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.
Chapter One

Introduction to the Research

1.1 Introduction

English is a global language. Its status as an international language has been the result of economic development and rapid progress in science and technology in the English speaking countries. English is used as a lingua franca by non-English speaking countries in intercultural communication, international trading, and cultural exchange. Indonesia, the largest developing country in Southeast Asia, sees raising the level of English language proficiency as vital to its economic and technological development.

The Indonesian Government wants to raise English teachers’ professional competence to improve the quality of English teaching. Without highly qualified English teachers, improvement in English language teaching is an empty statement. One initiative taken by the government to promote this has been a process of teacher certification.

Certification is conducted by education authorities in Indonesia using guidelines imposed by the national Government. English teachers in both state and private schools in Indonesia must complete certification. Certified English teachers have higher status and more economic
benefits than those not certified. Teachers who are not able to pass certification must undertake further training before attempting certification again. Certification puts pressure on the teaching workforce and comes at a considerable cost to the Government. However, teacher certification in Indonesia has not been thoroughly examined. The argument that this initiative will promote the competence of English teachers has yet to be tested.

For certification, the provincial education authority checks four elements of competencies of English teachers: professional competence; pedagogical competence; personal competence; and social competence. Among these, professional competence is regarded as the key component. Competencies are all assessed through a teacher’s portfolio, that is, a written submission which summarises their performance in four areas (Samani et al., 2006).

Professional competence is defined by the Indonesian Ministry of Education (2007) as knowledge in the various aspects of language, including linguistics, discourse, sociolinguistics, and strategies. This definition is close to the definition of communicative competence proposed by Hymes (1973). According to Hymes, communicative competence consists of four elements: grammatical, sociolinguistic, discourse, and strategic. This conception has been widely accepted and is supported by Canale and Swain (1983). The Indonesian government
sees the communicative language curriculum as the solution to problems with English language teaching (Samani et al., 2006).

There are concerns about the definition of professional competence proposed by the Indonesian Ministry of Education. First, communicative competence may not fully cover the professional competence needed by English teachers in the Indonesian cultural context. Second, competence is assessed most reliably by observing teachers in action. Teachers’ written accounts of their performance may differ from how they behave in the classroom. Third, questions remain about the most effective way to assess communicative competence. To redress these concerns, this study examines the process of teacher certification and its effects on the professional competence of EFL teachers in Central Kalimantan, one of the provinces in Indonesia.

This first chapter provides a general introduction to the study. It identifies problems with EFL teaching in Indonesia and examines certification as one of the initiatives of the Indonesian Government to improve EFL teaching. The main research question and sub-questions are provided and the general framework of the thesis is outlined.
1.2 Background of the Study

Education in Indonesia is administered by the Ministry of National Education. Education is defined in Indonesian law of 2003 (UURI, 2003) as a planned effort to establish a learning environment and educational process so that students may actively develop their potential in religious and spiritual achievement, consciousness, personality, intelligence, behaviour, and creativity for themselves, other citizens, and for the nation. Education in Indonesia is divided into formal and non-formal sectors (UURI, 2003). Formal education has primary, secondary, and tertiary levels. Non-formal education is offered outside the formal education system, for example, courses offered by a commercial language centre or a training institution. In Indonesia, the main medium of instruction is Bahasa Indonesian (UURI, 2003).

However, English has received increasing attention from the Government. English has been introduced into the curriculum from the primary school. Nearly 85% of reference books in science, technology, and education are written in English (Halim, 1999). English is a gateway to many important opportunities. Competence in English is becoming essential for upward social and economic mobility. English is the most important foreign language. It is used for inter-country communication in Asia. It is one of the major subjects in the National Examination at primary and secondary levels.
In spite of the importance of English in Indonesia, there are problems in EFL teaching. First, the linguistic diversity of Indonesia hinders English teaching. As shown in Figure 1.1, the linguistic situation in Indonesia is complicated. More than 400 local languages with thousands of dialectical varieties are spoken as first languages (Nababan, 1982). In addition, because the nation consists of thousands of islands, schools systems differ from one place to another.

**Figure 1.1 Geographic nature of Indonesia**

The geographic and linguistic diversity of Indonesia impedes learning English. In addition, there are historical impediments to learning English. Indonesia was a colony of the Netherlands, occupied by the Dutch for more than 350 years (Nababan, 1982). During the early period after Indonesia gained independence in 1945, education was not the priority of the Government (Dardjowidjojo, 2000) because the political situation was not stable. In 1950, the Indonesian political
situation was relatively stabilised and the Government was ready to choose a foreign language to be taught in schools. Even though many people were more familiar with Dutch than with English, English was selected because it was considered an international language (Dardjowidjojo, 2000; Nur, 2003).

The Indonesian Government has acknowledged that English language teaching in government schools, private schools, and colleges is unsatisfactory. According to Kirkpatrick (2007), problems may be attributed to unskilled teachers, poor facilities, and undesirable learning environments. Dardjowidjojo (2000), after a survey of English Language Teaching (ELT) in Indonesia, stated that a typical high school graduate is not able to communicate intelligibly in English. Graduates who can communicate well have probably taken private courses or come from families with access to additional language courses or access to English speakers.

Students who are not able to communicate intelligibly in English tend to have had teachers with low levels of competence in English. Teachers may be able to read and write well in English but they cannot speak fluently in English. It is common practice that in EFL classes, teachers often use the first language (L1, Bahasa Indonesian) instead of the target language (L2, English). According to Musthafa (2001), English is seldom used in the classroom. Teachers use Bahasa Indonesian to
conduct their English lessons and students are given few opportunities to use English. English is not used in daily life in Indonesia.

The Indonesian Ministry of Education is under pressure because its English language teaching lags behind teaching in Singapore, Hong Kong, Malaysia, and the Philippines. These four countries were British or American colonies. Singapore has been using English as a medium of instruction since 1823 (Kaplan, 1989). Likewise, in Hong Kong, English was brought in during British colonial rule in 1841, and used as the major language of instruction (Lu, 2000). Malaysia, a member of the British Commonwealth, also has historical ties to English. The Philippines is a former colony of the United States. However, the Philippines, like Indonesia, experiences problems with linguistic and geographic diversity.

Lamb (2007) argued that English teachers in Indonesia are burdened not only by a demanding curriculum set by the national Government but also by insecurities about their communicative competence in English. Teachers are under pressure because the Government frequently changes the English curriculum. New curricula were introduced in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, and 2006. Curricular change places a burden on teachers because they have to accommodate revised curricula as well as develop their competence in English. Changes to the curriculum are under the control of the Government, but implementing the curriculum is the
teachers’ responsibility. It can be argued that improving teachers’ professional competence is more urgent than changing the curriculum.

One change to the curriculum has been the introduction of communicative language teaching (CLT). It was first recommended in 2004 and re-emphasised in the 2006 school curriculum. This approach is regarded as new in Indonesia although the communicative approach has been used widely in Western countries. China implemented the communicative approach in teaching English at both the secondary school and the tertiary level in the early 1980s but its success is questionable (Rao, 2002). In the West, the communicative approach now is considered rather out-dated. In Belgium, for example, the teaching of English now is focused on reading since students’ oral communication tends to be good. The Indonesian Government, however, believes that students would benefit by the communicative approach because Indonesia needs to use English as a *lingua franca* to communicate with countries in Asia and further afield.

The goal of teaching English at junior high school is to enable students to use the language both in oral and written form (Kepmendiknas, 2006). Students are expected to express their ideas and feelings and understand those of others. In addition, EFL students are encouraged to participate in intercultural communication.
The theoretical foundation of CLT is Hymes’ notion of communicative competence. According to Widdowson (1991), communicative competence involves consideration of a range of issues in discourse analysis, pragmatics, and the theory of grammar. Communicative competence is what speakers need to know in order to be understood by others in a speech community. The notion of communicative competence is not clear to all EFL teachers in Indonesia. Many lack communicative competence in English themselves and as a result, they have trouble applying the communicative language approach. Teaching English using a communicative approach is desirable because a language is best taught by using it actively (Freeman, 2001).

