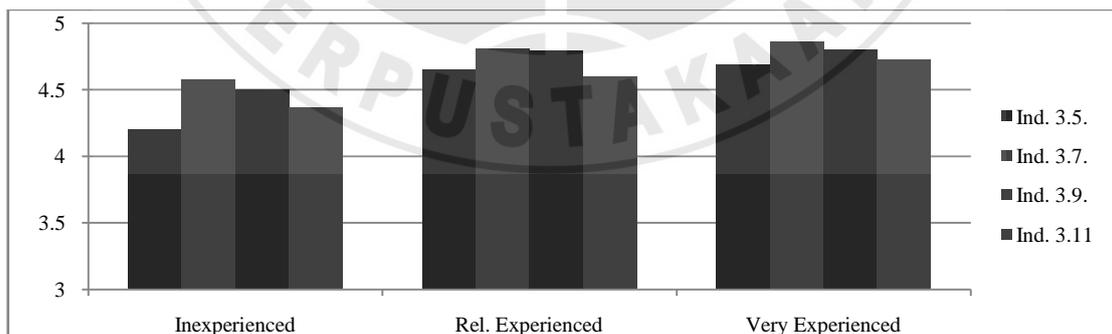


Figure 15 shows that of 16 indicators of variable 2 (Pedagogical Competency), 9 indicators (56.26%) have significant mean different based on teaching experience. Similar with the tendency on variable 2 (Professional Competency), the inexperienced teachers group has the lowest agreement and the relatively experienced teachers group has the strongest agreement, while the very experienced teachers group has weaker agreement than the relatively experienced teachers group. Unlike in variable 1 (Professional Competency) where there are only 4 of 13 indicators (30.76%) whose mean based on teaching experience is significantly different, in variable 2 (Pedagogical Competency) there are 56.26% indicators which have significantly different mean based on teaching experience. The high range of difference between inexperienced teachers group and relatively experienced teachers group

and between inexperienced teachers group and very experienced teachers group on variable 2 (Pedagogical Competency) suggests that there are significantly different classroom actions between the two groups because they have acquired different knowledge of teaching.

According to El-Okda (2005), experienced teachers have tacit knowledge resulted from their teaching experience. He claims that the main determinant of teachers' behavior is their theory-in-action or personal practical theory and this is conceptualized in different ways. Furthermore, he adds that a major component of teachers' personal practical theory is their tacit beliefs and values about what constitutes effective foreign language teaching and learning which is formed throughout and is rooted from teachers' past experience. El-Okda's argument is in line with that of Tsui (2003). She argues that experienced teachers make use of their experienced in achieving their teaching goal. The mean difference based on teaching experience also happens on a number of indicators of variable 3 (Personal Competency) as can be seen from the following figure.

Figure 16: Mean difference of indicators 3.5, 3.7, 3.9, and 3.11 of variable 3 (Personal Competency) by teaching experience.



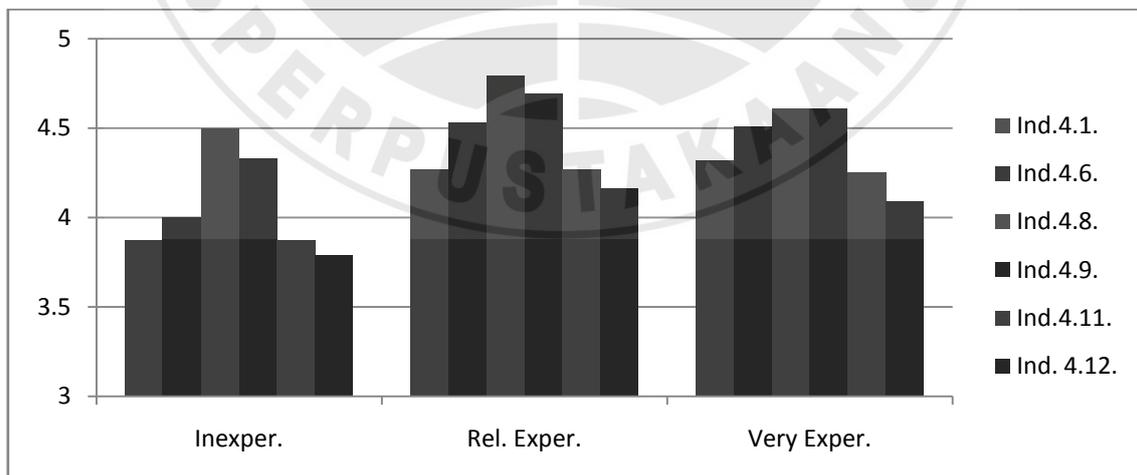
Of twelve indicators provided in variable 3 (Personal Competency), four of them have significantly different mean by teaching experience between inexperienced teachers, relatively experienced teachers, and very experienced teachers. The indicators whose mean is different by teaching experience are indicator 3.5 (Maintains positive thinking), indicator 3.7

