

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter is going to show the findings and discussion of the research. The researcher is going to present the data which are divided into fourteen characteristics of qualified teacher and two types of professional development.

#### A. Findings

In this part, the findings which are presented based on two research questions proposed there are:

##### 1. **The certified English teachers at State Islamic Junior High Schools in Banjarmasin when teaching English**

The findings of the first research questions are presented in reference to fourteen characteristics of qualified teachers by Seferoğlu (2004) (Yaratan and Muezzin, 2016, p.623-624). The outcome data of online observation and interview are presented in form of description in term of authenticating qualitative analysis (Miles, Huberman, and Saldana, 2014) and are verified with data reduction. The findings are described as follows:

- i. Provides learning experiences, taking into account the characteristics of students

All of the certified English teachers shared their materials to the students through apps that supported learning, based on the observation at first they would give the written materials through group chat and all of the explanation related, then the teachers asked the students to be more active in exploring the materials with some favor of internet websites also Youtube videos and did experiment on the grammar structure.

For instance, Mr. F shared and explained material on that day by writing it on chat. That explanation mixed in English and

Indonesian so that the students didn't confuse. Mr. F also provided an experience to the students to do a task in WA group to make sentences out of a tense form. In other occasion Mr. F also asked the students to participate in making a sentence of comparison degree, if there were a mistake happened Mr. F still appraised his students and would give correction.

Then Mr. Kn has the same way like Mr. F in sharing the material to the students. But, their difference in the application they used. If Mr. Kn used Google Classroom, while Mr. F used WA group. Mr. Kn would shares the material based on chapter in LKS/coursebook used and which will discuss on Google Classroom, he wrote some intro about material and pinned a video explanation which he taken from Youtube. Actually video that Mr. Kn took, most of the time speaker used Indonesian, only in a few parts the speaker spoke English. He also give the students chance to do some tasks such as made a report text and exploring the material by themselves.

After that, Mrs. Nie has two apps for teaching, the main one is E-Learning Madrasah and the other one is WA groups. In the WA groups Mrs. Nie often gave information for the learning and teaching process, since the students spent their time on WA than the other one. Mrs. Nie took the materials in course book the on learning that day she also gave video explanation which shared in E-Learning Madrasah, so the students could get extra description. She asked the students to translate grammar section in the opening chapter and ordered them to learn the material

Even, during interview session, almost all of the teachers are stated that online learning has its own minus for instance the teachers have a barrier to describe and convey the materials since it delivered through online so that the students sometimes didn't get the aim, even didn't attend the schedule. Mr. Kn also added "when I wanted to the students trough other experiences in learning,

specifically used meeting app like Zoom just little of pupil who showed up the meeting” and it made him upset to use online meeting.

- ii. Believes in the necessity of advance planning and plans before implementation.

During the interview, all of the certified English teachers said that they prepared lesson planning as a kit for teaching, since this is an essential point for a teacher to possess. According to their information and the sample of lesson planning, the format of the lesson planning are varied. Representation by Mr. One, Mr. F, Mr. N, Mr. Kn and Mrs. Dha used one page format of lesson planning which made during pandemic era by the government, in the other hand Mrs. My and Mrs. Nie still using the other one which K-13 format that have more pages and explanation in it.

Mr. F stated “we made lesson plan, during pandemic the format is changed became a simple format that is just one page. Since the learning process did not in the same ways as before, every subject just had limite time so the newest format is the right choice”.

Beside all of that, it could be interpreted that the certified English teachers at State Islamic Junior High Schools own the lesson planning as a necessary thing for teaching and learning process.

- iii. Develops suitable instructional materials for students at different levels of capacity

Based on the observation and interview, the materials are available in syllabus and coursebook which used. But, the teachers are developing it in order to make it more convenient for the students

to find out. In some cases, like Mr. F, Mr. Kn, Mrs. Dha, Mrs. Nie, Mr. One, Mrs. My would simplify the written explanation related to the material because in the textbook version would be more confusing since it in full English. Mr. One said “sometimes, explanation that written in the book seemed to difficult to understand by the students since in full in English. So, I have to make it a little bit simple and mixed with Indonesian

Usually, at first the teachers are going to introduce the theme and then come to the exposition. The exposition was gave in both of Indonesian and English as well for minimalizing the students’ misunderstanding since in the class there was the students have different levels of proficiency.

- iv. Knows advantages and limitations of different approaches, methods and techniques for the realization of effective learning.

Overall, based on the observation time at MTsN 1, 2, 3 and 4 in this term mostly the instructional material layouts were about grammar, namely simple present tense, continuous tense, active and passive voice, recount text, etc. Therefore, all of the teachers were focused on using grammar translation method. But, in some cases few teachers used audio lingual method. In the techniques areas, the certified English teachers were used many kinds of teaching techniques. For instance in Mr. F’s class he used GTM linked into fill in the blanks, deductive grammar practice, and reading comprehension questions.

In Mrs. Dha’s class, when she taught about passive voice. Mrs. Dha applied audio lingual method that was asked the students to pronounce three out of five words available. First Mrs. Dha gave an example and did repetition in many times of five words of passive voice, then requested the students for recording their voices after that sent it to her. It can be concluded that the method and the

techniques could be customized by pay attention to the needs or realm which wanted to be taught to the students.

- v. Encourages students to interact with each other and participate in the teaching-learning process and enables them to effectively take responsibility of their own learning.

During the observation, the interaction were a little bit off. In fact all of the teachers tried to take the students participation. But, sometimes the just read the things delivered without any comments and it happened in Mr. N's class, Mr. One' class. However, of course not all of the students did that, in few classes like in Mr. F's class, Mrs. Nie's and Mrs. My's almost in every online learning the students gave some responses such as “ yes ma'am”, “we have done it, sir”, or they asked something that they weren't understand yet about the material and the teachers would answer it.