Musthafa (2001) points out that the emergence of "Communicative Language Teaching" in public discourse, and later, the "Communicative English Teaching Approach" in Indonesia’s schools is a response to disappointment with earlier approaches to teaching English. Even the term communicative approach in the context of the English Curriculum for Junior high school has different meanings. The communicative approach is noted in the curriculum but the teaching process in the classrooms still focuses on grammar and syntax. The label has been changed but the content remains largely unchanged. Most EFL teachers do not fully understand the theory which underpins communicative competence.
The Government initiated the process of certification in an attempt to improve EFL teaching in Indonesia. There is evidence in other countries of the positive effect of teacher certification on student achievement (for example, Darling-Hammond, 2002). Teacher certification is used widely in the United States. To obtain certification in the United States, teachers must complete six computer-based exercises and assemble a portfolio that shows how their teaching meets pre-determined standards (Newman & Thomas, 1999).

In Singapore and South Korea the government does not conduct certification for teachers, but they have quality control mechanisms which monitor teachers after they graduate from university. Certification can be a useful way to check teacher quality but it is not the only way to assess teachers’ competences (Darling-Hammond, 2002). A successful certification procedure requires a design that suits a country’s social and cultural context. Effective certification should provide a means to differentiate between competent and incompetent teachers.

In Indonesia, pedagogical competence requires teachers to plan, conduct, and assess effectively. Personality competence requires teachers to act as role models for students, for example, by dressing modestly and leading restrained social lives. Social competence requires teachers to interact effectively with students and the community. The final competence is professional competence (Samani et al., 2006).
Teachers are expected to demonstrate their professional competence through certification. Professional competence is considered the main competence. Brindley (2002) argued that professional competence is key because teachers should know how to behave and what teaching should encompass. Hilferty (2009) agrees that professional competence is the core of teachers’ competencies because it encompasses both pedagogy and knowledge of the subject being taught.

In terms of EFL certification, this requires knowledge of language (grammatical, discourse, sociolinguistics, and strategy) and the use of the language in written and spoken form. Competence is essential for teachers’ professionalism. The definition of professional competence outlined by the Indonesian Government matches Hymes’s (1973) notion of “communicative competence.”

The Indonesian Government launched certification in 2006 with a corresponding increase in financial recompense to teachers. Certification is required for teachers in all discipline areas except for teachers who work in religious departments. They are certified by the religious department. Certification of EFL teachers is the responsibility of the Ministry of Education located in various provinces or regions in Indonesia. Figure 1.2 provides a summary of the process of certification for EFL teachers.
To become a teacher in Indonesia, a person must have a four-year diploma relevant to his or her teaching subject. The main objectives of the certification process are to identify suitable teachers, to improve the practice of teaching and the quality of graduating teachers, and to improve the competencies of practising teachers (Samani et al., 2006).

Teacher certification now has been conducted for seven years in Indonesia but to date no systematic evaluation has been undertaken. The main purpose of the current study is to investigate the impact of certification on the professional competence of EFL teachers in Central Kalimantan, Indonesia.
1.3 Research Questions

The key research question:

Is the professional competence of Indonesian EFL teachers improved through the process of certification?

There are four sub-questions that follow the key question:

- What is the purpose of teacher certification in the Indonesian context?
- How has current EFL teacher certification been conducted?
- What are the outcomes of certification on teachers’ professional competence?
- How can EFL teacher certification in Indonesia be improved to enhance teachers’ professional competence?

Certification has been introduced to improve education in Indonesia. To answer the first sub-question, documents related to teachers’ certification in Indonesia will be reviewed. This includes the Government’s policy of teacher certification, the provincial plans for implementing EFL certification, and records of certification conducted in the last six years.

The second sub-question focuses on the process of certification. Teachers are assessed through their portfolios. There are ten components in the portfolio: academic qualifications, education and
training; teaching experiences; planning and teaching processes; principals’ and supervisors’ assessment; academic achievement; professional development; participation in scientific forums; experiences in educational and social organisations; and education-related rewards (Samani et al., 2006). Teachers and assessors will be asked to explain how portfolios are created and how they are assessed.

The third sub-question deals with impact of certification on teachers’ professional competence. One of the aims of certification is to establish and enhance teachers’ professionalism (Samani et al., 2006). To examine the consequence of certification, teachers will be surveyed and interviewed to answer the question “What do you think you have achieved through certification?”

The fourth sub-question considers the development of a program that may assist EFL teachers during certification. The data gathered from teachers and assessors will be used as a basis for the program. The present study will consider theoretical perspectives on professional competence, evidence used to gain certification, preparation for EFL teachers’ certification, and the consequences for teachers once they are certified.
1.4 Significance of the Research

This research examines the impact of certification on the professional competence of EFL teachers in Indonesia. It is anticipated that the research will provide evidence of the current process of certification. If the current process is shown to be inadequate, the research will present changes to improve the process. The research may be of use to the governments of other developing countries in Southeast Asia who want to improve their EFL teaching through the process of certification.

1.5 The framework of the Thesis

This thesis contains eight chapters. Chapter One introduces the background of the research, defines the problem of EFL teaching in Indonesia, explains the certification process, defines the research questions, indicates the potential significance of the study, and outlines the framework of the study.

Chapter Two presents the literature review. There is an examination of EFL teaching in Indonesia, teachers’ competencies, and government certification initiative to improve education in Indonesia.

Chapter Three identifies problems with current teacher certification through an empirical investigation.
Chapter Four presents the results of the field study. Quantitative data (from surveys) and qualitative data (from interviews) will be analysed.

Chapter Five examines the notion of professional competence as proposed by the Indonesian Ministry of Education.

Chapter Six presents an innovative approach to the teacher certification process in Indonesia, including practice, classroom observation, self-reflection, and the provision of samples of teaching.

Chapter Seven proposes pre-certification-training and post-certification-training as a means of strengthening teachers’ professional competence, integrating four elements:

- Why training is needed
- What aspects should be trained
- Teacher as lifelong learners
- A summary of the research project

The outline of the present study is provided in Figure 1.3. It provides the context of the study, its conceptual framework, and the connections among its six major sections.
Figure 1.3 Structure of the Thesis

Existing context of education in Indonesia

Government initiatives to improve education

EFL teachers’ competencies required by the government

Latest curriculum (Communicative approach)

Professional competence (Core) (communicative)

Pedagogical competence

Social competence

Personal competence

Assessed through certification process

Certification process

Assessment of a portfolio provided by the teacher

Proposed EFL teachers’ training program to support certification

Summary
1.6 Definitions

It may be useful to define frequently mentioned terms:

1. **ELT** is an abbreviation of “English Language Teaching”. It refers to the teaching of English in Indonesian schools.

2. **EFL** is an abbreviation of “English as a Foreign Language”. In Indonesia, English is taught as a subject but it is not a medium of instruction in schools, government, and daily life. English is a foreign language in Indonesia.

3. **Curriculum.** The definition is taken from the Indonesian Government Regulation about National Standard of Education (2005). It is described as a set of plans including objectives, content, and learning materials as well as the methods used to conduct learning activities to achieve educational goals.

4. **Approach.** The term is taken from Richards and Rodgers (2003). It refers to theories about the nature of language and language learning that underpin practices and principles in language teaching.

5. **Communicative Approach.** This refers to communicating in English during English classes.
6. **Communicative Language Teaching.** This is taken from Kumaravadivelu (2006) who states that communicative language teaching provides opportunities for learners to practise pre-selected, pre-sequenced linguistic structures and communicative notion/functions through classroom activities.

7. **Communicative Competence.** This comes from Hymes (1973) and Canale and Swain (1983). Communicative competence is made up of four competencies: grammatical, sociolinguistic, discourse, and strategic.

8. **Grammatical competence.** This refers to students’ ability to use the syntax and the vocabulary of a language.

9. **Sociolinguistic competence.** This refers to students’ ability to use and respond to language appropriately in accordance with the setting, the topic, and the relationship among the people.

10. **Discourse competence.** This refers to students’ ability to interpret the larger context and to construct longer stretches of language so that the parts make up a coherent whole.

