

CHAPTER IV

FINDING AND DISCUSSION

This chapter present data analysis and discussion of findings in order to answer the research problem about certified and uncertified English teachers' professional development. In the previous chapter the researcher stated that the data was taken from nine (9) schools, the researchers distributed questionnaire to 20 English teachers, consisting of 10 certified English teachers and 10 uncertified English teachers followed by interview to some teachers.

A. FINDINGS

Questionnaire is the first cycle which taken by the researcher to collect the data. In the instrument of questionnaire sheet, there are twelve basic question from three aspects of categorized to pursue professional development, namely : ongoing development, Development through reading and further study, and further development.

1. Certified English Teachers's Professional Development

Table 4.1 Certified English teachers' professional development

Professional development did by ten certified English teachers			
No	Teachers' Professional development	Number of teachers	Percentage
1	Personal Reflection	10	100 %
2	Collaborative discussion with colleagues	10	100 %
3	Peer observation	5	50 %
4	Students feedback	10	100 %
5	Reading professional literature	10	100 %
6	Enrolling in a related post-graduate study	2	20 %
7	Joining workshop/seminar	10	100 %
8	Joining professional association	6	60 %

9	Sharing technique and Methods	9	90 %
10	Action Research	7	70 %

As can be seen in table 4.1, the professional development have done by certified English teachers.

As the result or finding of questionnaire which has been filled by ten certified English teachers in doing their professional development as teachers in the past year

a. Personal Reflection

All of the teachers answered that they did personal reflection. The teachers said that they develop through reflect what happening in their lesson and exploring classroom processes by asked the students about the lesson, exploring the students' knowledge before and after the lesson, then identifying the extent to which students' understanding of the lesson so that teachers can know the effectiveness and level of students' understanding of the lessons that have been taught so as to continue to motivate students in learning.

Mentoring of experienced teachers to their junior promote the status of teaching profession for quality output. The most common way for high quality teaching skills, knowledge and career are achieved through improving teacher qualification to higher level.

b. Collaborative discussion with colleagues

All of the teachers said that they have ever done informal discussion with their collagues. They discussed about the problem in

the classrom and students' learning, the probable solution, and about good idea to give students motivations.

Some of them said about the benefits of doing this such as can solve some problems and find solutions together, accustomed to sharing ideas or anything about what they learn, and also able to equate vision and mission in teaching.

The obstacles they often encountered for discussion were the different problems of time in their teaching or limited due to a number of teaching hours.

c. Peer observation

In this study, 50 % teachers or 5 teachers did peer obsarvation with other colleges. They said that it was good to help teachers improve the other and to know the strenghts and weaknesses of their teaching.

They said that the obstacle is about the time between one teacher and another to do peer observation.

d. Students feedback

In this research, all of the teachers asked feedback from students by asking students to answer oral question, written question, and less of them asked by writing the students latter.

The most of them used oral question to get students feedback by asked them about teaching material. One of the teachers said that the obstacle to get a feedback from students has been not all the students active to give feedback.

e. Reading professional literature

All of certified English teachers answered that they read methodology and technique in teaching and learning. It can be improve the skills and professionalism of teachers.

Most of them read more often by accessing from the internet than books.

f. Enrolling in a related post-graduate study

Out of 10 teachers in this study, it was found that only two teachers who were doing post-graduate study in related field of study in Java before they became the teachers.

Some of teachers who did not post-graduate study in related field said the reason, because, they have to learn out of Banjarmasin. So they were constrained in time, money, age, and a busy at school, organization, and family.

g. Joining workshop/seminar

All of teachers answered they did join workshop and seminar with various topics such as teaching resources, lesson study, and the introduction to a certain teaching and learning model for the last one year. The workshop that they often follow was the workshop held by MGMP (Musyawarah Guru Mata Pelajaran). Although some of them said that the time of the seminar or workshop sometimes coincides with the school or teaching activities but for them keep trying to follow the particular teacher who has been certified because of many benefits that

can be in such as adding insight and knowledge, deepening knowledge in the field of study, improve the skills of teachers, and can develop their professionals.

Seminar and workshop supplemented their activities for better performance in the classroom.

h. Joining professional association

60 % or 6 teachers participated in this study said that they joined professional association called MGMP. MGMP meeting held every weeks in Wednesday, but now MGMP held twice in a month. They said that MGMP is very good because able to expand and develop knowledge, improve the skills of a teacher in teaching, and also add friends in sharing, but, some of them said that sometime the time in meeting is not suitable with their schedule.