It also supported by the statement of Mr. One in his interview where he said “at first I thought that the students will respond me like in usual class, but the reality in online learning the students were very tough to keep in touch so as less than half of the students who were really active in the class. Sometimes they filled the attendance list after that ran off. It also occurs when the time for submitting the tasks”.

Therefore, the teachers usually write many things in chat so that the students read that and finally give their feedback even though not much as expected as like offline learning in the class.

- vi. Knows the importance of evaluation in the teaching-learning process and the necessity of using different evaluation strategies

During the observation and interview time, the reseracher found sort of same paths when the certified English teachers are giving evaluations, such as multiple choices almost all of the certified

English teachers gave it as test items. Grammar transformation items were often used in Mr. F's classes, Mr. One's classes, sentence-ordering in Mrs. Nie's class. Also to perform the communicative skill which is being tested, the students are asked by the teachers they are Mrs. My, Mrs. Dha and Mr. One, for pronouncing written text and some sentences and sent it to the teachers to take their score. Usually, the teachers will give some feedbacks about their evaluations, such as an appraisal word "good job" and the teachers' gratitude, frequently Mr. F, Mrs. Nie used it when interaction were happened in discussing material.

Mrs. My mentioned "if I want to know about students' skills such as their skill in speaking. First I would read a dialogue for them as reference then, asked them to read after that. If that is listening, I would be going to missing lyrics of a song. Also if it's writing, the students supposed to answer some question related with a passage. There I have to explain and do grammar translation method about that passage in order to my students could get the aim of that and could be easier to answer the question". It assumed that the teachers tried to use as many as possible the format of evaluations which could be taken from the coursebook or their own preference in making it.

Hence, the evaluations which given by the teachers was used as measurement of students achievement or mastery from all the materials have been taught during the process, through it the teachers could know how far or how effective the instructional material have been conveyed to the students.

- vii. Knows the necessary resources and methods to motivate students on topics such as career choice and gaining learning habits
- According to the interview, since the learning activities did in different condition which blocked them to do real interaction. Both

of the parties just did their conversations through chatting in the platform they have used. The motivation which teachers often gave such as reminded their students to do their assignment which already given, soft spoken/written toward the students to make them feel comfortable around the teacher, gave the students understanding/benefit about the importance of learning English.

Mr. Kn said “with soft spoken to the students, make them comfortable during online learning, giving the students compliment to everything that they have done”, it also in line with Mr. One statement in his interview “personally, always remind the students that learning is essential point”.

Based on the observation, Mr. F and Mrs. Nie frequently gave some compliment and motivation words for their students such as “thank you so much for the students who submitted the assignment on time”, “good job students”, “yes, very good answer” etc. Also Mrs. Dha who remind the students to collect all of their tasks “Please, to all of the students who still not submit the tasks yet. Hurry up and collect the assignments because your final result will be affected by it”. Whenever, it is time to direct practice in their application or task submission.

- viii. Takes the necessary measures to improve the basic skills of students.

Acoording to the certified English teachers’ statements during interview and observation session. Mrs. Fm and Mr. N who give taks that are written texts which there are in LKS which appropriate with related material. Mrs. Dha and Mr. One do assess the students’ skill such as record the students’ pronunciation and asked the students doing the task to see the students’ comprehension tied to the material.

Mrs. Nie who asked the students to practice spelling and speaking then in the end gives feedbacks. Mr. Kn and Mrs. My who gives task/evaluation which for take a look at students' skills in writing a text about certain topic. Mr. F that paying attention to what will test such as reading comprehension where the students have to answer some questions which answer based on a passage or make a sentence about some tenses.

- ix. Knows physical, emotional and mental characteristics of students and designs teaching activities accordingly

Since, online learning the teachers and the students rarely met each other except when something must be did in the schools so they could meet each other by that situation.

Based on the observation time, took example in Mr. F and Mrs. My' classes. First in Mrs. My' class, she was taught in VIII H and IXF. In VIII H she was a little bit firm, because she knew in that class many students were hard to submit the assignments she gave, when this students has many excuses to submit the task Mrs. My would gave him a warn and tried to calling his parents. In the other hand, in IX F Mrs. My did not brought out her energy since the IX F' students has been more mature and easy to manage.

While Mr. F also taught in VII and VIII grade. His treatment to these classes also different. In class VII, when he gave a task that the students supposed to do, Mr. F would make a list of vocabulary which consisting of words from that task. Since, not all of the VII grade students have been learnt English in their elementary phase. In order that, VII grade students could easier to work on their task. While, in VIII grade Mr. F often reminded the students about the rule of a tenses such as what is V2, irregular verb, adverb of time and soon. That things which Mr. F did so that the VIII grade



students could recall about material that they have been learnt in previous meeting.

- x. Is aware not only of formal education but also knows adults education and is equipped to support professional development.

All of the teachers have been gotten their bachelor degree in university. Even like Mrs. Dha and Mr. N who took graduated program as well. It meant they have fulfilled the formal education. Then the teachers who have been occupied were tied to adult education where based on their interview the teachers could expand their knowledge with attended some seminars which attended by Mr. F, Mrs. Dha, Mr. N, Mrs. My, Mrs. Nie and Mrs. Fm, workshops which attended by Mrs. My, Mr. F, Mrs. Nie and Mr. Kn, conferences which could be put into practice in the workplace – schools.

Also informal way the teachers could improve their skills by watching videos about music or news in English and browsing in internet like Mr. N and Mrs. My did.

- xi. Plans, manages and evaluates school extracurricular activities in cooperation with the school administration.

