

CHAPTER V

CLOSURE

A. Conclusion

The purpose of this research is to know what certified and uncertified English teachers did to pursue professional development on Senior High Schools Banjarmasin. Besides, it is also to know what the challenges faced by certified and uncertified English teachers and what the supports of English teachers in pursuing professional development. Based on the research and data analysis, , there are some important conclusion that can be presented by the researcher as follows:

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 % join workshop/seminar, 60 % 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, 20% 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 % 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.

3. The challenges faced by certified and uncertified English teachers in pursuing professional development

a. Based on the result, certified English teachers found the obstacle in time. 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. And limitations of pedagogical understanding.

b. Uncertified English teachers found the obstacle in time management, motivation, cost to fund provided to join workshop/seminar or enroll in post-graduate study and the less time to teach.

4. The supports of English teachers who have certification and have not certification to pursue their professional development.

a. Supports have been given to certified English teachers

There are found that the support given from the headmaster and school related to teachers' professional development and the teachers' personality.

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 from the headmaster and school. 20 % of teachers have not been given supports from the headmaster. They are less motivated to pursue professional development.

B. SUGGESTION

Considering the result of this research, the researcher suggests :

1. The researchers suggest to the certified and uncertified English teachers and prospective English teachers to actively improve their competences by trying out various professional development activities and then figure out the most effective one to do continuously. Further researchers are also expected to conduct further and deeper study relating to English teachers' professional development in bigger cities.
2. Next researcher who wants do the same research in more enriched one are expected can become a reference to continue next research.