

CHAPTER V

FINDINGS AND DISCUSSIONS

The data that have been presented in Chapter Four will be analyzed and discussed in this chapter. In this respect, the sections presented in this chapter are arranged based on the three research questions stated in Chapter One. They involve 1) What is EFL teachers' knowledge about teacher certification program? 2) What are EFL teachers' perceptions towards teacher certification program? 3) What are EFL teachers' efforts to face teacher certification program?

5.1 EFL teachers' knowledge about teacher certification program

This section presents findings and discussions of EFL teachers' knowledge about Teacher Certification Program (TCP). It involves EFL teachers' knowledge about teacher competences, EFL teachers' knowledge about the purposes of TCP, EFL teachers' knowledge about the process of TCP, EFL teachers' knowledge about requirements of TCP, and EFL teachers' knowledge about the components of portfolio assessment in TCP.

Finding #1: All respondents (100%) know that pedagogical and professional competences are assessed on TCP. Regarding personal competence, majority of respondents (77.27%) do not know that personal competence is assessed on TCP. Then, there are still five respondents (22.73%) do not know that social competence is assessed on TCP.

Republic Indonesia Regulation number 14/2005 for lecturer and teacher states that teacher must have competencies involving pedagogical, personal, social, and professional competence that obtained through profession education. Those competences are assessed in TCP so that those competences should be known by the teachers as the target of TCP. This finding shows that all respondents have known that pedagogical and professional competences are assessed in TCP. Regarding personal competence and social competence, this finding shows that not all teachers know that those two competences are assessed in TCP.

Finding #2: All respondents (100%) know that the purpose of TCP is to increase teachers' professionalism and prosperity.

In the Guideline of Teacher Certification Program (2009), two of the purposes of TCP are to increase teachers' professionalism and to increase teachers' prosperity. This finding shows that all respondents have already known that the purposes of TCP are to enhance teacher's professionalism and prosperity.

Finding #3: All of respondents (100%) know that TCP is conducted through portfolio assessment and teacher training and education. Nevertheless, some of them (22.73%) do not know that the assessors are from LPTK/university. Further, some of them (22.73%) also do not know that teachers have to have minimum score 850 to succeed in portfolio assessment.

In TCP, teachers initially are addressed to take portfolio assessment. TCP through portfolio is a process of certification for teachers through an assessment

of teachers' document (Minister of National Education Regulation Number 18/2007 for Teacher Certification Program through Portfolio Assessment). It was found that all respondents know that TCP is conducted through portfolio and teacher training. This process is held by assessor from university (Minister of National Education Decree Number 057/0/2007). It was also found that there are still some of them do not know that the assessors of TCP are from LPTK/university. Further, to succeed in portfolio assessment, the teachers have to have minimum score 850. It was also found that some of them do not know that the passing grade in portfolio assessment is 850. If they fail in portfolio assessment, then they are recommended to take teacher training and education or PLPG.

Finding #4: Majority of respondents know the requirements of TCP excepting *Nomor Unik Pendidik dan Tenaga Kependidikan (NUPTK)* in which six (27.27%) answer incorrectly.

In Guideline of Teacher Certification Program (2009), there are some terms of condition in TCP. They are having academic qualification of Sarjana degree (S1) or D-IV from accredited study program, teaching in public school under the guidance of Department of National Educational, civil servant teachers who teaching at educational unit that undertaken by either the government or non government, non civil servant teachers, having teaching experience at least 4 years, and having *Nomor Unik Pendidik Dan Tenaga Kependidikan (NUPTK)*. It was found that majority of respondents have known the requirements to take TCP.

However, there are still some of them do not know that *NPTK* is one of the requirements of TCP.

Finding #5: Majority of respondents do not know that teaching activities in the classroom and personal competence in portfolio assessment are assessed by principal and/or supervisor.

Portfolio assessment is one of the processes in TCP. To take on this process, there are 10 components as requirements that should be fulfilled by the teachers. Those components are academic qualification, the training and education, teaching experience, lesson plan and its implementation, the assessment from headmaster and supervisor, academic achievement, profession development work, participation in scientific forum, experiences in social and education organization, and reward in education.

The implementation of teaching in portfolio assessment is assessed by principal or/and supervisor. However, this study found that it does not work. R#1, a certified English teacher, said that the implementation of teaching is not assessed in the classroom when she took TCP through portfolio assessment. Then, she said that it is merely assessed by assessor in *PLPG*. Besides, the principal or supervisor also assesses teachers' personality in portfolio assessment. However, it was found that majority of respondents do not know that it is assessed by principal or supervisor.