Based on the interview result Mr. Kn, Mrs. My and Mrs. Fm were involved in an activity that is English extracurricular. In specific ways were Mr. Kn was the head of English club in his school, Mrs. My and Mrs. Nie both superintendent of language week for English in their school.

For Mrs. Nie and Mrs. My, in their school the language week just only in Saturday and there the students have to collecting their sentence memorization which previously exemplified by the teachers. Meanwhile for Mr. Kn he was a head of English club in his school but within the pandemic era it was hiatus because the school applied online learning and WFH.

Thus, the activity above for in Mrs. My and Mrs. Nie's is still continue since the activity diverted into online platform, while in Mr. Kn school it hiatus for a while till the pandemic is over.

- xii. Knows the necessity of constant professional and personal improvement

According to their statement during interview session, Mr. Kn, Mr. N, Mr. F, Mr. One, Mrs. Nie, Mrs. My, Mrs. Dha and Mrs. Fm are incorporated with professional association of teachers (MGMP Bahasa Inggris) also informal local teacher support groups such as Mrs. Nie and Mrs. My who are in the same school, Mr. One, Mr. F and Mr. N who are in the same place, also Mr. Kn and Mrs. Fm who at the same school. That is a group of specific subject teachers who made a gathering event for the teachers in their own schools. Then did a collaboration in curriculum development and revision including lesson planning in it and followed many seminar/webinar tied to educational things. Also each of the teachers also followed any kind of activities which supported their professional and personal development. Example, Mrs. Dha did presenting at a professional conference the exact place when seminar in MGMP, she also reading journal, article or science book to gain more knowledge. Mr. Kn who followed training session and also reading article and journal.

Thus, all of the teachers tried to develop their personal and professional with jumped into many actions which suitable with their interest and their scopes.

- xiii. Knows the structure and function of the education system and schools also provides necessary opinions, suggestions for development as well

During observation times, the teachers themselves knew their responsibility as a teacher and also a part of education system and school. In many chances, frequently Mr. F and Mrs. My who

informed the students that they involved in a meeting among headmaster/headmistress and the staffs in school in order to discuss a lot of things associated with facilities and infrastructures, new students admission, curriculum and their tasks which should fulfilling, and summary of their projects during teaching and learning process.

The teachers also ran their occupation as a portion of the function of education that is transferring knowledge and experiences to the students in order that develop students' abilities and be a dignified people. Thus, when the teachers entailed themselves in important forum they could tell their opinions, ideas, and suggestions for the schools' betterment in the future, and didn't forget about their duty.

- xiv. Is in cooperation with parents and other related people for the best education of students

According to their words, all of the certified English teachers were cooperated with the students' parents. It also seen in observation several times that the teachers gave a warn to the students who have some issues like often late for coming to the class, not submitting tasks or evaluation repeatedly, or never attended the class.

In the middle of online learning, some of the students frequently ignoring their charge so the teachers must take some actions like contacted their parents directly to prevent their kids became more and more negligent. In line with the interview outcome, all of the certified English teachers tried to reach the parents through a direct call by themselves or over some favors from other parties like school counseling guidance to approach them in order to inform about their kids and other information related to the schools.

For instance, Mr. F has parent WA group to give any information about schools and students' activities. Mrs. Dha, Mrs. Nie, Mrs.

My who also cooperated with the related parties, namely BK in overcoming problems with the students during learning and the BK who contacted the parents. Then, Mr. One, Mr. N, Mr. Kn and Mrs. Fm which also have the parents' contacts to report if the children didn't do the assignments, late for class, etc. Thus, all of the teachers were cooperated with the students' parents let us said the teachers themselves approach the parents or vice versa.

## **2. Certified English teachers at State Islamic Junior High Schools in Banjarmasin to develop their profession**

The findings of the second research question are revealed regarding to the ways to develop the teachers' profession according to Brown and Lee (2015) these are: a. classroom observation; b. teacher collaboration: i. peer coaching, ii. Team teaching, iii. Collaborative curriculum development and revisions, iv. Presenting at a professional conference, v. joining a professional association of teachers, vi. Informal local teacher support groups, vii. Reflective teaching journal, viii. Teaching portfolio, ix. Professional reading on your own, and last x. writing for publication. Below, will be describing the subjects' answers.

### **a. Classroom observation**

Based on the interview, four out of the eight certified English teachers were conducted classroom observation which the observer parties were headmaster/headmistress and KEMENAG parties. Mrs. Fm and Mr. One have the same line that is "if the classroom observation based on my own desired, I have never tried it before." then Mr. One continued his statement "but, in the future I will do that since in our schools have been set a camera in every class. So that, I could keep my eyes on my teaching performance".

Meanwhile, Mrs. Nie stated that sometimes she asked the students to give her feedback about her teaching ways or she take a look at the students achievement either is it good or not.

b. Classroom-Based “Action” Research

As in interview result, classroom-based “action” research or widely known in Indonesian as penelitian tindakan kelas (PTK) was have been done by Mr. N, Mrs. My and Mrs. Dha. This thing was have done in order to develop their professional as a teacher who has to improve themselves.

Mrs. Dha said “when I was in graduated program, there was a subject matter that required us to do a research then I did that. After I graduated, I continued it in order to develop my professional”. Then Mr. N also stated that during COVID-19 pandemic the teachers could not do a research since it is difficult to held, but in the previous time Mr. N did it.

c. Teacher collaboration: learning from each other

i. Peer coaching

For peer coaching activity, amongst the teachers who have been interviewed. Mrs. My mentioned it in her interview. Mrs. My told she have ever done peer coaching in 2019. Where was she asked her peer to observe her then give her some constructive suggestions for improvement in her teaching ways.

ii. Team teaching

Based on the interview time, no one of the teachers were not involved in this realm.