Teachers are familiar to do formal learning activities in Teacher Subject Forum or Musyawarah Guru Mata Pelajaran (MGMP) in the district area of teachers' workplace. Teachers also joined in service trainings which are usually done to introduce new policy and method in teaching and learning activities.

i. Sharing technique and Methods

This research found 90 % of certified English teachers did share the techniques and method in teaching English informally through regular meeting at MGMP. Some of them said that MGMP is

informally time to share the technique, method, and teaching innovation to be better in teaching English.

Teachers also felt difficult to share and to discuss the materials because of the limited time even decreased the duration for several days.

j. Action Research

Based on the answer given by the teachers participated in this study, most of them did classroom action research with 70 % teachers did it. And one of the reason is to practice of promotion of teachers.

2. Uncertified English Teachers's Professional Development

Table 4.2 Uncertified English teachers' professional development

Professional development did by ten uncertified English teachers			
No	Teachers' Professional development	Number of teachers	Percentage
1	Personal Reflection	10	100 %
2	Collaborative discussion with colleagues	10	100 %
3	Peer observation	2	20 %
4	Students feedback	10	100 %
5	Reading professional literature	9	90 %
6	Joining workshop/seminar	10	100 %
7	Joining professional association	10	100 %
8	Sharing technique and Methods	9	90 %

As can be seen in table 4.2, the professional development was done by uncertified English teachers.

There were 10 uncertified English teachers have been respondent in this research. They did same ways to pursue professional development such as :

a. Personal Reflection

In this study, all of the teachers or 100% of them did personal reflection. The most teachers said that they develop through exploring classroom processes by see the students' difficulties in facing lessons which aims to identify the progress of students.

One of them also mentions the obstacle of exploring classroom processes was that not all students can be explored because the students tend to ignore, and the large number of students and the English language skills of the various students become obstacles in exploring the learning process in the classroom.

Personal reflection, according to them were a very important thing to do because it aims to recognize the student and their constraints in learning so as to develop and design the next better learning activities.

b. Collaborative discussion with colleagues

All of the teachers said that they have ever done informal discussion with their collagues. They discussed about the problem in the classrom and students' learning, the probable solution to finding a better way in teaching certain topics.

Some of them said about the benefits of doing this such as can solve problems in the classroom together and exchange opinions from each other's experiences, sharing each other and providing useful solutions in using effective method to teach student.

The obstacles, they often encounter for discussion were about the different problems of each student in the discussion and the different ways of teaching methods and media.

c. Peer observation

Unfortunately, when being asked about this, two of the teachers or 20 % did peer observation. Some of them do just because of supervision and observation of the 2013 curriculum and others only done by senior teachers. Whatever the obstacles in doing it is the timing and sometimes the teacher has a way of self-assessing without having to do peer observation.

d. Student Feedback

In this research, all of the teachers or 100 % uncertified English teachers asked feedback from students in the first and the last lesson. They said that feedback from students would be useful to know the student's assessment of how to teach the teacher in the classroom, to encourage the students to be more active, and to know the extent to which students understand the lesson and also know the progress of students in learning, even from direct and written questions would be seen students who are diligent and lazy.

e. Reading professional literature

90 % uncertified English teachers from 10 English teachers read professional literature. The most of them usually read more in the

internet than book because in now easier for them to search for information over the internet than to search for a book first.

Some of them are actively reading any sources from internet, books, and scientific writings and so on.

f. Seminar/workshop

When being asked about this, all of uncertified English Teachers or 10 teachers in this study did join some workshop or seminar with various topics such as teaching resources, lesson study, and the introduction to a certain teaching and learning model.

They usually joined seminar/workshop in MGMP. but very rarely attend seminars other than the MGMP because of lack of information about the seminar, if there was usually held in school hours or time, and one of the reasons also some workshop were quite price.

g. Joining professional association

100 % the teachers participated in this study said that they joined professional association called MGMP. MGMP meeting is once every 2 weeks in Wednesday. However, they did not attend the meeting regulary. They said that MGMP is good and give new knowledge, share experience, gaining more information bout association. But, they chose to do something else instead of attending MGMP meeting because every teachers could been quite busy and sometimes MGMP meeting was leaved.

h. Sharing techniques and Methods

This research found 90 % of uncertified English teachers did share the techniques and method in teaching English informally through regular meeting at MGMP for the last one year. Some of them said that MGMP is informally time to share the technique, method, and teaching innovation to be better in teaching English.

Most of them said about the benefits of doing this activity such mutual sharing to improve teaching so that students understand the lessons and have inputs for better way teaching.

3. The challenges faced of English teachers in pursuing professional development

After analyzing the professional development was done by certified and uncertified English teachers, the second questions probed in this study about the challenges faced of English teachers in pursuing professional development. Some challenges faced found in this study such as :

a. The challenges faced of certified English teachers in pursuing professional development

1) Time management

Time is the most one of their challenges faced to continuing the professional development. They said such as examples were about the same time between time to their teaching and seminar/workshop and full of their time with 24 hours obligation to

teach in school and time to get post-graduate study need to go to other town to study.