(Is orderly), indicator 3.9 (Is flexible when things go awry), and indicator 3.11 (Is committed to achieve goal). These four indicators make up of 33% of indicators in variable 4. Unlike the pattern found in variable 1 (Professional Competency) and in variable 2 (Pedagogical Competency) where Relatively Experienced teachers group has the strongest agreement, in this variable Very Experienced teachers group has the strongest agreement.

According to Tsui (2003), experienced teachers involve serious awareness of deliberation in their teaching actions and envisage things from different perspectives. In addition, experienced teachers recall their past experiences and relate them to new teaching situations. She also argues that professional growth is essentially a collaborative endeavor of many aspects. She believes that in accomplishing a task at an expert level often, a teacher requires the sources expertise from other teachers (Tsui, 2003).

By teaching experience, a mean difference also happens on a number of indicators of variable 4 (Social Competency), as presented in the following figure.

Figure 17: Mean difference of indicators 4.1, 4.6, 4.8, 4.9, 4.11, and 4.12 of variable 4 (Social Competency) by teaching experience.

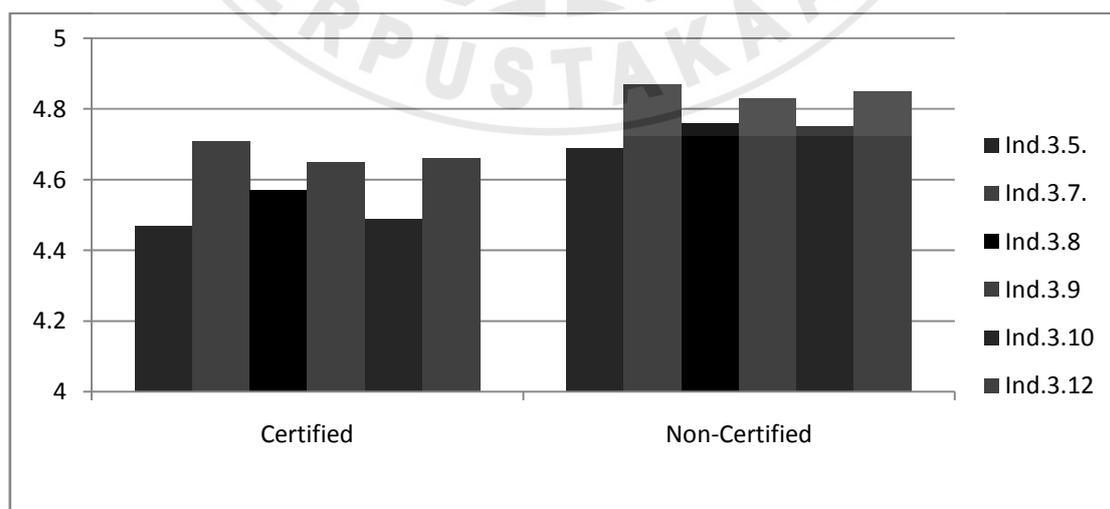


As has been mentioned in previous section, there are 13 indicators in variable 4 (Social Competency). Of the 13 indicators, six of them have significant mean difference by teaching experience. This happens to indicators 4.1 (Is sensitive to students' personal background), 4.6 (Provides challenges to outstanding students), 4.8 (Maintains harmonious

cooperation with parents), 4.9 (Has good communication skills with colleagues), 4.11 (Is able to communicate well with education practitioners), and 4.12 (Has the knowledge of students' cultural background). The pattern of the mean difference on the indicators of this variable is similar to that of indicators in variable 2 (Professional Competency) and in variable 3 (Pedagogical Competency) in which the significant mean difference happens between inexperienced teachers group and relatively experienced teachers group and between inexperienced teachers group and very experienced teachers group but not between relatively experienced teachers group and very experienced teachers group. Thus, the increase of mean between inexperienced teachers group and relatively experienced teachers group is stronger than the decrease of mean between relatively experienced teachers group and very experienced teachers group.

The study also found that significant mean difference happened to variable 3 (Personal Competency) by certification qualification for a number of indicators, as can be seen from the following figure.