Since, it a little bit complex to do. Where the teachers have to divided their role with other teacher

iii. Collaborative curriculum development and revision

As stated in the interview time, among the teachers are doing development and revision toward the curriculum that including lesson design and lesson planning, exam questions making, text book adaptation etc.

The teachers usually negotiating it with asking some suggestions to making it suitable with the exist curriculum, such as in making the newest lesson planning so the teachers couldn't be confused while making it or making it together so as learning from each other.

iv. Presenting at a professional conference

Among the interviewees, there were two people who ever presented at some conferences. The first one is Mrs. Dha who have ever presented at a professional conference such as became a speaker in some seminars, also a speaker in a training session at MGMP Bahasa Inggris.

Then the second one is Mrs. Nie, in Mrs. Nie' case she gave a training to university students in doing TEFL test for many times.

v. Joining a professional association of teachers

All of the teachers who have been interviewed mentioned that they involved in PGRI and MGMP (Musyawarah Guru Mata Pelajaran) Bahasa Inggris. PGRI is an association of Indonesian teachers from all around country that have basis in every corner. In our city Banjarmasin, there is MGMP Bahasa Inggris, and MGMP is more specific groups for certain subject teachers, that is unite a bunch of English teachers around Banjarmasin who came from many schools and there they exchanging many

thoughts, ideas, and other stuffs related to their profession and subject matter.

vi. Informal local teacher support groups

Eight of certified English teachers who have taken part in this interview said that they joined small MGMP Bahasa Inggris in their respective schools. Since, only few English teachers taught there they could switch ideas and feels, also could have some guidance from senior teachers among them.

Mr. F said “when it is time to discussing the instructional materials, lesson planning, exam questions and others, we are English teachers would hold a gathering to consult our tasks. It have been done as a part of our solidarity among English teachers so everyone who has a problem and stagnant could share it with us, who knows we could solve that problem”.

vii. Reflective teaching journal

Within interview time, reflective journal itself were used by six teachers. Six of the teachers used it as a reflection of their activities happened on classroom it could be the students’ understanding whether the teachers have already reached the aim or not, were the teachers gave clear explanation, also about task/evaluation which given.

The teachers said the reflective journal helped them to mapping their own action and teaching experience about a meeting. They could tracking some error or lacking in a part of explanation or inappropriate task/evaluation to their students. With the journal, the teachers could deep thinking, analyze and objectively judge their performance then try to looking for a solution for it.

viii. Teaching portfolio

In some interview, the teachers have said many times about teaching portfolio. Since, it is one of the tasks which must have done by the teachers. The teachers did that in a period of time compile all of the data needed.

Teaching portfolio which is worked by the teachers sometimes it's as a requirement in applying for obtaining educator certificate in certification program. Because they said there were some ways to sign up on certification program and one of them is portfolio.

As stated by Mr. F, in portfolio a teacher should compile data about their projects over an extended period of time. In his portfolio he inserted training in Malang for nine months and made exam questions. He said its training was similar to college life, because of it he got higher credit for his portfolio.

ix. Professional reading on your own

In line with some answers of the certified English teachers about reading scientific works, Mrs. Dha, Mr. One and Mr. Kn were mentioned that they did read some journals, articles and soon.

Mr. One read some sources about language development and scientific development in society. While Mr. Kn read journals and articles and Mrs. Dha also in the same boat with Mr. Kn but added with books.

x. Writing for publication

For the interview in writing for publication section, Mrs. Dha stated she did a publication for around 3 items of her paper and journal, she added "in the past I sent it over a book, but now it published online"



It also followed with Mr. N who also written a journal when he took graduated program in UNM since it a requirement for the students to make it. This thing became one of the most astonishing impression in their career as a teacher.

## **B. Discussion**

In the description findings section above, following section will show a discussion of the findings from observation and interview accompanied with available theories in chapter two related to characteristic of a qualified teacher and teacher development. The researcher talked about the findings which divided into two objectives 1. To explain how certified English teachers of Islamic Junior High Schools in Banjarmasin when teaching English; and 2. To identify how certified English teachers of Islamic Junior High Schools in Banjarmasin to develop their profession.

### **1. The explanation of how certified English teachers of Islamic Junior High Schools in Banjarmasin when teaching English**

Eight of the certified English teachers from State Islamic Junior High Schools in Banjarmasin they are Mr. F, Mr. N and Mr. One from MTsN 2 Banjarmasin; Mrs. Nie and Mrs. My from MTsN 3 Banjarmasin; Mrs. Dha from MTsN 1 Banjarmasin; Mr. Kn and Mrs. Fm from MTsN 4 Banjarmasin, were into the characteristics based on Seferoğlu (2004), there are 14 characteristics that he listed as follow:

- i. Provides learning experiences taking into account the characteristics of the students

All of the teachers were enforced it on their classes where the students explored the materials which given by the teachers moreover in online learning. The students must risk-taking and did experimentation when learning the material by themselves since the teachers provided the learning materials that day in their own platform for teaching and learning, because the

teachers just gave the materials in form of written explanation and videos explanation. Based on Haryanto, Mukminin, Murboyono, Muazza, and Ekatiana (2016, p.235-238) the teacher have been met pedagogical competence which mean the teachers have the capability to managing learning process that covers the understanding on the pupils.

Therefore, the students were expected to be more independent in exploring it. The teachers themselves also gave some convenience ways to the students for opening Google websites to looking for further description.

All of the certified English teachers also met indicator which determine a professional teacher which according to Hamalik (2004, p.38) that is the teacher as a professional able to do his/her roles as an educator, a part of society and an administrator.

- ii. Believes in the necessity of advance planning and plans before implementation

The certified English teachers are occupied with a set of written steps about what they are going to do in the classroom (Sessiorina, 2015) consequently, the certified English teachers were prepared lesson planning which is appropriate with this characteristic.