11. **Strategic competence.** This refers to students’ ability to recognise and repair communication breakdowns, to work around gaps in their
knowledge of the language, and to know how to learn more about the language in various contexts.

1.7 Summary

This chapter has introduced the study. It has presented an overview of the thesis and justified its aims. It has formulated the research questions. A critical review of EFL teaching in Indonesia as well as the initiatives of the Government to increase teachers’ professional competence will be presented in the next chapter.
Chapter Two

Review of Literature

2.1 Chapter Overview

In the first chapter the research questions were identified. The purpose of this chapter is to review the literature on certification, in particular, the certification of teachers. The chapter is divided into six sections. The first section reviews certification in general. The second section reviews literature on teacher certification in developed countries and developing countries. The third section examines Indonesian EFL teaching in Indonesia. The fourth section reviews the competence of EFL teachers in Indonesia. The fifth section reviews teacher certification in Indonesia, followed by a brief conclusion in the sixth section.

2.2 Certification

Certification refers to the confirmation of certain characteristics of an object, person, or organization (Webster Contributors, 2011). An object may refer to commercial product, environment of work, or the quality of the commodities. A person may refer to a profession such as doctors, nurses, engineers, accountants, and teachers, while the organisation may refer to a group with a similar profession or interest. The focus is
on condition and quality, competence, and specialties. Confirmation is often, but not always, provided by some form of external review, education, assessment, or audit. It may involve two groups identified as the assessing agent and the item to be assessed. There is an assessment in a certification process which consists of assessors or evaluators and people or things to be assessed. The assessors should have the same background as the people or the things being assessed (Samani et al., 2006).

An example of the concept of certification is food certification. All commercial labels list nutrition components, calories and preserving agents. An authority checks that the food reaches minimum standards. The authority maintains public trust. People feel secure consuming certified food because it has been checked to meet certain standards.

Certification includes three components: purpose, process, and product. Relating to the example above, the purpose of certification for food is to make people feel secure in buying and consuming it. The process is through a certain agent using a standard procedure to check the components. The agent might use a label which includes information about the product. The label given to the food is the product of the certification.

Certification is not limited to commercial product; it is also widely used in professional situations. There is certification because people have the
right to know whether or not they can trust the professional. Most professions have certification requirements. For example, doctors, lawyers, accountants, teachers are required to maintain certification in order to practise (Ball & Cohen, 1999). Professional certification ensures that people have a specified period of education and practical experience. For example, people feel confident seeing a certified doctor or seeing a certified accountant. Certification should be conferred by professional organisations. To confer certification, organisations use procedures including examinations, interviews, and demonstrations.

Dovetail (2011) is an organisation which addresses aspects of certification, including group certification, various certification standards, chain-of-custody, auditor qualifications, and stakeholder consultation. It defines certified as “guaranteed or reliably endorsed”. In certification there should be a guarantor and a person or a thing that need to be guaranteed. It is a promise or assurance, especially in writing, that something is of specified quality, content, benefit, or that it will perform satisfactorily for a given length of time.

In first party certification, the individual or organisation providing the good or service offers the recipient some type of assurance as to claims being made by that product or service. At its simplest, first party certification claims “I am good”. This is in the form of some kind of
warranty or guarantee backed by the reputation and financial strength of that individual or organisation. Generally the assurance provided by first party certification is fairly simple, for example that a product will last for at least a year (Anderson, 1997).

The certificate provided by the first party certification is produced by the person or the organisation producing the product or service. There is no vendor involvement in first party certification. This certificate is not a lifelong certificate because it is only valid for certain period of time. In the first party certification, the certificate for a food product only lasts for a certain time and cannot be renewed. An example is the expiry date on a bottle of milk.

In second party certification, an association to which the individual or organisation belongs to provides the assurance. Common examples are interpreters who are licensed by their member organisations (Stejskal, 2003). It is incumbent on these associations to monitor the quality and skills of individual members to ensure the reputation of the organisation as a whole. There is no vendor or independent evaluation involved in the second party certification because the professional association does the certification. The person should be registered as a member in the organisation. For example in Indonesia there is an association for medical doctors called IDI (Ikatan Dokter Indonesia). This
organisation monitors the quality and skills of its members to guarantee the quality of the organisation as a whole. This certification is not lifelong certification.

Third party certification involves the independent evaluation of a claim by expert unbiased sources. The person is being certified by an independent evaluator. In general, third party certification is considered the highest level of assurance that can be achieved, and is valuable where the claims made are complex.

A common example of third party certification is professional certification. As noted by Cantor (2002), Information and Technology (IT) certification assessments are administered by the vendor or third party testing firm. Many vendors require certificate holders to re-certify after a specified period of time to demonstrate continued competency. Third party certification is valued because it is seen to be independent of the organisation or the individual.

Third party certification is lifelong or lasts for a certain period of time. An example of lifelong certification is teacher certification in Indonesia: after teachers pass certification they will be given an educator certificate which does not need to be renewed. They are given an ‘educator certificate’ for life. An example of third party certification that needs to
be renewed is IT because after a certain period of time IT needs to be re-certified to keep up with developments in IT.

Third party certification is important for teachers because it is done through independent evaluation. Some authorities require an examination while others require portfolio assessment. Teacher certification in Indonesia uses third party certification with portfolio assessment. In contrast, teacher certification in the United States usually is gained through an approved teaching program at a state or community college. After completing the program, student teachers take qualifying examinations (Kane et al., 2008).

Testing is included in certification in the United States. Most states require public school teachers to pass a local test. A praxis test is a standardised test published by the Educational Testing Service (ETS). This test contains subtests (Angrist & Guryan, 2007). The ETS is an agent that produces many kinds of tests including a test of English as a Foreign Language (TOFL) which is used worldwide.
2.2.1 Types of Certification

After describing certification in a general sense, professional certification will be addressed in this section. Professional certification is a process in which a person proves that he or she has the knowledge, experience, and skills to perform a specific job (Peterson, 2010). There are two general types of professional certification. The first is lifetime certification following initial qualification for the profession. The second is renewable certification subject to specific standards. Lifetime teacher certification is the current system used in Indonesia. Teachers who pass the certification will be given an educator certificate which is valid for life.

The concept of certification for a lifetime is questionable since education, society, even language are all subject to change. Language change is inevitable. Language changes reflect new concepts, technology, and products (Ager, 2009). IT professionals, for example, require ongoing certification to keep up with trends in IT (Randall & Zirkle, 2005).

2.2.2 Purposes of Certification

There are three aspects of certification: purpose, process, and product. The purpose of certification will be discussed in this section.
Certification can be conceived as a sieve to eliminate those who are not qualified. In professional certification, the purposes are to elevate professional standards and to enhance individual performance (Fisher et al., 1997). The purpose of certification can be summarised as follows (Florida Certification Board, 2011):

1. Assure the public a minimum level of competency for quality service by certified professionals;
2. Give professional recognition through a process which examines demonstrated work competencies;
3. Assure an opportunity for ongoing professional development;
4. Promote professional and ethical practice by enforcing adherence to a Code of Ethics.

2.2.3 Process of Certification

The second stage is the process of certification. There are different types of certification processes.

- **Portfolio-based**: A peer reviewed process requiring documentation to show competencies are covered either by training or by professional experience. An examination may be part of eligibility requirements.
According to Perlman and McCann (1998), in the portfolio-based certification, reviewers benefit from peer review, and are likely to develop ideas to improve their own capability. Another advantage is enabling ‘real world’ professional capabilities to be assessed because this is an authentic assessment task. On the other hand, the portfolio-based certification is time consuming because reviewers have to examine many documents. In addition, the actual competencies of the candidate are not assessed (Perlman & McCann, 1998).

- **Competency-based**: This process requires demonstration of mastery of the required body of knowledge through a combination of assessed qualifications, supervised and relevant practical experience, and/or contribution to industry. The advantage of this approach to certification is the assessment of actual performance. It describes outcomes expected from performance. It is a form of authentic assessment because performance is directly assessed (Hemispheric Project, 2006). On the negative side, competency-based certification is time consuming and expensive. There can be poor scoring criteria without clear guidelines (Malloy & Uman, 2005).