Figure 18: Mean difference of indicators 3.5, 3.7, 3.8, 4.9, 3.10, and 3.12 of variable 3 (Personal Competency) by certification qualification.



From the above figure it can be said that 6 indicators (50% of indicators in this variable) have significant mean difference by certification qualification. These are indicator

3.5 (Maintains positive thinking), indicator 3.7 (Is orderly), indicator 3.8 (Maintains discipline behavior), indicator 3.9 (Is flexible when things go awry), indicator 3.10 (Is committed to achieve goal), and indicator 3.12 (Maintains high moral and ethic standard). The mean difference between certified and non-certified teachers group also shows that the non-certified teachers have stronger agreement on each indicator. This suggests that after being certified, their agreement on the six aspects in variable 3 (Personal Competency) declines. However, the agreement of both groups in most indicators is above the score of 4.5 which can be categorized as strongly agree, although non-certified teachers have stronger agreement. This also suggests that both groups agree on the importance of personal competency as part of professional characteristics of EFL teachers. This finding is congruent with Whitehurst (2002) and Darling-Hammond et al., (1999) on the positive contribution of teacher certification on students' learning achievement.

5.3. On the Factors Affecting Teachers' Professionalism

On aspects affecting teachers' professionalism, respondents agree on the contribution of the six aspects used in this study. Of the six aspects, knowledge of subject matter is believed to be the most important affecting aspect and certification qualification is believed to be the least important aspect. There is no controversy over the contribution of knowledge of subject matter but controversy exists over the importance of certification qualification as triggers of teachers' professionalism acquisition.

Respondents agree on the mastery of knowledge of subject matter as the most contributing aspect of professional EFL teachers because of two reasons. First, knowledge of subject matter is the essence of teachers' qualities. It is the reason for a teacher's presence in the class. *'Penguasaan bidang ilmu merupakan modal utama seorang guru (T01); yaa kalau gurunya tidak tahu Bahasa Inggris ... orang (murid) mau belajar gimana...(T04, T14); yaa*

sudah keharusan bagi guru untuk menguasai ilmu yang diajarkan (T48). Another reason is that teachers without subject knowledge mastery will not be innovative (T79). This finding confirms a number of theories (Whitehurst, 2002; Grossman et al., 2005). Both Whitehurst and Grossman et al., claim that knowledge of subject matter affects students' learning achievement.

The controversy over the importance of certification on teacher professional acquisition is due to a number of reasons. Those who believe the contribution of certification have two supporting arguments. First, it motivates teachers to work better. *'...sertifikasi merupakan penyemangat kerja... (T01)*. Second, certification qualification reminds teacher to work better *'yaa memberikan semangat...kadang-kadang malu aja kalau ngajar nggak bener sudah sertifikasi gitu (T14); ingat sudah sertifikasi ...malu dong kalau ngajarnya seenaknya...(T79)*. *'Sertifikasi juga penting pak...dari mana kita tahu guru professional...dari berkas setidaknya kita mengetahui.. memang kontroversi seperti UN juga kontroversi (T15)*. T15 also added that having been certified reminds her to teach better *'kita sudah sertifikasi loh coba memahami anak ... mengingatkanlah'*. In spite of her positive justification about certification, she also acknowledged that certification is a controversial program. For her, certification is also a reward that should have been given automatically without taking a test of it.

Teachers who believe that certification does not contribute significant professionalism for teachers also have a number of reasons. For them, certification does not change teachers' personalities, as expressed by T04, T48, T29, and T27, which can be seen from their opinions about certification, as follows:

"sertifikasi kalau saya lihat kurang membantu, kalau yang rajin yaa rajin, kalau yang malas yaa malas...boleh dilihat sendirilah di lapangan seperti apa (T04); maaf pak yaa kontribusinya sangat sedikit, bukan saya tidak setuju dengan sertifikasi tapi sertifikasi itu apa yang dicari ...mungkin hanya nominalnya (honoraria:researcher's note) ...ternyata banyak yang kembali seperti semula (T48)".

Writer's translation: "I don't think that certification really helps, those who are lazy keep on being lazy we can see them in practice (T04); I am sorry to say that its contribution is very minimum, it does not mean that I disagree with certification but what is to be expected from certification ... is perhaps only the reward ... in fact, the certified teachers revert to their previous behavior (T408).