2) limitations of pedagogical understanding

Some teachers who have been teaching long enough, in the sense of their learning has been too long with the lessons, materials and delivery of materials, methods, and techniques that can be said to be traditional compared to now that provides many innovations in teaching, their constraints to develop professional they. So they should really develop themselves by reading some literature, attending seminars / workshops, discussing with peers, and others professional development.

b. The challenges faced of uncertified English teachers in pursuing professional development

1) Time management

Time is the most one of their challenges faced to continuing the professional development. They did not have many time to do some professional development such could be present in seminar/workshop because the time same with their teaching and did not study in post-graduate because teachers need to go to other town to study.

The time also becomes main handicaps in achieving better practice because it has limited space to practice in massive materials. They were lack of time to reflect and evaluate the content based on

the real experience in the classroom. In implementing effective learning, teachers should be involved in determining the duration, strategy, and content based-experienced in the class to recover their problems. Thus, the participants actively sharing to find out the solution not just come listening speech.

2) Motivation

The internal factors of teachers such as personality, motivation, and commitment are still the main impediment challenges of teaching profession. Some of the teachers not motivated to do like get a certified teachers or to pursue some type of professional developemnt from schools, but, the teacher always develop the teaching and learning the classroom and explore the knowledge.

3) Cost

No fund provided to enroll in post-graduate study and sometimes to join workshop/seminar.

4) Professional exam

The one of the challenges faced was the professionalism test because the tested not only examines the related subjects, but also tests pedagogical, academic, interest and talent, mathematics and psychology. as well as the long process of being their obstacle in pursuing professional. Teachers did not have the same opportunities

to learn and maintain the level of professionalism by participating in professional.

5) The less time to teach

Some of teachers were less time to teach. Their obstacles to pursuing professional teachers were insufficient hours of teaching for 24 hours a week, while the requirement to get their teacher certification must meet 24 hours of teaching. They said that the difficulty of finding additional classes or schools were their obstacle.

6) Age

One of them said that ages which are not young become their obstacles to pursue professional teachers.

4. Supports have been given to pursue professional development

This the last question in this study is about the supports have been given from the personality, the head master and schools, to the teachers to increase professional development.

a. Supports have been given to certified English teachers

There found that the support given from the headmaster and school related to teachers' professional development. The headmaster asked them about how teaching process in the class, and sometime gave the feedback and suggestion. And else, the headmaster and schools gave support by increasing the position in schools that impact on salary increases. Moreover, the teachers were given the opportunity to join the

workshop or attend seminars, it was must pay themselves. Unless the seminar was related to the school then the school would pay it. Others support by teachers selves were about their long teaching in the schools, the material, and for better as a teacher.

b. Supports have been given to uncertified English teachers

In this study about support have been given to uncertified English teachers, the researcher found that there were no support and the supports from the headmaster and school. 20 % of teachers have not been given supports from the headmaster. The teachers said that the headmaster never ask them about how teaching process in class. In the other hand, on the other hand there the headmaster and schools provided support to teachers to always continue their professional development by providing input and advice to teachers, providing opportunities for training although it should be at their own expense, allowed teachers to add classes to achieve target 24 hours of teaching, to be a professional teachers or to get certified teachers or allowed to add classes outside school. Others supports by teachers' personality because they feel lacking in professional field of study, to improve the quality of education because professional teachers can provide the best education again for students, teachers always prosecuted be innovate, and materials such salary increases and so forth.