- **Curriculum-based**: Completion of programs of study. With this approach, assessment is based on what has been taught. The format is standardised and the content comes from the education curriculum (Hargrove et al., 2002). However, it can
be difficult to develop valid and reliable assessment tasks (Clark & Patton, 2011). Figure 2.1 summarises the three types of certification process.

**Figure 2.1 Perlman & McCann’s (1998) Different types of Certification**
Portfolio-based certification requires documents to demonstrate competency. It can be argued that it is inadequate to assess a person’s competency through documents alone (Allen, 2007; Palavido, 2007). Assessors should be able to see mastery of a topic. In other words, performance should be assessed in addition to portfolio. In competency-based certification, candidates have to demonstrate their competencies. They are assessed on what they do. There are two ways to assess a person from a credentialing perspective: testing what they know; or assessing what they do (Shinn et al., 2002). In curriculum-based certification, candidates must pass designated assessment items. Certification is issued upon completion of a set curriculum. The educational institution that offers training also provides the certificate. The certificate may be broad (encompassing several dimensions of a profession) or narrow (focusing on a specific area).

2.2.4 Product of Certification

The last stage of the process is the product of certification. This depends on the type of certification. Courtney et al. (2005) showed that certified nurses in the United States achieve better grades than those who are uncertified. However, the products of the certification also depend on the standard established by the certification board. Another example of the product of certification is certified teachers. According to
Darling-Hammond (2002), certified teachers consistently produce significantly stronger student achievement gains than do uncertified teachers in the United States. However, one needs to be sure that the certified teachers are not just teaching high achieving students, so that the achievement gains can be attributed to the students rather than to the teachers. In product certification, the product is accepted by a country or countries. An example would be Chinese wood products such as furniture, doors, and flooring. Those have forest and product certification (Chen, Innes & Kozak, 2011).

2.3 Professional Certification

2.3.1 Teacher Certification in Developed Countries and Developing Countries.

This section will discuss teacher certification in developed countries such as the United States, Australia, and Japan using the three key elements in certification of purpose, process, and product.

In the United States, every state requires that teaching candidates obtain formal approval to teach in public schools, a process known as teacher certification. If a teacher is not certified before they enter the classroom, then they must achieve certification within one to four years, depending on the number of courses they need (Abell Foundation, 2001). Teachers must complete six computer-based exercises and
assemble portfolios that show their teaching meet the required standards (Arbon, 2008).

Teachers need to complete a Praxis Test based on the subject matter being taught. A teacher of Mathematics must pass a Mathematics test, an English teacher must pass an English test, and so on. Each state has its own credentialing requirements. Some states, such as California, require a combination of a Praxis test and locally developed tests. Others, such as Massachusetts, use locally developed tests only (Angrist & Guryan, 2007).

Darling-Hammond (2000) asserts that students will achieve at higher levels and are less likely to drop out when they are taught by certified teachers. She supports this claim using three studies: Knoblock (1986), Sanders and Rivers (1996), and the Council on School Performance (1997). It should be noted that there has been criticism of these studies as out-of-date and inadequate (Moir et al., 2010). However, other research has shown certified teachers to be more effective than uncertified teachers in terms of student achievement (Wilson et al., 2001).

In Australia, there is a push to use a certification system to recognise and reward accomplished teaching. The Business Council of Australia (BCA) is calling for a national certification system that recognises excellent teachers and provides the basis for a career path. This would
be accompanied by a remuneration structure that rewards excellent teachers (Business Council of Australia, 2008).

The registration or accreditation of teachers in Australia remains a state or territory responsibility though a national system is in the process of establishment. For example, in New South Wales (NSW), certification is done by the New South Wales Institute of Teachers. It was established under the Institute of Teachers Act 2004 with subordinate legislation Institute of Teachers Regulation 2010 (NSW Institute of Teachers, 2010).

The certification process in NSW is portfolio based: teachers have to submit their portfolio to be certified as professional teachers. There are three levels of certification in NSW: professional competence; professional accomplishment; and professional leadership (NSW Institute of Teachers, 2010).

In Japan, the certification system has been in place for many years (Schoppa, 1991). Certificates for elementary school teachers were given to graduates of public schools who passed the teachers’ selection test. The licence had two parts: the national licence issued by the Japanese Minister of Education; and a local licence issued by the governor. The certification system in Japan was changed in 2010 to a system of Teacher License Renewal (Higashiyama & Hara, 2010). This new system was widely reported as a means of removing incompetent teachers from
the classroom. In this new system, teachers who currently held a teaching licence have to attend seminars for teacher license renewal and submit to re-examination once every ten years. In other words, teacher certification in Japan is not life-long. It must be renewed every ten years.

From this description of certification in the United States, Australia, and Japan, there are a variety of approaches to teacher certification. Teachers in Indonesia are assessed through their portfolio documents. There is some evidence that certified teachers produce higher achieving students. For example, Goldhaber and Brewer (2000) demonstrated that high school students who had a certified teacher in mathematics did significantly better, after controlling for initial achievement and student demographic factors, than students who had uncertified teachers.

Teacher certification is also emerging in developing countries. In Thailand, a neighbouring country to Indonesia, all teachers need to be certified (Thailand National Education Act, 1999). The purposes of the certification are as follows: to raise the standard of the teaching profession; to develop well-rounded learners with knowledge as well as morality; to raise the overall standard of Thai education; and to stimulate teacher reform, leading to the nationwide education reform (Thailand National Education Act, 1999). In Thailand, certification must be renewed. Also, certification is carried out by a third party, an
independent body administered by a professional council under the supervision of the Ministry of Education, Religion and Culture.

Pitiyanuwat and Sujiva (2005) indicate that there are two kinds of certification: a professional license for two years and a standard license that must be renewed every five years. The two years professional license is given to the new teachers with a bachelor's degree in education. Holders of degrees other than education degrees need additional training. A standard licence is given to those who have two years of satisfactory teaching.

Certification in the Philippines is categorised as third party certification. As stated in the Philippines Teachers Professionalization Act (1994), certification is organised by a body under the general supervision and administrative control of the Professional Regulation Commission (the Commission). Applicants are required to pass a written examination. The examination for primary school teachers has two parts, professional education and general education. The examination for secondary school teachers has three parts: professional education, general education, and field of specialisation. Certification covers both pedagogy and specialisation. Certification in Philippines is renewed certification.
Before a detailed examination of certification procedures for EFL teachers in Indonesia is presented, it is appropriate to provide an overview of EFL teaching.

2.4 EFL Teaching in Indonesia

The Dutch occupied Indonesia for more than 350 years. During this period, the medium of instruction in schools was Dutch. English was only offered as a foreign language amongst other languages such as German and French. English was first offered in Dutch and European schools in Indonesia in 1817 (Nasution, 2001) but was only proposed for Dutch children and others of European background. English became accessible for native people with high social status in the public education system in 1914 (Mantiri, 2006).

English has become the dominant language of the world for various historical, economic, and educational reasons. This language was chosen as the first foreign language taught in Indonesian schools in 1950, five years after Indonesia achieved independence. There was a major reform in the Indonesian education system in the late 1950s. The old system of the colonial era was abolished. The new system allowed all Indonesians to be educated.
The new system focused on creating ethical, skilled, democratic, and responsible citizens (Pendidikan & Kebudayaan, 1986). The Government sought assistance from developed countries. According to Sneddon (2003), the United States has had a major economic influence on Indonesia from the time of independence through the provision of advisors and consultants from a wide range of disciplines and by training many Indonesian scholars and Government officials in US universities. However, the training did not affect many provinces because most scholars and Government officials came from a small number of mainland provinces. The pressure to learn English has grown over the years as a means of enhancing prestige and obtaining high paying jobs (Sneddon, 2003).