The lesson planning that they prepared in some teachers still using the old one K13 lesson planning, in the other hand using the newest one with simplify model. Thus, the teachers were required to make it in order to fulfill their responsibility as qualified English teachers.

That thing all of the teachers have done are suitable with two teacher competencies which written by Haryanto, Mukminin, Murboyono, Muazza, and Ekatiana (2016) these are professional competence where the teacher whose duty is

design and implement the learning process, undertake guiding and training. Then pedagogical competence which refers to the capability of designing and implementing the learning process.

- iii. Develops suitable instructional material at different level of capacity of the students

The teachers tried to maximize the material in the textbooks by simplifying the form of elaboration of the material accompanied by other tools such as Youtube videos. According to Penny Ur (2012), material which used by the teachers it could be coursebook and online way, all of the certified English teachers used coursebook (LKS) as the main way. Also supplementary materials in form of digital such as internet websites, wikis and blogs, interactive digital tools, soon. In order to deliver instructional material more easily understood, the teachers adjusted two languages- Indonesian and English so that the students was convenient what is the subject of discussion and gave chances to ask questions.

- iv. Know advantages and limitation of different approaches, methods and techniques for the realization of effective learning

That things mentioned, during online learning the material presented were enclosed with the methods and techniques these are Grammar Translation Method, the direct method, the audio lingual method, the silent way, desuggestopedia, community language learning, total physical response, communicative language teaching, content-based instruction, task-based language teaching, and participatory approaches (Larsen-Freeman, 2000).

For the technique itself is tricks/stratagem/actions of linking the teaching method that have been designed which are still

relevant with the teaching approach (Samad, 2016), for instance translation of literary passage, reading comprehension question, repetition, antonym/synonym, fill the blank, deductive grammar practice, memorization practice and composition (Mambrol, 2020).

Mrs. Nie taught about grammar and the method were GTM with translation of literary passage and reading comprehension question, Mrs. My also taught about grammar with GTM and the techniques were reading comprehension questions, composition, fill the blank, explanation and repetition. Next, Mr. Kn also in this term taught about grammar, certainly GTM were used and it linked into reading comprehension questions, and explanation/discourse. Mr. F also taught grammar with GTM in his classes and linked to fill the blank, discourse/explanation, choosing between 2 choices, fill in the blank, deductive grammar practice and changes form. Mr. N taught grammar with GTM and the action were discourse and reading comprehension questions. Mrs. Dha taught grammar with audio lingual method and GTM which action were repetiton, reading comprehension question and discourse/explanation. Mr. One were focused on teaching grammar using GTM and ALM with some actions fill the blanks, reading comprehension questions, antonym/synonym, repetition, composition, deductive grammar practice, and discourse. The last, Mrs. Fm taught grammar with GTM and discourse.

Thus, all of the effort which are did by the teachers as mentioned in order to achieve desired learning outcomes, even though the learning and teaching over online, all of the teachers tried their best in conveying the materials.

All of their hard work in preparing effective learning are appropriate with indicator which determine a professional teacher by Hamalik (2004) that is professional teacher should be able to work hard in order to achieve the goal of education. It can be seen from broad knowledge that she/he possessed, good skills and then shown by his/her behavior.

- v. Encourages students to interact with each other and participate in the teaching-learning process and enables them to effectively take responsibility of their own learning

In this time – online learning, actually all of the teachers tried to take the students participation but, sometimes the just read the things delivered without any comments. However, of course not all of the students did that, in few classes like in Mr. F's class, Mrs. Nie's and Mrs. My's almost in every online learning the students gave some responses such as “yes ma'am”, “we have done it, sir”, or they asked something that they weren't understand yet about the material and the teachers would answer it.

In harmony with social competence (Haryanto, Mukminin, Murboyono, Muazza, and Ekatiana (2016) which possessed by a professional that is his/her ability to collaborate, communicate, create and understand cultural, religious, class, and sexual diversity in the community. It can be concluded that the teacher are able to run communication over his/her students so that the students wanted to take a part in discussion at their own learning platform.

- vi. Knows the importance of evaluation in teaching-learning process and the necessity of using different evaluation strategies

Jeremy Harmer (2007) in his book explains about evaluation, these are direct and indirect test items. The direct item is to perform the communicative skills which is being tested for instance speaking, writing, listening and reading. In the other hand, the indirect item is to measure students' ability and knowledge through controlled items such as multiple choices, grammar transformation items, sentence-ordering, soon.

During online learning, the writer found sort of same paths when giving evaluation, such as multiple choices almost all of the certified English teachers gave it as test items. Grammar transformation items were often used in Mr. F's classes, Mr. One's classes, sentence-ordering in Mrs. Nie's class. Also to perform the communicative skill which is being tested, the students are asked by the teachers they are Mrs. My, Mrs. Dha and Mr. One, for pronouncing written text and some sentences and sent it to the teachers to take their score. These actions were suitable with teacher competences in part pedagogical competence and professional competence (Haryanto, Mukminin, Murboyono, Muazza, and Ekatiana, 2016) that are the teachers have capability of evaluating the result and developing the pupils' potency. Afterward the teachers whose duty is evaluate the result and undertake guiding and training their students.

Usually, the teachers will give some feedbacks about their evaluations, such as an appraisal word "good job" and the teachers' gratitude, frequently Mr. F, Mrs. Nie used it when interaction were happened in discussing material. In agreement with Brown and Abeywickrama (2010) evaluation can take place without measurement, as in, for example, a teacher's appraisal of a student' correct oral response with words like

“excellent insight, Fernando!” have the same form with example in the previous statement.

Hence, the evaluations which given by the teachers was used as measurement of students achievement or mastery from all the materials have been taught during the process, through it the teachers could know how far or how effective the instructional material have been conveyed to the students.