5.2 EFL Teachers' Perceptions towards TCP

This section presents the findings and discussions related to EFL teachers' perceptions towards TCP. It involves EFL teachers' perceptions towards teachers' competencies, EFL teachers' perceptions towards the purposes of TCP, EFL teachers' perceptions on the process of TCP, EFL teachers' perceptions towards the components of portfolio of TCP, EFL teachers' perceptions on the EFL teachers' language skills in TCP, EFL teachers' perceptions on the EFL teachers' language aspects in TCP, and EFL teachers' perceptions on the EFL teachers' strategies in teaching English in the classroom in TCP.

Finding #6: All respondents agree that pedagogical, professional, personal, and social competences are assessed on TCP.

This finding shows that all respondents agree with the government's policy that those four competences are assessed in TCP. They assumed that those competences have to be possessed by teachers to teach professionally. R#2 and R#4 said that teachers must have those competences. In line with that, R#5 also said that the teachers have to have competency how to manage the class, how to apply his/her knowledge, how to apply the material. The respondents' perceptions are in line with Pennington (1990:150) in Brown (2001:426) that postulates that professional teacher should have knowledge of theoretical foundations of language learning and language teaching, the analysis skills necessary for assessing different teaching context and classroom conditions, an awareness of alternative teaching techniques and ability to put these into practice, the

confidence and skill to alter your teaching techniques as needed, practical experience with different teaching techniques, informed knowledge of yourself and your students, and interpersonal communication skills, and attitudes of flexibility and openness to change.

Regarding personal competence, although some respondents have not known that personality is assessed in TCP, they agree that this competence is important to be assessed in TCP. It is in line with what Brown (2001:430) states that a good language teacher enjoys people, shows enthusiasm, warmth, rapport, and appropriate humor, is patient in working with students of lesser ability, cooperate harmoniously and candidly with colleagues (fellow teachers), and seeks opportunities to share thoughts, ideas, and technique with colleagues.

Then, based on the data presentation, there are also some respondents do not know that social competence is assessed on TCP. However, they also agree when social competence is assessed in TCP because it is able to support teachers' professionalism. According to Sanjaya (2005:146), social competence is related to teachers' ability as parts of society and as social creature involving: competence to interact and communicate to fellow teachers to increase professional competence, competence to know and understand functions of all society institution, and competence to cooperate either individually or in groups.

Finding #7: All respondents agree that the purpose of TCP will increase teachers' professionalism and prosperity.

Increasing teachers' professionalism and prosperity are the purposes of TCP. To increase teachers' professionalism, then teachers' prosperity should be taken into account. Many teachers look for other additional jobs to add their income. Hence, this program is expected to increase teachers' prosperity so that they really focus on their teaching.

This finding shows that all respondents agree with the purposes of TCP. R#1 believes that TCP will increase educational quality because teachers will focus on teaching. Meanwhile, R#4 also agrees with TCP's purposes, yet he expects well-system of TCP. He said the certified teachers should be constantly monitored to know whether they are really qualified or not, particularly their discipline in conducting their job. He expect to the educational supervisor and the principal to play their role as supervision.

Regarding to teachers' prosperity, all respondents agree that TCP will increase teachers' prosperity. R#1 said that teachers' prosperity will increase because teacher will get additional income. Meanwhile, R#3 said that TCP will increase teachers' prosperity if the government's promise is realized to give fee as much as salary for certified teachers. It is apparent that teachers expect to the government to increase their prosperity and educational quality.

Finding #8: Majority of respondents agree that TCP has been socialized.

Before taking TCP, teachers should be socialized about TCP. It was found that majority of respondents agree that TCP has been socialized. R#1 and R#5

said that before taking TCP, we have already been informed about TCP. Meanwhile, although R#2 said that he never gets socialization from municipal department of education, he still got information through his peer teachers and from his reading in media.

This finding shows that majority of respondents agree that TCP has been socialized. However, it is contrast when compared to finding #1 in which majority of respondents do not know that personal competence is assessed in TCP. This finding is also contrast when compared to finding #5 in which majority of respondents do not know that teaching activities in the classroom and personal competence in portfolio assessment are assessed by principal and/or supervisor.

Based on those finding, associated authorities should constantly socialize about TCP. Socialization of TCP also is intended to facilitate teachers in preparing themselves to take TCP successfully.

Finding #9: Although majority of respondents agree to the portfolio assessment in TCP, they expressed their opinion about portfolio assessment.