There have been many problems with teaching English as a foreign language in Indonesia (Dardjowidjojo, 2000; Nur, 2003). Large class sizes and teachers with poor mastery of English are two major factors that contribute to ongoing problems in ELT (Dardjowidjojo, 2000). The results of the Test of English for International Communication (ToEIC) given to 600 teachers who teach at International Standard Schools (Junior High School, Senior High School, and Vocational Schools) in Indonesia showed that their English proficiency was unsatisfactory (Vickers, 2009). The low standard of teachers’ communicative competence in English remains a major barrier to Indonesia’s international development.
Indonesia has experienced many changes in curriculum. New curricula were introduced in 1947, 1952, 1962, 1968, 1975, 1984, 1994, 2004, and 2006. The first curriculum, launched in 1947, was devised by Dutch during the period of colonialism. Curricula are designed at the national level by officials in Jakarta, the capital city of Indonesia. All private and state schools use the same curriculum. Though curricula have been revised repeatedly, little has been done to improve the competence of teachers.

An audio-lingual method was recommended in 1975 for the teaching of English. As a result, language laboratories were introduced. The other skills of speaking, reading, and writing did not receive much attention. In 1984 a communicative approach was recommended for teaching Bahasa Indonesia and English. Even though the curriculum recommended a communicative approach, analysis of language structure dominated in the classroom (Jazadi, 2004; Dardjowidjojo, 2003).

The 1994 English curriculum used a reading with meaningfulness approach, with the aim of preparing students for university. In Indonesia about 85% of textbooks in science, technology, and education are written in English (Halim, 1999). Since the focus was on reading, students could get high marks for English but they could not speak the language competently.
In 2004, a revised English curriculum was competence based, focusing on four skills (listening, speaking, reading, and writing) and three language components (grammar, vocabulary, and pronunciation). The communicative approach remains in the curriculum. The focus is use of the language rather than language as knowledge.

Communicative competence refers to the skills needed for communication: grammatical/linguistic competence, sociolinguistic competence, discourse competence, and strategic competence (Richards & Rodgers, 2001; Celce-Murcia, Dornyei & Thurrell, 1995; Beale, 2002). One of the characteristics of the competence based curriculum is genre. Students are expected to understand reading texts based on genre. At the junior high school level, genres include analytical exposition, anecdote, descriptive, narrative, procedure, news items, discussion, explanation, oratory, report, spoof, recount, and review.

In 2006, a new curriculum was introduced. In this curriculum, the focus is still on the four skills and three language components, but the Government now gives an outline of what is required while the schools have the freedom to develop a curriculum based on their needs. The communicative approach is still used. However, the requirement to develop school-based curricula creates problems for teachers in distant provinces because there are not enough resources for them to use.
English teaching in Indonesian schools has been using the communicative approach since 1994. However, the communicative competence of the EFL teachers in Indonesia remains unsatisfactory because they were not trained in communicative English (Dardjowidjojo, 2003).

2.5 Competence of EFL Teachers in Indonesia

The communicative competence of many teachers remains unsatisfactory. As stated previously, the results of the Test of English for International Communication (ToEIC) for 600 teachers who teach at International Standard Schools (Junior High School, Senior High School, and Vocational Schools) in Indonesia showed low English proficiency (Vickers, 2009).

According to Education Minister Regulation (2007), teachers are expected to demonstrate four competencies: pedagogic competence, personal competence, social competence, and professional competence. These competencies are assessed through certification. There is no assessment through observing teachers in classrooms. Professional competence is considered the central competency because it covers the other competencies (Hilferty, 2009; Brindley, 2002).
To demonstrate pedagogical competence, teachers must plan and conduct effective teaching and assessment activities. To demonstrate personal competence, teachers must act as role models for their students. To demonstrate social competence, teachers must interact effectively with students, colleagues, and the community. To demonstrate content competence, teachers must show they have knowledge of multiple aspects of the English language (including linguistics, discourse, sociolinguistics, and strategy use), and use written and spoken English for communication. This definition of professional competence for EFL teachers, as outlined by Indonesian Government, fits with what Hymes (1973) has called communicative competence.

According to Widdowson (1991), communicative competence involves a range of skills including discourse analysis, pragmatics, and an understanding of grammar. The communicative competence of many EFL teachers in Indonesia is unsatisfactory as a result the Government is keen to overcome this problem. One of its initiatives is certification.

**2.6 Indonesian Approach to Certification of Teachers**

As a developing country, Indonesia is trying hard to improve the educational sector, including improving the communicative competence of the EFL teachers. Since the United States uses certification as a
means of improving the educational sector, Indonesia is taking the same path. According to Sneddon (2003), a linguist with many years of experience in Indonesia, the United States has had a major influence on Indonesia from the time of independence. It has sent many advisors and consultants from a wide range of disciplines to Indonesia and has trained many Indonesian scholars and government officials in American Universities.

Since 2006, in-service school teachers in Indonesian public and private formal schools have participated in the national teacher certification program. It was established in the Indonesia’s Laws, during the Presidency of Susilo Bambang Yudhoyono the fifth President of Indonesia (UURI, 2005). To enter the program, a school teacher must have a four-year diploma or an undergraduate degree from a recognised tertiary institution.

Junior teachers are encouraged to take part in a certification program that lasts two semesters. Senior teachers are required to take part in teacher certification through portfolio assessment. These two types of certification are conducted in more than 35 in-service teacher certification centres throughout Indonesia (Samani et al., 2006). The majority of these centres are located in state and private universities that were once teachers’ colleges and are still running teacher training programs. Successful participants receive an “Educator Certificate”
entitling the holders to financial incentives and chances for career promotion (UURI, 2005).

Certification is expected of all teachers, whether they are civil servants (PNS) or non-civil servants (non-PNS/private). Certification is for all teachers in all subject areas except for teachers in religious departments. They are certified separately by the religious department.

There are three objectives of the certification processes in Indonesia: to identify highly competent teachers; to improve teacher training and the quality of graduating teachers; and to improve the competencies of practising teachers (Samani et al., 2006). If teachers obtain certification, the Government will offer benefits including an increased salary. This should discourage teachers from seeking additional employment to supplement their income. Certification needs to be a rigorous process if it is to filter out poor teachers and determine which teachers are highly competent.

Certification was established by the Government in an attempt to improve the quality of teachers (UURI, 2005). However, there are questions about whether or not certification does attract and retain high quality teachers. Those who pass certification receive an ‘Educator Certificate’ entitling them to financial incentives and chances of career promotion (UURI, 2005).
The Government created two ways of obtaining an educator certificate. Teachers who had an academic qualification of a Masters or PhD and at least the rank of IV/b or the rank of IV/c were not required to present a portfolio to demonstrate competence. Two assessors would verify their qualifications. If verification failed, those teachers would be required to present portfolios.

The certification initiative has raised a number of questions. First, are teachers who pass the certification test suitable for teaching? Second, is the process of certification fair? Third, can the certification program improve the quality and welfare of teachers and as a result improve education in Indonesia?

To answer the first question, it is important to understand the assessment component of the certification process. In its guidelines (Reforming Teachers: Toward Educational Equality and Quality) the National Education Ministry indicates that to obtain certification, teachers submit their portfolios and then the Teacher Education Institutions (LPTK) assess the portfolios. There are 31 bases for certification. Two assessors with appropriate qualifications from teacher education institutions will assess the portfolio.

Portfolios are teachers’ claim of their professional experiences in the form of a collection of documents reflecting their competences (Samani et al., 2006). There are ten components: (1) academic qualification; (2)
education and training; (3) teaching experiences; (4) planning and teaching process; (5) principal’s and supervisor’s assessment; (6) academic achievements; (7) professional development work; (8) participation in scientific forums; (9) experiences in educational and social organisations; and (10), education-related rewards (Samani et al., 2006).

Academic qualification is the level of formal education obtained by the teacher (post graduate diploma, masters, or doctorate). Education and training is the experience of the teacher. This experience can be at the level of region, province, national, or international. Teaching experience is the teacher’s experience in teaching the subject matter. The more experienced, the higher the score. In the planning and teaching process, five lesson plans will be assessed. Principals’ and supervisors’ assessment cover obedience in religious duties, responsibility in teaching, honesty, discipline, innovation, and creativity.