Here, we can see two teachers of different categories whose opinions are similar towards the effect of certification. T04 is a certified teacher. She expressed her opinion about the effect of certification on teachers' professionalism. According to her, certification does not change teachers' behavior. T48 is not a certified teacher. Although she agreed that certification is a government effort to improve teachers' performance but she argued that the beneficial effect of certification belongs to teachers' welfare instead of their professionalism growth. Similarly, T29 also argued that certification does not guarantee teachers' professional acquisition. T29 said that certification was only worth teachers' welfare. T27 mentioned similar opinion towards certification. *"Sertifikasi hanya merupakan penghargaan". "Menurut saya, sertifikasi tidak begitu efektif"*

The controversy over the impacts of certification has become a burning issue amongst education practitioners. According to Sulisty, the chairperson of the Indonesia Teachers Association (PGRI), certification program does not automatically improve teachers' quality. He said that teaching quality requires a long process and that it cannot be made overnight (Pikiran Rakyat, July 7, 2011). He added that certification program should not be seen as a way of achieving teachers' quality but it has to be understood as an effort to foster teachers' motivation to work better- *a point that is expressed by a number of respondents in this study.* Sulisty also argued that in order to improve teachers' quality, the government should improve the processes. Furthermore, he claimed that there are still many teachers who have not been engaged in trainings. A more extreme opinion on the impact of certification was given by Adnan (Pikiran Rakyat, December 2010). Quoting a survey result, Adnan said that

based on a survey by PGRI in 16 provinces, the performance of certified teachers decreased as they were reluctant to joint training, workshop, and seminar aiming at improving teachers' performance. The decrease of performance of certified teachers is also acknowledged by the chairperson of PGRI for West Java Province, Parmadi (Pikiran Rakyat, November 10, 2010). He argued that the performance of certified teachers was not improving, in fact, it became poor recently. This is in contrast to the aim of certification itself whose main objective is to improve teacher's quality (Parmadi, 2010). He mentioned that about 5% of certified teachers in West Java showed worse performance compared to their performance before being certified (Pikiran Rakyat, November 10, 2010). He added that it was important for certified teachers to get continuous trainings. The absence of quality improvement of teachers resulted from certification can be caused by the improper process of certification. Thus far, there are a number of components used in certification assessments. These are academic qualification, education and training, teaching experience, teaching plan and action, assessment by employer, academic achievement, professional development achievement, engagement in scientific forums, social organization experience in education, and other relevant awards in education (See *Jalal et al., 2009*). Of these components of certification assessment, none deals with knowledge of subject matter testing.

In response to the above phenomena, the Minister of Education promises to tighten the process of certification (Kompas, September 22, 2011). He believes that there is a need to hold open test for certification. Portfolio will not be the only measuring parameter as it has been thus far. According to him, a written test will be used to measure teachers' competency. He also added that in the future, graduates from teacher education would not automatically be allowed to teach. This indicates that non-education background graduates may be accommodated.

5.4. On the Observed Classroom Actions

In this section, the writer tries to elaborate the descriptions of the four teachers' actions. From the observations, there were a number of findings in relation to the observed subjects' teaching behaviors. The first one is the role of teacher in the class. Of the four observed teachers, three of them tried to promote students' participation in class, while one teacher dominated the most role in class. The three teachers gave more opportunity to students to get involved in the classroom activities. This finding confirms the principle of good language teaching (Brown, 2001; Harmer 2007). This also shows that teachers have pedagogical competency as they promote students' participation, try to make interactive teaching, and create learning cooperation amongst students (See indicator 2.5: Creates interactive teaching; indicator 2.6: Creates learning cooperation amongst students; and indicator 2.14: Has the knowledge of learning motivation of their students).

T76 for example, asked students to demonstrate their experiment and explain their experiment. While teaching, he did not talk very often. He guided the class and let students discuss and explain what they had demonstrated. He gave equal opportunities to every student, although it happened that some students to some extent were more active than others. He tried to make sure that every student spoke. T15 took a similar way. She tried to get every student involved in the dialogues. Thus, she asked students to choose their pairs to perform dialogues. T48 also tried to make students interact. However, unlike T76 and T15 who asked students to interact with other students, T48 tried to make students interact with her (the teacher). T04 took a bit different approach from T76, T15, and T48 in which T04 dominated the most talk in the class. T76, T15, and T48 used English most of the time, while T04 used Indonesian most of the time. Thus, in terms of their teaching approach, it suggests that teachers have tried their best to make the classroom interactive. This confirms the data which indicate that teachers have high appreciation on the importance of creativity.