- vii. Knows the necessary resources and methods to motivate students on topics such as career choice and gaining learning habits

During online learning, the teachers could not really do a small talk with their students because of limited time and the impossible condition where they could not face-to-face learning, just through online. Hence, the teachers can only motivate the students through some words such as “cheer up” “be eager to learn” “May Allah SWT bless you” and “to all the children, please do the work, because your grades are greatly affected by it”.

In case social competence (Haryanto, Mukminin, Murboyono, Muazza, and Ekatiana, 2016) the teacher put some of their ability to establish a communication with their students. Also an indicator of professional teacher by Hamalik (2004) that is a professional teacher able to run their roles as tutor and resource to the students during teaching and learning process.

- viii. Takes the necessary measures to improve the basic skills of students

English teacher can use any sources to improve students’ basic skill. As declared by Heinich, at al. (1996, p.4) that using

materials as media in teaching English as foreign language can be helpful to the teachers. Teaching media as a tool to support the learning that is used as medium in instruction to deliver the materials to the learners (Rahmi, 2014), for instance share a video, play music, movies or TV show, ask student to talk and record themselves in English, smartphone, voice recording, soon. The teachers few times sent their voice messages in term of the students could take an example to pronounce sentences/words in proper ways.

It was compatible with indicator of professional teacher by Hamalik (2004) these are professional teacher should be able to develop his responsibility. His/her responsibility includes moral, educational, social, and science. Then, professional teacher should be able to run his roles as tutor, assessor and resource in the process of teaching and learning.

Thus, indirectly it helped to improve the students' ability or gave away some tasks to observe the development of students' understanding through the tasks given on that day.

- ix. Knows physical, emotional and mental characteristics of students and designs teaching activities accordingly

For this characteristic, the certified English teachers who have been taught in 8<sup>th</sup> and 9<sup>th</sup> grade might be know their students well physically, emotionally and mentally so that to design teaching activities it became easier and more planned. Therefore, they are fit with pedagogical competence (Haryanto, Mukminin, Murboyono, Muazza, and Ekatiana, 2016) where they possessed capability to develipong the students' potency. So, in this time the teachers are not facing really tough condition in diagnosing their students in online



learning because of their experiences in facing their students in normal way schools before.

However, for those who taught in 7<sup>th</sup> grade there may be a few obstacles because the students entered the schools after the pandemic broke out. Therefore, it might be several opportunities to meet in person but, not as intense as before. At least the teachers and the students knew each other through available platforms.

- x. Is aware not only of formal education but also know adults education and is equipped to support professional development

According to the finding found, all of the teachers have been gotten their bachelor degree in university. Also the teachers are engaged with adult education though to support professional development. Adult education here's which have done by teachers such as attended seminar, conferences.

Which mean met the indicator as professional in part professional teacher should be able to work hard in order to achieve the goal of education. Since a professional teacher should have a broad knowledge and good skills which is then shown by his behavior (Wulandari, 2010, p.45-46).

Thus, the teachers are worked hard to following adult education so that they could give their best in transferring the knowledge, perform their skills, and could show their good behavior after getting the adult education.

- xi. Plans, manages and evaluates school extracurricular activities in cooperation with the school administration

Usually, extracurricular for English is held by certain schools, not applied in all of schools. In this realm, when interview held Mr. Kn said he's a coach for English club in his

school, but because of the pandemic the extracurricular came off since online school. Mrs. Nie and Mrs. My also became instructor for language week in their school which held every Saturday. Both of them, be charge in giving a task such as gave some examples of pronouncing sentences or words then asked the students to record their own voices after that sent it to the instructor.

That explanation above in line with teacher competences that delivered by Wardoyo, Herdiani, and Sulikah (2017) that are professional competence means professional workers whose duty is design and implement the learning process, evaluate the result, undertake guiding and training. After that, pedagogical competence which refers to capability of managing the learning process of pupils that covers the understanding on the pupils, designing and implementing the learning process and evaluating the result, also developing the pupils' potency (Haryanto, Mukminin, Murboyono, Muazza, and Ekatiiana, 2016, p.235-238).

Thus, this activity was run in just few schools and ordinarily the English teachers would be take a part in here but, this activity was cancelled since pandemic spread so that the extracurricular have to stop a while.

xii. Know the necessity of constant professional and personal improvement

The certified English teachers must be open minded person who conscious with their development in case of personal and professional. Teacher development is a constructivist approach to development that high-lights the active and responsible role of the teachers to forge their own personal framework within their respective situated contexts (Bailey, Curtis and Nunan,

2001; Hedgcock, 2002; Freeman, 2002; Borg, 2003; Mann, 2005; Richard and Farrell, 2005; Johnson, 2006; Mullock, 2006; Richard and Farrell, 2011; Crandall and Miller, 2014).

As stated in Brown and Lee (2015) there are some ways to develop teachers abilities and skill such as classroom observation; classroom-based “action” research; teacher collaboration: peer coaching, collaborative curriculum development and revision, presenting at a professional conference, joining a professional association of teacher, informal local teacher support groups; reflective teaching journal; teaching portfolio; professional reading on your own; writing for publication.

Almost all of the teachers following all of the teacher development above in order to improve their abilities and skills so that it would affect their performance afterwards. In line with Hoyle (2001) who stated professionalism related to the improvement in the quality of service rather than the enhancement of status (Demirkasımoğlu, 2010, p.2048).

Collegial or collaborative work such mentioned above among teachers in professional development have been effective way to answer the challenge of curriculum change. It is fulfilling the professional competence as well where a teacher whose duty is conduct research and society service (Haryanto, Mukminin, Murboyono, Muazza, and Ekationa, 2016, p.235-238).