Academic achievement is teachers’ achievement in their field. This covers innovation in education and in other areas, for example, being a tutor or instructor. Professional development refers to producing something in an educational field, for example, a book or an article. Participation in scientific forums refers to joining in a relevant educational forum as a participant or as a presenter.
Experience in educational and social organisations refers to activities such as a teacher serving on a committee in an educational or social organisation, being a principal or deputy principal, or being a leader in an extracurricular organisation such as Scouts. Finally education-related rewards refer to rewards or awards given to teachers who demonstrate dedication in an educational field, particularly their subject area field. It also covers teaching in a remote area.

A teacher will be eligible to pass certification if the portfolio is given a minimum score of 850 (Samani et al., 2006). If the portfolio receives a score between 841 and 849, teachers will be given more time to complete their portfolio. If teachers cannot provide the required documents they will fail certification. Failure is defined as a score less than 841. However, it should be noted that quite a few marks can be allocated for completing courses, not for the quality of work completed during those courses. As such, questions have been raised about the score as a measure of teacher competency.

The scoring system used in assessing the portfolio is complex. Each document or certificate produces a score. For example, in the academic qualification, the certificate for a post graduate diploma is awarded 150 points, a master’s degree is awarded 175 points, and a doctorate is awarded 200 points. For education and training, the points awarded are varied based on the level at which the education or training is conducted, the duration of the education or training, and its relevance.
For example, if the training is conducted at international level for more than 640 hours, and relevant to the field of study, teachers get 60 points. The guide for the points awarded for education and training is shown in Table 2.1.
Table 2.1 Education and training point guide

<table>
<thead>
<tr>
<th>The length of the training/Hours</th>
<th>International level training</th>
<th>National level training</th>
<th>Province level training</th>
<th>Regency level training</th>
<th>Sub-regency level training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*FS</td>
<td>*NFS</td>
<td>FS</td>
<td>NFS</td>
<td>FS</td>
</tr>
<tr>
<td>&gt; 640</td>
<td>60</td>
<td>45</td>
<td>50</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>481 – 640</td>
<td>55</td>
<td>40</td>
<td>45</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>161 – 480</td>
<td>45</td>
<td>35</td>
<td>40</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>81 – 160</td>
<td>40</td>
<td>30</td>
<td>35</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>30 – 80</td>
<td>35</td>
<td>25</td>
<td>30</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>8 – 29</td>
<td>30</td>
<td>20</td>
<td>25</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

*FS: Field study
*NFS: Non field study

For teaching experience, the points are awarded as follows: 25 years or more is awarded 160 points; 23-25 years is awarded 145 points; 20-22 years is awarded 130 points; 17-19 years is awarded 115 points; 14-16 years is awarded 100 points; 11-13 years is awarded 85 points; 8-10 years is awarded 70 points; 5-7 years is awarded 55 points; teachers with less than five years’ experience cannot apply for certification. As stated before, in the planning and teaching process, five lesson plans are assessed. Teachers have to submit five different lesson plans and five aspects of the lesson plans are to be assessed. The points allocated for lesson plans are provided in Table 2.2.
Table 2.2 Lesson plan point guide

<table>
<thead>
<tr>
<th>Lesson plan</th>
<th>Aspect to be assessed</th>
<th>Maximum score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Aims</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Organising of the</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Teaching aids</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4. Learning scenario</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>5. Evaluation</td>
<td>10</td>
</tr>
</tbody>
</table>

In the principal’s and supervisor’s assessment, the points allocated for this are provided in Table 2.3.

Table 2.3 Principal/supervisor point guide

<table>
<thead>
<tr>
<th>Teaching observation</th>
<th>Aspects observed</th>
<th>Max score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Pre teaching</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2. While teaching (the mastery of the materials and the</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>language use)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Post teaching</td>
<td>20</td>
</tr>
</tbody>
</table>

The maximum score for the principal’s or supervisor’s assessment is 50 points. The maximum number of points for academic achievement in an educational field is 60 points and in non-educational field is 40 points. For professional development work, the points awarded are given in Table 2.4.
Table 2.4  Professional development point guide

<table>
<thead>
<tr>
<th>Products</th>
<th>Publication level</th>
<th>Score in the field of study</th>
<th>Score not in the field of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>National</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Province</td>
<td>40</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Regency</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Articles</td>
<td>Accredited journal</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Non accredited journal</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>National magazine/newspaper</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Local magazine/newspaper</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

The points allocated for participation in scientific forums are provided in Table 2.5.

Table 2.5  Scientific forum point guide

<table>
<thead>
<tr>
<th>Level of the scientific forum</th>
<th>Score as a presenter</th>
<th>Score as a participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>National</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Province</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Regency</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Sub-regency</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

The points allocated for involvement in educational and social organisations are provided in Tables 2.6 and 2.7.
### Table 2.6 Educational organisation point guide

<table>
<thead>
<tr>
<th>Organisational level</th>
<th>Score / years</th>
<th>Educational field</th>
<th>Social field</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>10</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>National</td>
<td>7</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Province</td>
<td>5</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Region</td>
<td>4</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Sub-region</td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Village</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### Table 2.7 Social organisation point guide

<table>
<thead>
<tr>
<th>Additional task</th>
<th>Score / years</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a principal</td>
<td>4</td>
</tr>
<tr>
<td>As a deputy principal</td>
<td>2</td>
</tr>
<tr>
<td>As a leader in extracurricular activities e.g. scouts.</td>
<td>1</td>
</tr>
</tbody>
</table>

The final criterion is educationally-related rewards or awards. If the reward or award is at the international level, it is awarded 30 points; at the national level, it is awarded 20 points; at the provincial level 10 points; and at the regional level 5 points. If the teacher is teaching in remote areas, he or she will be awarded 4 points per year.

Is teacher participation in various events or courses outlined in portfolios a guarantee of teacher competency? The current research project is designed to investigate the effect of certification on EFL teachers’ communicative competence. Certification in Indonesia is done
annually by government agents who work in quality assurance departments and teacher education institutions (Samani et al., 2006).

A quality assurance department is located within each province. It is designed to provide assistance in the form of supervision, guidance, advice, and technical assistance (Education Minister Regulation, 2012). Quality assurance personnel determine which teachers are certified. To apply for certification, teachers should have a minimum of five years’ teaching experience. Personnel of the Teacher Education Institutions (LPTK) conduct the assessment. English teachers are assessed by English assessors, Indonesian teachers are assessed by Indonesian assessors, and so on (Samani et al., 2006).

2.7 Research into Teacher Certification in Indonesia

There has been some previous research into teacher certification in Indonesia. Budimansyah (2010) and colleagues from Indonesia Education University (West Java) examined the effect of teacher professional certification mechanisms on improvement in teachers’ competencies and students’ learning at the primary level. They could not detect a positive impact of certification on teachers’ competencies and students’ achievement. They randomly selected a number of primary schools from West Java Indonesia. Data were collected from the sixth grade students and teachers, and headmasters in the selected
schools. School leaving examination scores were a measure of students’ achievement.

The results indicated that teachers’ certification has a minimal impact on teachers’ competencies. Certified teachers do not guarantee higher quality teaching and improvement in the quality of student learning. The study found that students’ achievement is determined primarily by the socio-economic status of students’ families. There was no evidence that certified teachers were better than uncertified teachers. The authors of the study have recommended that the Government review the current certification system. Unfortunately, Budimansyah (2010) did not specify what competencies they examined.

Winarsih (2008) from Diponegoro University Semarang focused on the implementation of certification at primary level in Semarang, Central Java. Results showed that the implementation of teacher certification experienced problems with communication about what was expected of teachers in terms of work periods and lesson plan formats. The research did not examine the extent to which certification had an impact on the quality of teachers. The focus was the way in which certification was conducted.

SMERU, an Australian and Indonesian partnership, is an independent institution for research and examination of public policy. It examined teachers’ certification in Jambi, West Java and West Kalimantan. It
found that the process of certification was not explained clearly to teachers. As a result, many of the participants did not understand the technical aspects of the portfolio compilation, even though a guide book had been supplied.

