

CHAPTER I

INTRODUCTION

A. Background of Study

The Indonesian government has set the standard for educators and administrators as one of the eight standards in The National Standard of Education. It means that they give special concern to the quality of teachers as educators in improving the quality of national education in Indonesia to create an effective learning environment and manage their classes more so students' study results are on the optimum stage.

Concerning this matter, the government set standards for competences which should be possessed by teachers in order to be able to teach the subject and educate their students well. Those competences include pedagogy, personal, subject matter, and social competencies (in Government Regulation 19/2005 on National Standards of Education Chapter VI article 28 verse 3). Furthermore, since teaching has become a professional occupation in Indonesia (Education Bill No. 20/2003 chapter XI article 39 verse 2 and Government Law No. 14/2005), certificate of educators has become another requirement for teachers in order to be acknowledged as professional workers (Government Regulation No. 14/2005 Chapter 1 article). Those who have been certified are considered as professional teachers since they have passed the examination of certification.

Certification is the process of giving educator certificates to teachers who have met certain requirements, that is to have academic qualifications,

competence, physical and spiritual health, and have the ability to realize the goals of national education, coupled with the improvement of decent welfare.

Although they have already been acknowledged as professional teachers, certified teachers should not stop learning after they get their professional teacher certificate because teachers are supposed to upgrade their professional knowledge because the knowledge about teaching and learning is “in a tentative and incomplete state” and “teacher professional development is a dynamic and career-long process” (Amin, 2012).

Professional development is a crucial component in nearly every modern proposal for educational improvement. Professional development refers, in the descriptive sense, to the way teachers’ evaluation occurs, to interventions and training to direct the evaluation in professional behaviour in a more desirable way during long process in the profession, as a English teacher as a major factor in efforts to improve schools

Teachers professional means the quality of teachers stated in the Holy Qur’an Surah As-Shof : 3. As follows :

كَبُرَ مَقْتًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ (٣)

The verse provides threats and warnings against those who are relaxed. the point is that this verse warns of the importance of professionalism in a job that is demanded. Teacher’s professional concern with the ability of a teacher or educator in terms of reasoning, understanding means a teacher must mastered the materials and methods that will be taught to the students. By knowing the

materials and methods of education of course a teacher will be more capable and decent in implementing the educational process of the students.

The condition also applies to teachers of English as a foreign language in Banjarmasin. English is believed as a medium which can bring development through international communication and scientific knowledge. This situation causes English teachers' position as foreign language educators to become more important. Students need English teachers who have outstanding skills, abilities, and competences in both their knowledge of English as well as in their professional life. In that case, the teachers can bring them to reach the aim of being able to communicate in English well so they can meet the demand for capability of competing in higher levels of education as well as developing their country later on. Consequently, the professional development is needed by the English teachers, especially by those who have been certified to maintain their professional in content or subject matter knowledge, knowledge and skills to teach the content, and ability to impart learning to students. Teacher is a person who help others to acquire knowledge, competence and values.

The problem here is certified teachers cannot always be assumed to reflect superior competence. The teachers who not yet certified also can do professional development by evaluation and trining. The previous study done by Fahmi (2011) showed that the certification program is not always followed by teachers' better performance in professional development as well as in improving students' performance. So' the researcher interest to investiged or to know ; how certified and uncertified English teachers develop their professional are.

Here are previous studies related this problem: the first research (I) written by Drs, Sa' dillah, et al (2013) have shown that English teachers develop their professional teacher by some aspects, namely, ongoing development such as doing personal reflection, cooperative discussion, peer observation and having students feedback, second developing through reading and further study by joining professional association, sharing technique and methods, writing journals, and doing comparative studies or classroom action research. The second reserach (II) written by Tanang et al (2012) about teacher professionalism and professional development practice which have shown the need to display exemplary behavior-attitude, strength teaching skill, knowledge and beliefs through diversity learning activities in effective professional development. Teacher professional development needs supporting on policy, moral, infrastructure, and financial that can lead teachers to be professional.

By look at to this issue and this problem above, Therefore, the researcher intend to do a study about English teachers' professional development by teachers who certified and uncertified with the title: **A STUDY ON CERTIFIED AND UNCERTIFIED ENGLISH TEACHER' PROFESSIONAL DEVELOPMENT OF SENIOR HIGH SCHOOLS IN BANJARMASIN.**

The researcher wants to conduct the research in senior high schools Banjarmasin because in high school, the students should have the learning skills required to focus on subject matter with greater depth, so they need teachers with more through knowledge of specific disciplines like language arts.

B. Statements of Problem

Based on the description above, the researcher formulate the problem as followed :

1. What kinds of professional development were experienced by certified English teachers ?
2. What kinds of professional development were experienced by uncertified English teachers ?
3. What were the challenges faced by certified and uncertified English teachers in pursuing professional development ?
4. What kinds of supports have been given to pursue professional development ?

C. Objective of Study

Based on the formulation of the problems , this research is directed :

1. To know the kinds of professional development experienced by certified English teachers.
2. To know the kinds of professional development experienced by uncertified English teachers.
3. To know the challenges faced by certified and uncertified English teachers in pursuing professional development.
4. To know the supports of English teachers who have certification and have not certification to pursue their professional development.

D. Significance of the Research

The researcher conduct the research to get some benefit, as follow:

1. Theoretical Aspect

It will serve as information and consideration about Certified and Uncertified English Teachers' Professional Development of Senior High Schools Banjarmasin.

And it will develop awereness for English teachers about the importance of professional development.

2. Practical Aspect

- a. Consider for educational administrators as input to increase and improve quality of teaching in Banjarmasin.
- b. To provide information and consideration for future reasearch with similar problem.
- c. To enlarge the literacy source of UIN Antasari Banjarmasin.

E. Definition of Key Terms

For the purposes of avoiding misunderstanding. The following important terms need to be operationally defined. These are some definitions of this research based on the title.

1. Certified English Teachers

Certification is the process of giving educator certificates to teachers who have met certain requirements, that is to have academic qualifications, competence, physical and spiritual health, and have the ability to realize the goals

of national education, coupled with the improvement of decent welfare. So' certified English teachers who got certificate (professional) educator after the process test.

2. Uncertified English Teachers

Is the English teachers who not (yet) have certification from process of giving educator certificates to teachers who have met certain requirements, that is to have academic qualifications, competence, physical and spiritual health, and have the ability to realize the goals of national education, coupled with the improvement of decent welfare.

3. Professional Development

Professional development is a crucial component in nearly every modern proposal for educational improvement. Professional development refers, in the descriptive sense, to the way teachers' evaluation occurs, to interventions and training to direct the evaluation in professional behaviour in a more desirable way during long process in the profession, as a English teacher as a major factor in efforts to improve schools.