A STUDY OF THE CERTIFICATION OF EFL TEACHERS IN
CENTRAL KALIMANTAN, INDONESIA

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This thesis is submitted in total fulfilment of the requirements of the
degree of Doctor of Philosophy

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Declaration

I hereby certify that the work herein, submitted as a research thesis for the degree of Doctor of Philosophy at the University of Newcastle, is the result of my own original research and investigation. To the best of my knowledge and belief, it has not been submitted for any degree to any other university or institution. All references used for this work have been acknowledged specifically. I give consent to the final version of my dissertation, when deposited in the University Library, being made available worldwide for loan and photocopying subject to the provisions of the Copyright Act 1968.

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Abstract

A study into English language teaching in Indonesia has been conducted. English language teaching in Indonesia has not been successful in its goal of producing effective English speakers. Part of the problem has been inadequate teaching. The Indonesian government has taken steps to improve the quality of English as a Foreign Language (EFL) teachers. One of these steps has been a process of certification.

The main objective of the certification for EFL teachers was to improve the quality of teachers, specifically, to strengthen their professional competence. With certification came an increase in remuneration. There is little evidence that certification has improved the quality of EFL teachers. The data gathered by the current study provides further evidence that the current process of certification has not produced the desired result.

Teacher certification in Indonesia is problematic because the notion of professional competence proposed by the Ministry of Education is insufficient to cover a broader conception of professional competence. Teachers are only assessed through portfolio; there is no assessment of their performance in the classroom. There is little evidence that certification improves teachers’ professional competence. There is no training incorporated into certification to improve teachers’ competence.

The current study examined attitudes towards certification by EFL teachers and EFL assessors. Quantitative (surveys) and qualitative data (interviews) were gathered. Analyses of the data showed widespread dissatisfaction with the current process of certification. On the basis of empirical findings and theoretical perspectives, a
proposal for an improved process of teacher certification is presented. This process includes pre-training and post-training, observation of teachers in classrooms, and on-going certification. The current study makes a substantial contribution to a reconceptualization of certification of EFL teachers in Indonesia.