The findings of SMERU (2009) are similar to those of Winarsih (2008), that is, there are problems with explaining to teachers the rationale for certification and the processes of becoming certified. Indonesia consists of hundreds of islands and as such it is difficult to generalise research findings to Indonesia as a whole. Also, given the size and geographical complexity of Indonesia, it is not surprising that there are problems with implementing certification of teachers.

Gutomo (2009) from the Muslim State University in Yogyakarta explored the impact of certification on teachers in Islamic schools. He focused on teachers who teach Islam at one of the Islamic schools in Yogyakarta using interviews, observation, and examination of documents. His results showed that certification, particularly through portfolio assessment, has not increased the professionalism of teachers. Sumaryanto (2010) examined certification in Indonesia using questionnaires, interviews and analysis of documents. Teachers seeking certification indicated that they found it difficult to fulfil the component of ‘education and training’. Solikin (2010) considered certification on
student achievement in state vocational schools in Bandung West Java. There is no significant impact of certification on student achievement.

Certification has given rise to document and portfolio compilation services. Findings from Independent Monitoring and Evaluation teams have revealed widespread use of forged certificates in teachers' portfolios (“Permasalahan Dalam Sertifikasi Guru”, 2008). People provide a service to create documents to fulfil the requirements of the portfolio.

2.8 Summary

This chapter has been presented in four sections: the concept of certification in general; teacher certification in developed countries and developing countries; teaching English as a foreign language in Indonesia; and Indonesian requirements for the certification of EFL teachers. A brief recapitulation of these sections is provided.

Certification is the confirmation of certain characteristics of an object, person, or organisation. There are three points in certification: purpose, process, and product. In professional certification, there can be lifetime certification and renewable certification.
To achieve certification in the United States, teachers have to pass tests and assemble portfolios. There is standardised test called Praxis published by Educational Testing Service (ETS). Every state may select a local test or a Praxis test for the certification process, or they can use both. There is some evidence that certification has a positive effect on students’ achievement. In the state of NSW in Australia, certification involves portfolio assessment without any tests. There are three levels of certification in NSW: Professional Competence, Professional Accomplishment, and Professional Leadership. In Japan, certification involves a test. Certification needs to be renewed every ten years.

In developing countries like Thailand and Philippines, certification is categorised as third party certification and has to be renewed. In Thailand, certification is carried out by an independent body administered by a professional council under the supervision of the Ministry of Education, Religion and Culture. In Philippines, certification is organised by a body under the general supervision and administrative control of the Professional Regulation Commission.

EFL teaching in Indonesia is considered unsatisfactory. The Government has attempted to improve the situation. One initiative has been certification, launched in 2006. The process involves portfolio assessment without tests or observation of teaching. Certification is carried out by a government agent. Teachers from both state schools
and private schools have to be certified. Teachers’ certification is life-long. Limited research has examined teacher certification in Indonesia. The results show no positive impact of teachers’ certification or students’ performance.

The main objective of certification in Indonesia is to strengthen teachers’ competencies. The current research is intended to examine the purpose, the process, and the product of the certification of EFL teachers in Central Kalimantan, Indonesia.
Chapter Three

Research Methods

3.1 Introduction

A review of certification of teachers in Indonesia in Chapter Two has revealed little research in this area. The purpose of the current study is to examine the effect of the certification procedures on the professional competence of EFL teachers.

The research design for the current study is presented in this chapter. The design is a triangulation mixed-method design including both qualitative and quantitative data. The chapter begins with a short review of certification procedures for English teachers in Indonesia.

3.2 Framework

Indonesia has acknowledged the importance of improving the quality of its education. Teacher quality is considered the most important factor in improving the quality of education. In an attempt to improve teacher quality, certification was launched by the Indonesian Government in 2006. Certification is required for all teachers except for teachers who
work in the Islamic schools or Islamic education teachers because they are certified by the Ministry of Religious Affairs.

Teachers who started working in 2006 to 2007 needed two years of teaching experience before attempting certification. Five-year experience is needed for teachers who started teaching in 2008. Teacher certification in Indonesia is funded by central and regional government budgets and other official sources (Fahmi et al., 2011). As such, teacher certification is both a central and a regional government responsibility.

The objectives of the teacher certification process in Indonesia are to identify suitable teachers to fulfil the aims of national education; to improve the process of teaching and the quality of graduating teachers; and to improve teachers’ competencies (Samani et al., 2006).

There are additional benefits attached to certification. These include increased wages for teachers thereby reducing their need to seek additional employment to supplement their income. Teachers who pass certification receive an Educator Certificate entitling holders to financial incentives and chances of career promotion. Teachers have to prepare a portfolio to get the Educator Certificate.

Two years after the original implementation, the Government changed the system, allowing two ways to get a Certificate: portfolio assessment or awarded immediately if the teacher has an academic qualification of
Masters or PhD and at least have the rank of IV/b or IV/c. For this latter group of teachers, they must submit evidence of qualifications to a teacher education institution. Two assessors verify the documents. If verification fails, teachers must undertake certification.

In the process of portfolio certification, teachers must submit their portfolios and the Teacher Education Institutions (LPTK) conducts the assessment. There are 31 assessment bases of certification in Indonesia. Two assessors with the same background discipline assess the portfolio. There are ten components: (1) academic qualifications; (2) education and training; (3) teaching experiences; (4) planning and teaching processes; (5) principal’s and supervisor’s assessment; (6) academic achievement; (7) professional development; (8) participation in academic forums; (9) experiences in educational and social organisations; and (10) education related rewards (Samani et al., 2006).

### 3.3 Ethical Clearance

Approval to conduct the research was granted by the Human Research Ethics Committee of the University of Newcastle. The information statement was sent to the Ministry of Education at provincial level, together with consent forms and information statements for teachers. Teachers were invited to complete surveys and participate in interviews.
The research information statement was sent to the Dean of the Faculty of Teacher Training and Education of Palangka Raya University together with the consent forms for interview and information statement for assessors. Those documents were given to assessors by the Dean of the Faculty of Teacher Training and Education of Palangka Raya University.

3.4 Methodological Triangulation

The current study used a triangulation mixed-methods approach to answer the sub-questions derived from the key research question. Mathison (1988) states that triangulation is a strategy for improving the validity and reliability of research or evaluation of findings. Data triangulation (including interview and survey) was used in this research.

According to Mertler and Charles (2008), in triangulation mixed-methods design, both quantitative and qualitative data are typically collected. Data from the survey and interviews with teachers and assessors were collected. The survey data constituted a small addition to the interview data. According to Creswell (2009), the approach of mixing different research methods originated in 1959 when Campbell and Fisk applied multi-methods to study the validity of psychological traits.
Quantitative data make it possible to provide standardised, objective comparisons (Creswell, 2009). The data allow overall descriptions of situations or phenomena in a systematic and comparable way. Procedures for the analysis of quantitative data are well-developed and codified. They bring objectivity to the research in the sense that they raise the probability that the results of the analysis do not depend on the researcher doing the analysis. The quantitative approach means that certain types of important questions can be scientifically answered, opening the way to the development of valuable knowledge.

A qualitative approach in some ways is more flexible than a quantitative approach, and it is easier to make modifications as a study progresses. This approach can be used in a wide range of circumstances and for a wide range of purposes and research questions (Best & Kahn, 1998). The current researcher made use of both types of data to answer the research question. The quantitative data functioned as a way to cross-check and validate the data collected through interview and observation.

**3.5 The research questions**

The study focused on English teachers in junior high schools and English assessors of teaching portfolios in Central Kalimantan. The
main purpose is to investigate the effect of certification procedures on EFL teachers’ competence. The key research question for this study is:

**How is Indonesian EFL teachers’ professional competence improved through certification?**

There are four sub-questions that help to answer the key question:

- What is the purpose of teacher certification in the Indonesian context?
- How has current EFL teacher certification been conducted?
- What are the outcomes of certification on teachers’ professional competence?
- If certification is shown to be inadequate, how might EFL teacher certification procedures be improved to promote professional competence?

### 3.6 Quantitative Investigation

A survey was employed as the first source of data. It was conducted with a group of certified teachers in thirteen regencies and one capital city of a province in Central Kalimantan. The survey was designed to gather data on teachers’ attitudes towards certification, the process of certification, and the support needed to enhance communicative
competence in English. Use of a quantitative survey can help a researcher to generalise findings to a wider population.