Thus, all of these things in professional developments were doing by all of the teachers are to give opportunity to learn and apply new knowledge and skill that can help them in their job and further their career.

- xiii. Knows the structure and function of the education system and schools also provides necessary opinions, suggestions for development as well

The teachers as a part of the structure of education must know about their obligatory as educator and school administrators where they should make or prepare anything which related on their profession as a teacher who legally registered in our country. This statement is appropriate with indicator of a professional teacher that is professional teacher should be able to do his roles. It means that a professional teacher should be able to run his/her role as an educator, a part of society, a leader, and an administrator (Wulandari, 2010, p.45-46).

They also know about the function of education that is to develop abilities, then formed character or personality of the learners – the teachers should show their personality which is steady, mature, respected could be the model for the students - so that they grow into a more dignified individuals through subject matter that presented during learning process and behavior that showed by the teachers.

That statement supported teacher competences which a professional teacher should possessed which are pedagogical competence refers to the capability of managing the learning process of pupils that covers the understanding on the pupils, designing and implementing the learning process and evaluating the result, also developing the pupils' potency; personal competence refers to the characteristics of teachers' personality which is steady, stable, mature, wise, respected, and also could be the model for students; and professional competence whose duty is design and implement the learning process, evaluate the result, undertake guiding and training, as

well as conduct research and society service (Haryanto, Mukminin, Murboyono, Muazza, and Ekatiana, 2016, p.235-238).

Therefore, as people who take responsibility in running the education, the teachers and other stakeholder parties certainly doing some meeting in case to discuss many things tied to schools, such as facilities and infrastructures to bolster up learning process, any kind of obstacles during online learning, preparing exams, and etc.

- xiv. Is in cooperation with parents and other related people for the best education of students

All of the certified English teachers were in cooperation with parents and other related people. Moreover in online learning, the parental role was played the main character during the process, since distance learning so the students for whole time in house and the parents should monitoring their activities over the teacher' help. All of that things are suitable with conforming to Hamalik (2004) about some indicators which determine a professional teacher which are professional teacher should be able to develop his responsibility. His/her responsibility includes moral, educational, social, and science. Afterwards, professional teacher should be able to run his roles in the process of teaching and learning. The roles of teacher in the process of teaching and learning are as a controller, assessor, organizer, prompter, participant, resource, tutor, and negotiator (Wulandari, 2010, p. 45-46).

For instance, Mr. F has parent WA group to give any information about schools and students' activities. Mrs. Dha, Mrs. Nie, Mrs. My who also cooperated with the related parties, namely BK in overcoming problems with the students

during learning and the BK who contacted the parents. Then, Mr. One, Mr. N, Mr. Kn and Mrs. Fm which also have the parents' contacts to report if the children did not do the assignments, late for class, etc.

Thus, all of the teachers were cooperated with the students' parents let us said the teachers themselves approach the parents or vice versa.

## **2. The identification of how certified English teachers of Islamic Junior High Schools in Banjarmasin to develop their profession**

Teacher development is some effort which done by the teacher to improving and upgrading their skills, knowledge and their self in order to have better performance also their responsibility while on duty.

In line with statement, teacher development is a constructivist approach to development that high-lights the active and responsible role of the teachers to forge their own personal framework within their respective situated contexts (Bailey, Curtis and Nunan, 2001; Hedgcock, 2002; Freeman, 2002; Borg, 2003; Mann, 2005; Richard and Farrell, 2005; Johnson, 2006; Mullock, 2006; Richard and Farrell, 2011; Crandall and Miller, 2014).

Therefore, the researcher talks the teacher development or professional development based on Brown and Lee (2015) which met with the teachers' actions

### **a. Classroom Observation**

Based on the findings have found. As many as four of certified English teachers who involved in classroom observation program. There, four of certified English teachers were observed by headmaster/headmistress and other parties such as KEMENAG when teaching process take place. That thing is relevant with statement from Hora and Ferrare (2013) where the classroom observation is a method of actual observing

teaching practice, with analyst or observes taking notes instructional behavior in the classroom.

Furthermore, a statement of Dessler (2009) which told that teachers fulfilled their roles as an educator, including how well prepared teachers in the class is until the evaluation needs to be done, how much the credits teachers need to handle, and how long the process will last properly. It suits with the trait of classroom observation. Which have criteria defined the performance of teachers when teachers were being assessed based on the tasks accomplished within an exact period required (Wardoyo, Herdiani, and Sulikah, 2017).

It also supported with Torsh (2019) ideas that are two types of observation. First, the classroom observation which is being conducted by school administrator such as headmaster/headmistress. Second, the classroom observation which is conducted by peers, coach, or instructional specialist. Both of them are providing feedback for the teachers. In this case, the four of certified English teachers are into two types of observation. Which one, some of them were observed by headmaster/headmistress, and the others were observed by coach/instructional specialist. It both have aims to make the certified teachers in order that feedback which given by the analysts are useful to making improvements in their classroom management and instructional techniques in the next time.

b. Classroom-based “action” research

According to the finding, classroom based action or well known in Indonesia as PTK (penelitian tindakan kelas) were did by three of certified English teachers. In their words classroom based action research were did in order to improve themselves and develop their professional. This line suitable with statement

of Cameron-Jones (1983) in Khasinah (2013) that action research is carried out by practitioners in this case is a certified English teacher which have aim to improve their professional practice and also understand it better. Conducted research which did by the teachers in this section also including in professional competences based on Haryanto, Mukminin, Murboyono, Muazza, and Ekadiana (2016, p.235-238) that is a professional whose duty is conduct research and society service.