Regarding portfolio assessment, majority of respondents agree with it. R#1 agrees with the portfolio assessment with the reason that the portfolio assessment is benefit to support the teachers to do the efforts to enhance their professionalism. Then, when she was asked about her perception towards teacher training and education (*PLPG*), she said that teacher training and education (*PLPG*) is better than portfolio assessment process. She added that in that activity, we can share our problems in teaching to the assessors. The R#1 may get more beneficial input

when she took *PLPG* than when she took portfolio assessment. Meanwhile, R#2 also argued that teacher training and education (*PLPG*) is better than portfolio assessment because in this process, teachers are guided to be professional teachers. In addition, although R#4 and R#5 agree with the portfolio assessment, they suggested that there should be controlling team for certified teacher. They regard that there are some teachers that have been certified, yet there is no change of teaching ways. It means that their teaching ways are the same before being certified teachers.

Finding #10: There are several respondents do not agree with the requirement that teachers must have passing grade of 850 in portfolio assessment.

In portfolio assessment, teachers have to have passing grade 850 to succeed. It was found that majority of respondents agree whereas some of them do not agree on the statement that the passing grade of 850 in portfolio assessment is difficult to reach. Therefore, there are two interesting things to note in this case. First, the respondents (R#1 and R#4), who do not agree with the passing grade, said that it is difficult to reach because it is too high. They suggested that score should be decreased. R#4 considered that the main point is how teachers teach well and how teachers to make students fun in studying with quality of knowledge they have. R#5, on the other hand, has different opinion to previous respondents. He said that it is not too difficult to reach if the teachers are creative. He, then, said that the teacher should be creative in making teaching media, teaching module, conducting classroom action research, guiding peer teacher because those

activities contribute higher score rather than merely attending like seminar, etc. He thought that if the teachers do those activities, then passing grade of 850 can be reached.

Finding #11: All respondents agree that EFL teachers' language skills should also be assessed in TCP.

All respondents agree if EFL teachers' language skills are also assessed in TCP because they assumed that those skills are important for English teachers as basic skills to teach language. R#2, for example, said that English teachers must be competence in listening, reading, speaking, and writing because those competences are the portrait of professional English teachers. R#5 also agrees with the assessment of the language skills in TCP. He, even, prefers all English teachers take teacher training and education (*PLPG*) or profession education to assessing the teachers' score through documents (portfolio). It is in line with what Brown (2001:430) says that a good language teacher has fluent competence in speaking, writing, listening to, and reading English.

R#5 assumed that assessing how English teachers teach with the four language skills is not undertaken in portfolio assessment. It seems that it is difficult to assess EFL teachers' language skills in portfolio assessment. It is because English teachers' teaching and learning process is merely assessed by educational supervisor and principal in which their disciplinary content is not the same as the teachers'.

Finding #12: Majority of the respondents agree that EFL teachers' language aspects which involve grammar, pronunciation, and vocabulary should also be assessed in TCP.

Beside language skills, language aspects also are very important things to be belonged to English teachers because those support the four language skills. It was found that majority of respondents agree when EFL teachers' language aspects are also assessed in TCP. It is in line with what Brown (2001:430) states that the good language teacher understands the linguistic systems of English phonology, grammar, and discourse. Furthermore, Content knowledge is the teachers' understanding of the subject of TESOL, e.g. pedagogical grammar, phonology, teaching theories, second language acquisition, as well as the specialized discourse and terminology of language teaching (Richard, 2001:210). In addition Mohideen (1995) gives some suggestions to language teachers namely language teachers should make an effort to linguistically competent, to be able to produce grammatically acceptable sentences.

Finding #13: All respondents agree that EFL teachers' strategy in applying teaching methods and using teaching aids are assessed on TCP.

Majority of respondents agree that strategies in applying technique and methods are important for the teachers. They, therefore, agree that it has to be assessed in TCP. R#2 said that it is important because we have to have strategy in teaching to the students. The teacher must have this ability to face the low and the high ability students in one class. Then, R#4 said that an English teacher is the one who has to master English and how to transfer knowledge to students, that's

why teaching strategy must be possessed by teachers and assessed in teacher certification program. This finding is in line with Brown (2001:430) that states that a good language teacher understands and uses a wide variety of techniques. In line with that, Mohideen (1995) states that teachers must be familiar with the methods in vogue as well as those which have been around for a long time.

Respondents also agree with the assessment of English teachers' strategies of the use of teaching aids in TCP. This finding is in line with what Mulyasa (2007:135) states that one of the competences of professional teacher is to understand and be able to use media and learning resources. Mohideen (1995) also states that "when we introduce the various techniques, there is variety in the classroom - the use of videos, tape recorders, language games and communicative tasks will certainly make learning much more enjoyable and less boring for the students."

5.3 EFL Teachers' Efforts to Face TCP

This part presents the efforts of EFL teachers to enhance their professionalism to face TCP.