The second finding of the classroom observations was the teachers' mastery on the subject matter. From the observation it can be said that the observed teachers have good mastery of the subjects. For example, T04 although she talked mostly in Indonesian language, she did not look at her text book. She explained the passive voice without looking at her book. She comprehended the materials. All examples of passive voice were her own sentences. She was also very quick in giving examples of passive voice. Also, even if T48 although used text book, she was knowledgeable on the teaching materials. She explained the steps of making *Kung Paw Chicken* and *Crab Rangoon* without looking at the written materials on the screen. She explained the steps orderly. T76 and T15 did not use book at all. T76 had planned the class before teaching. The materials for the demonstration of 'the underwater volcano' were well-prepared by his students. He only gave instructions on the demonstration and guided students in explaining the demonstration. Like T76, T15 did not use textbook either. She planned the dialogues before taking the class. She opened the class, greeted the students, and explained the topics for the dialogues in less than 10 minutes. This finding confirms that teachers make classroom decision in line with their perceptions on the importance of mastering subject matters.

Next finding was teachers' respect for students. All of the observed teachers showed their respect to students in their class. T04 for example, often asked students to give examples of passive voice in either English or Indonesian. When students gave examples in English she directly wrote the sentence mentioned by the students. When students gave an example in Indonesian, she wrote the sentence on the board in Indonesian and asked students (any student in the class) if they could translate the sentence into English. She then wrote the English sentence of the translated sentence on the board. She also gave direct corrections when the translation was not correct. This indicates that T04 tried to respect students' ability individually. T48 also showed respect for students in her teaching. This can be seen from the

way she asked students. She often started the questions to all students and seldom asked students individually when she wanted to elicit students' answer or response for her questions. However, when there was no student who was ready to answer her questions, she tried to asked individually. She responded positively every student's answer. She also gave correction when students made mistakes. T15 was a very patient teacher. She asked students to perform dialogues. She respected students for participating in dialogues. She often started with compliment when asked students to perform a dialogue. She used expression such as '*okay, who wants to perform the dialogue. I know every one in this class can speak English*'. Like other three teachers, T76 also tried to respect students' individual ability. He often praised students using expressions such as *yes, good explanation, excellent explanation, your group will be given 100 score*. Such expressions triggered students' participation.

Another finding from the observation was the teaching of grammar. The teaching of grammar was always part of classroom activities. Three of four observed teachers (T04, T48, and T15) explained grammatical points in their teaching. Only T76 did not give grammatical explanation in teaching. T04 did the most grammatical explanation. This is because she was teaching grammar when observed. T48 explained the type of sentence used for a procedure text such as *prepare the main materials, dice the onion, add the ingredients*, and the like. She wrote on the board *VI + Noun*. She explained the pattern of procedure sentence explicitly. T15 also explained grammar. She explained the pattern used for past tense. However, this was done as her correction of students' mistakes when they used present form instead of past form in expressing something happening in the past such as when a student said *I go to Jakarta last week* instead of *I went to Jakarta last week*. T15 explained this as part of her feedback to students.

In classroom observation teachers' personality traits were also noticeable. They were patient and this made the class looked warm. There were no serious tensions found during the

observation. All the observed teachers controlled the class. They always tried to make sure that everybody took the class seriously. T04, T76, and T15 had very little problems with students' participation. However, T48 had several difficult times when she had to handle two students who often made some noise in class. She could control the class although she had to face hard situations in her class.

The above findings suggest that to a certain degree teachers' actions were intertwined with their perceptions. For example, T48 and T76 gave score of 5 (maximum score used in the questionnaire) to indicator 2.5 (Creates interactive teaching environment) and 2.6 (Creates learning cooperation amongst students) and their teaching behaviors reflect their very positive perception to the two indicators (See Appendix 3 for T48 and T76 response and Appendix 21 for transcripts of T48 and T76's talks). However, the writer acknowledges that their actions when observed, might not represent their actual actions in their everyday classrooms as a whole when not observed. In addition, there is also possibility that teachers may have different interpretation of how to make interactive classroom, of how to respect students, and so forth. Thus, these findings are not meant to generalize teachers' actions in general. However, these could apply to a great number of teachers.

5.5. Conclusion of Chapter Five

In this chapter, the writer has discussed the findings of the study which include teachers' perceptions about the characteristics of professional EFL teachers, the differences of perceptions between inexperienced and experienced teachers and the differences of perceptions between certified and non-certified teachers, teachers' perceptions about factors affecting teachers' professionalism, and the observed classroom actions that reflect teachers' perceptions. In elaborating the findings, the writer also connects each of the finding with the corresponding theories. This is to confirm that the findings support the previous theories.