This action research is same with general research where it including questions, collect data, analyzes and then their finding (Khasinah, 2013, p.108). These things appropriate with Mrs. Dha speech, that was she did research where she taught.

c. Teacher collaboration

i. Peer coaching

Founded on the finding, that peer coaching have been done by Mrs. My in 2019. In peer coaching activity a teacher observes and gives feedback to his/her colleague (Brown and Lee, 2015).

In her peer coaching activity, Mrs. My asked her peer to observe her while doing teaching and learning process. In here both could definitely raise which mentioned by Morton (2004) as collegiality and also deeper discussion between two professionals. In addition, this sector made peers could put on more stimulate self-initiating autonomous teacher thought, refined teaching practice as well.

ii. Collaborative curriculum development and revision

As stated in the finding section, inside collaborative curriculum development and revision there were found



effort that have done by the certified English teachers and authorized parties in the schools such as design of lesson planning, selection of learning books, and facilities.

There, programs which ran by in the schools were part of collaboration of those parties. It was relevant with Brown and Lee (2015) who stated this kind of collaboration by those parties namely communicate to each other related to lesson design, textbook adaptation, and pedagogical innovations.

It also in line with social competences which delivered by Haryanto, Mukminin, Murboyono, Muazza, and Ekatica (2016, p.235-238) that is covers the ability to collaborate, communicate, create, and understand cultural, religious, class, and sexual diversity in the community. As mentioned before that the teachers were collaborated and communicated with curriculum supervisor in developing curricula.

### iii. Presenting at a professional conference

In the findings part, amongst the interviewees that were Mrs. Dha and Mrs. Nie who have been served at some conferences. If Mrs. Nie was did training TOEFL among the universities students, Mrs. Dha in some seminars and MGMP training session.

That actions above based on Brown and Lee (2015) became some remarkable opportunities to develop the teachers ideas and also shared it with the professional community about their knowledge. To give those speech, the teachers themselves should focus on background reading which one is a requirement for a teacher to have a broad knowledge and good skill (Wulandari, 2010) since they faced with a

large of number of people outside who have many questions in their heads.

iv. Joining a professional association of teachers

In accordance with the findings, all of the teachers were involved in PGRI and MGMP which organization for all of the Indonesian teachers and the teachers for specific subject matters. In here, they could exchange their own experiences and share ideas related to occupation.

Things above are fit with social competence which tied to teacher professionalism. Which means the teacher has ability to collaborate, communicate, create and understand cultural, religious, class and sexual diversity in community (Haryanto, Mukminin, Murboyono, Muazza, and Ekatianna, 2016). In social community like professional association a teacher will meet with certain people who have different personality. It means that when the experienced and inexperienced teachers into that society/community they have to be able to adapt themselves and make friends with others in their profession to get the stimulation and more experiences (Brown and Lee, 2015).

v. Informal local teacher support groups

Based on the findings result, all of the certified English teachers also joining local teacher groups which mean they were dedicated themselves in community of teacher with specific subject matter. Local teacher group like MGMP Bahasa Inggris but in small region, which limited to their school or neighborhood or city (Murphey and Sato, 2005).

In their small community, the teachers were could switch ideas and feels. In line with Brown and Lee (2015) there the

teachers get together to cover some issues namely students behavior, teaching tips, etc.

In addition, the teachers when doing that gathering felt they have strong bound/solidarity (Brown and Lee, 2015). The teachers recognized as a professional who able to do their roles as a part of society as well (Wulandari, 2010, p.45-46). After that the certified English teachers also applied professional behavior that is orientation primarily to community interest rather than to individual self-interest (Barber, 1965).

d. Reflective teaching journal

According to the findings result, the teachers feel helped with reflective journal. Since it could says as a map/track in their activities in the classroom. In there, they could find some problems occur in their classroom begin with whether or not a learning goal is achieved (Bailey, et al., 2004 in Liu and Zang, 2014) and were the teachers gave clear explanation, also about task/evaluation which given.

As a part of the teachers' decision as suggested by Sakti B (2016) to take deeper thought, analyze and evaluate their activities based on things happen then searching for solution and strategy to solve that problem take place.

e. Teaching portfolio

In accordance with the findings, teaching portfolio have been used for the teachers as one of requirement which have to fulfilled by the teachers. In portfolio teaching itself containing a collection of activities which do by the teachers that related to effort, skills, abilities, contribution to his/her students,

institution such as help university students when they have to conduct a research, etc (Farrel, 2002, p.4).

All of the data above such as Mr. F' activities as mentioned before in the findings that are followed a teacher training for nine months and made exam questions hereafter all of that are organize into a document which have aim to describe through documentation over an extended period of time (Widayati, 2008).

f. Professional reading on your own

Based on the findings, Mrs. Dha, Mr. One and Mr. Kn were mentioned into the literacy activity. Three of them took some time to read some journals, scientific study soon in order to gaining more knowledge about education and related to occupation (Brown and Lee, 2015).

Demirkasimoğlu (2010) stated teachers were required to improve their quality linear to the growth of educational need, and amongst the ways is through literacy activity that is read journals, articles, or scientific study. Afterwards, it also supported by Hamalik (2004, p.38) that a professional should be able to have broad knowledge and good skills to achieve the goal of education.

g. Writing for publication

Based on findings have found, writing for publication to general public were Mrs. Dha and Mr. N. Because both of them were continued graduated program then required them to writing and publish some of their works. When the works were published it became one of the most rewarding endeavors in a teacher's life (Brown and Lee, 2015).

Murphey et al., (2005) mentioned some form of variety of journal which could publish in community for instance in newsletters, local professional booklets, and a growing number of web-based opportunities to writing. In line with Mrs. Dha' journal which published in a booklet in the past and now it also online published, and for Mr. N, I forgot to ask might be he published in a booklet.

Thus, all of these things in professional developments were doing by all of the teachers are to give opportunity to learn and apply new knowledge and skill that can help them in their job and further their career.