Finding #14: Majority of respondents' efforts to face TCP are attending seminar, workshop, and arranging lesson plan. Only did small numbers of them conduct other activities such as developing teaching module, using teaching aids, conducting classroom action research, attending English teaching forum, writing article, doing peer observation, enhancing their language skills, and taking part in social and educational organization.

Teachers should develop their professionalism continuously. Blair (1954:536) states that as professional person, a teachers' learning should continue throughout his professional life. And then, he also says that a modern teacher is one who looks upon his teacher training as preparation to start teaching and preparation to continue systematic learning after his formal course work is over. The professionalism must be supported with skills, commitments, and other relevant competencies and all of these supports can be developed through pre and in-service training (Lengkanawati, 2007).

Many activities to develop teachers' professionalism can be undertaken. Those activities may involve attending seminar and workshop, preparing good lesson plan, developing teaching module/materials, making teaching media/aids, conducting classroom action research, attending English teaching forum, doing peer observation, writing article about education, and taking part in social and educational organization, etc.

It is a must for the teachers to prepare lesson plan before teaching in the classroom to make teaching and learning process run effectively. This finding shows that majority of respondents arrange lesson plans to support their teaching. It is in line with Mulyasa (2007:100) states that "Lesson plan is one of the pedagogical competencies which have to be belonged to teachers." It is also in line with Brown (2001:430) that states that "A good language teacher efficiently designs and implements lesson plans." In addition, Mohideen (1995) states that a fairly well-prepared lesson will enable us to conduct a class better than one in which is conducted with little preparation. Harmer (2001:308) defines that "lesson

planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize. Work within, and react to – whatever metaphor teachers may use to visualize and create identity.” Indeed, teachers should have good lesson plans in order the purposes of learning can run well.

Classroom action research is an activity to evaluate or to develop teaching methods. Harmer (2001:344) states that “Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedure.” In line with that, Wallace (1998:1) suggests that one of the most effective ways of solving professional problems, and of continuing to improve and develop as teacher or teacher-trainer is through reflection o our professional practice. He then says that reflection on practice can be managed in many different ways. One of them is conducting action research. Furthermore Richard and Lockhart (1994) in Richard (2001:207) suggest the teachers to conduct small-scale classroom research on their teaching to enhance their professionalism. Based on the data presentation, however, it is interesting to note that only three from 22 respondents conducted classroom action research to develop their professionalism to face TCP.

In teaching, teaching module or teaching material is necessary. Nunan (1991:227) states that “materials are an important component within curriculum, and are often the most tangible and visible component of pedagogy.” In line with that, Richard (2001:251) states that “Teaching materials are a key component in

most language program. Whether the teacher uses a text book, institutionally prepared materials, or his or her own materials...” However, the data from questionnaires shows that only seven respondents made teaching module.

Beside teaching module/material, the use of media is also able to help teachers to explain the relevant materials as Gebhard (1996) states that media can reinforce for students the direct relation between the language classroom and the outside world. He then says that media offer a way to contextualize language learning. Teaching media or teaching aids can be pictures, video, etc. Again, only eight respondents used teaching aids in their teaching.

English teachers' forum (*MGMP*) is a forum for English teachers to share idea related to teaching English. Unfortunately, only small numbers of them attend in this forum. Furthermore, becoming organizer in both educational and social organization are assessed in TCP, however, small number of them are involved on these activities.

It was found that no respondents conducted peer observation as one of effort to promote teachers' professionalism. While, peer observation is also important to do to give feedback to other teachers in teaching as Brown (2001:441) states that peer coaching is a systematic process of collaboration in which one teacher observes and gives feedback to another teacher, usually with some form of reciprocity. It is also suggested by Richard and Lockhart (1994) in Richard (2001:206) that the teachers should update their professional knowledge by conducting peer observation in which teachers can take turns observing each

others' classes as a basis for critical reflection and discussion about teaching approaches.

To develop their professionalism, teachers also can write about teaching in a journal (Gebhard, 2000:16; Richard and Lockhart, 1994 in Richard, 2001:207). Nevertheless, it was found that no respondents write article to promote their professionalism to face TCP.

A good language teacher has fluent competence in speaking, writing, listening to, and reading English (Brown, 2001:430). Therefore, English teachers should constantly develop their language skills. However, it was found that only one respondent stated that she tries to constantly enhance her language skills.

In the case of EFL teachers' efforts in taking TCP, it was found that most teachers only focus on attending seminars, workshop. Meanwhile, only did small number of them focus on how to develop their professionalism to improve their teaching in the classroom such as conducting classroom action research, writing article, making teaching module, and making teaching aids.