B. DISCUSSION

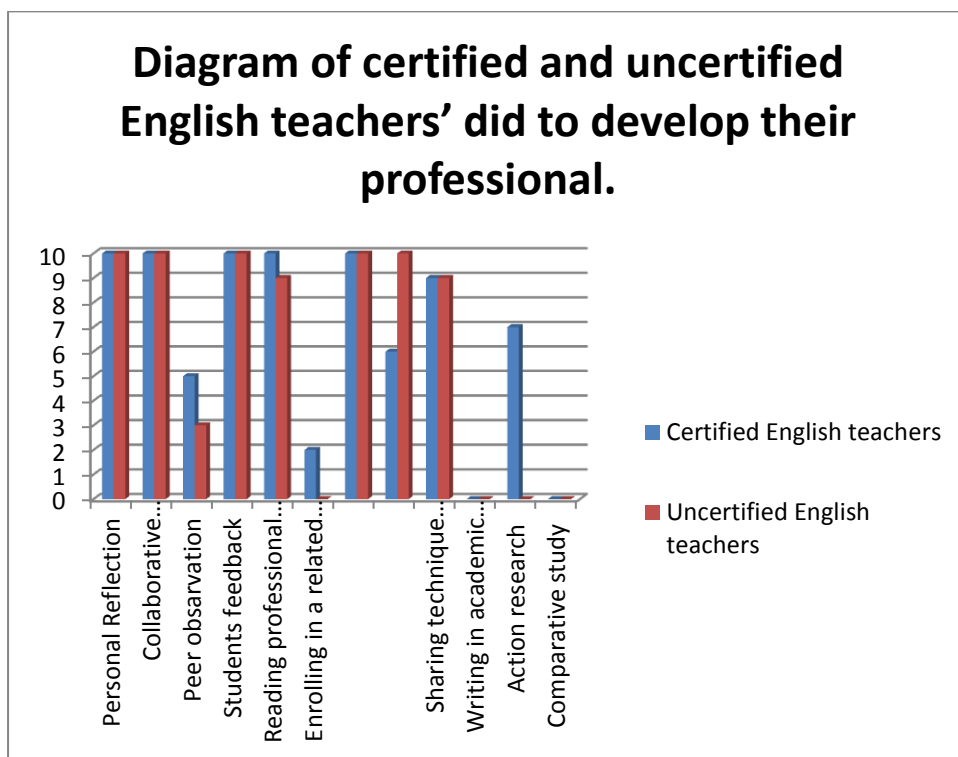
In this chapter the researcher focused on describing the data as the result of questionnaire and interview about teachers' professional development. In the previous chapter researcher stated the theory about professional development.

Penny UR (2012) has classified three main categories of teacher professional development, they are as follows : Ongoing Development, development through reading and further study, and further development. There were done by certified and uncertified English teachers' to pursue their professional development. The researcher describe what the teachers did to develop their professional between certified and uncertified English teachers on senior high Schools Banjarmasin :

1. Certified English teachers from 10 teachers, on senior High Schools Banjarmasin, did professional development with percentage : 100 % did personal reflection, 100% discussed with colleagues, 50% did peer observation, 100 % of certified English teachers asked for students feedback, 100 % read many reading materials, 20 % studied for post-graduate, 100 % joined workshop/seminar, 60 % have joined professional association called MGMP, 90 % shared technique and method informally through meeting at MGMP, 0% wrote in academic journal, 70 % did action research, and the last 0 % did comparative study.
2. Uncertified English Teachers from 10 teachers, on senior High Schools Banjarmasin, did professional development with percentage : 100 % did personal reflection, 100% discussed with colleagues, 30% did peer

observation, 100 % of uncertified English teachers asked for students feedback, 90 % read many reading materials, 0 % studied for post-graduate, 100 % joined workshop/seminar, 100 % have joined professional association called MGMP, 90 % shared technique and method informally through meeting at MGMP, 0% wrote in academic journal, 0 % did action research, and the last 0 % did comparative study.

Table 4.3 The Diagram of certified and uncertified English teachers' did to develop their professional.



Based on the diagram above, it can be seen that there were certified English teachers did many professional development than uncertified English teachers.

As mention above that in addition certified teachers its means teachers' qualification motivated teachers to always improve their professional. Teachers

need opportunity to involve in the professional development in order to maintain and grow up their knowledge, skills, and practice. (Rahayu : 2007)

The kinds of professional development have been made in Indonesia ,especially in Banjarmasin, to improve teacher professionalism such as, MGMP (Musyawarah Guru Mata Pelajaran or Forum of Teacher-subject) is the most familiar of professional development among teachers in Indonesia that allow teachers to share their experiences in solving the problem they face in teaching activities. The other forms of professional development held for teachers are training and workshop with generally or specifically purposes. The programs proposed in it will be melting the daily-faced problem in learning and teaching and improve teachers' innovation and creativity for the successful of the students. MGMP emphasis on how to develop professional skills of teachers through the forum peers. During this forum colleague who has been there is a periodic MGMP gathered with the aim of encouraging an increase in the quality of teaching and teacher competence. MGMP are focused on the development of teacher competence are more operational and concrete.

The successful of teacher professional development is usually handicapped by many factors. The problems come from the teachers personality, the time management, the programs and activities which are not in touch with the specific need in teaching and learning. Teachers also felt difficult to share and to discuss the materials because of the limited time even decreased the duration for several days

Teachers have rights to get facilities and opportunities to keep their profession. They are supported to get access for continuous learning through in-service training, higher education, and prepare various learning activities independently. They need sufficient budget for teaching activities and raising their welfare to keep the consistency on duties at school. The cycle of improvement approach to PD has implications for the role of motivation. (Fernandez, 2002)