The survey was designed to ascertain teachers’ attitudes towards certification. Did they think certification improved their communicative competence (including grammatical, sociolinguistic, discourse, and strategic competence)? Did they endorse the certification procedure? Did they think they needed support to improve their communicative competence?

All survey items (except for the demographic items) used a five point Likert scale with five the positive end of the scale (strongly agree) and one the negative end of the scale (strongly disagree). The survey is produced in Appendix 6. The survey began with demographic information including age, sex, and teaching experience. There were ten items assessing teachers’ attitudes to certification (for example, Certification is necessary for teachers; Certification has a positive impact on the improvement of your discourse competence; It is challenging to fulfil Component B).

There were ten items assessing teachers’ attitude to the way certification was conducted (for example, the assessment procedure is clear to me; the feedback of the assessment is clear and helpful to me; the certification process assesses my sociolinguistic competence).
There were seven items exploring the type of support teachers would like to receive in the certification process (for example, *Formal courses are necessary to support the certification in strengthening communicative competence; Formal courses should identify my weaknesses in the four competences; Consultation for the individual teacher is necessary*).

It took 10-15 minutes for participants to complete the survey. It is important to note that the results of the survey cannot be generalised to other provinces of Indonesia. The study was conducted in Central Kalimantan Province. Sites included private and state junior high schools in Central Kalimantan Province. Central Kalimantan has 13 regencies. Palangka Raya is the capital city. The targeted population for the survey was 70 teachers who have passed certification. Of the 70 teachers, 69 returned completed surveys. In addition to the survey, interviews were used to provide a more detailed database for the study (Wen, 2004).

### 3.7 Qualitative Investigation

In the qualitative component of the study, the researcher conducted in-depth interviews. In-depth interviewing is a technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce & Neale, 2006). In this research, the researcher
wanted to explore EFL teachers’ and English assessor’s perspectives on the certification program. Open-ended questions were used so that the participants could voice their experiences unconstrained by perspectives of the researcher or previous research findings (Creswell, 2009).

3.7.1 Interviews with teachers

An interview is a commonly used data collection tool in qualitative research. It is an effective way of accessing people’s perceptions, meanings, definition of situation, and constructions of reality. According to Minichiello et al., 1995, an interview is a face-to-face verbal interchange in which one person, the interviewer, attempts to elicit information or expressions of opinion or beliefs from another person. Interviews are particularly useful for getting the story behind a participant’s experiences (Creswell, 2009).

The interviews examined teachers’ perspectives on certification: purpose, process, and product. In particular, what do teachers think about the impact of certification on their communicative competence? Communicative competence covers grammatical competence, sociolinguistics competence, discourse competence, and strategic competence.
The interview began with thanking teachers for their participation, questions about background, followed by teachers’ perspective on certification. An example of an interview question: *What do you think about the impact of certification on your communicative competence?* The final part of the interview was to ask teachers if there was anything else they wished to discuss and a final thank you. Relatively open-ended questions were used for the interview. It took about 30 minutes to conduct the face-to-face interviews.

A stratified sampling technique was used. Teachers who completed the survey indicated whether or not they were prepared to participate in an interview. The targeted population was 30 teachers from the 13 regencies and the capital city of Central Kalimantan. Of the teachers who agreed to be interviewed, two were chosen from each regency and four from the capital city.

### 3.7.2 Interview with Assessors

Assessors were interviewed to gauge their attitudes to the procedures for certification. Interview questions covered assessors’ experience in assessing teachers’ portfolios, the advantages and disadvantages of certification, and the clarity of the process of assessing portfolios. Generally, as with the teacher interviews, open-ended questions were used for the assessor interviews. Four English assessors in Central
Kalimantan certification base were invited to participate. In Central Kalimantan, there are four assessors in the English language field.

The interviews were conducted after gaining consent from the assessors. They received an invitation delivered by the Dean of Faculty of Teacher Training and Education, Palangka Raya University. Since all the assessors are members of the teaching staff at that faculty, the interviews were conducted in the academic staff room.

3.8 Data Analysis

3.8.1 Survey

The quantitative survey data were examined using SPSS software. The survey is provided in Appendix 6. The statistical analyses are provided in the next section.

3.8.2 Interview

Interviews were audio-taped and then transcriptions were made. The researcher read through the transcriptions multiple times to get a sense of the data and the themes emerging from the data. The interview questions for teachers were provided in Appendix 7 and questions for the assessors in Appendix 8.
After the qualitative data were collected, coding and data reduction occurred. This process continued until all data were segmented and coded. According to Coffey and Atkinson (1996, pp. 30-31), coding usually is for classification and identification of data. In reading through data extracts, a researcher discovers particular events, key words, processes, or characters that capture the essence of the piece. The goal of coding is to gather together everything about a topic or an analytical concept to review and refine thinking on it (Richards, 2009).

NVivo software was used to code and manage the data. Using NVivo, the researcher assigned labels or codes to the data, facilitated data searches, and located specific text or words. The program helped the researcher to arrange relatively unstructured data to identify themes about certification. Each interview from teachers and assessors was entered as a separate text file. The matrix operation in NVivo is salient for micro-theory building as many of the elements of the study can be visualised as matrices. It is also assisted in spotting connections between themes and narrowing gaps and discrepancies. Data were arranged and sorted by theme and concept.

3.9 Summary

This chapter has presented a framework for the research on the certification of EFL teachers in Central Kalimantan, Indonesia. A
triangulation design was employed using both quantitative data (survey) to examine teachers’ attitudes toward certification and qualitative data (interviews) to examine the purpose, process, and product of teacher certification. The interviews were conducted with certified teachers and English assessors. The analyses of the data are presented in subsequent chapters.
Chapter Four

Results of Field Study

4.1 Introduction

The research design and techniques implemented in this study were described and justified in the previous chapter. A rationale for the use of mixed methods was presented. As part of the mixed-methods approach, a quantitative survey was designed to gather data from teachers who have passed the certification. The survey was designed to elicit teachers’ understanding of certification, the process of certification, and the support needed for the certification process. The results and findings from the survey of teachers will be explained and analysed in this chapter.

The findings from the interview with the teachers and the assessors will also be discussed in this chapter. The aim of the interview with the teachers and assessors was to explore their perspective on the purpose, the process, and the product of certification (3P). The qualitative data gathered supply useful complementary data to the results from the survey.
4.2 The Participants

The participants for the survey were teachers who had passed their certification in Central Kalimantan, Indonesia. Seventy surveys were distributed and of these, 69 were returned. The age range of participants was as follows: 13 in the range 25 – 30; 17 in the range 31 – 35; 20 in the range 36 – 40; and 19 in the range 41 – 45. Of the respondents, 40 were female and 29 were male from 14 regencies and the capital city of province. The average length of teaching experience was 13.6 years.

The interview was conducted with 30 teachers who had passed certification and with four English assessors. The teachers were chosen from the teachers who agreed to participate in the survey questionnaire to represent 13 regencies and one capital city of the province. Two teachers were chosen from each regency and four from the capital city from both state and private schools. Tables 4.1 and 4.2 provide general information about the participants.
Table 4.1 Teachers interviewed

<table>
<thead>
<tr>
<th>No of Participants</th>
<th>Gender</th>
<th>Date of Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>*T 1</td>
<td>*R 11</td>
<td>14 June 2010</td>
</tr>
<tr>
<td>T 2</td>
<td>*C</td>
<td>10 June 2010</td>
</tr>
<tr>
<td>T 3</td>
<td>R 5</td>
<td>19 June 2010</td>
</tr>
<tr>
<td>T 4</td>
<td>R 4</td>
<td>1 July 2010</td>
</tr>
<tr>
<td>T 5</td>
<td>R 1</td>
<td>5 July 2010</td>
</tr>
<tr>
<td>T 6</td>
<td>R 1</td>
<td>7 July 2010</td>
</tr>
<tr>
<td>T 7</td>
<td>R 2</td>
<td>12 July 2010</td>
</tr>
<tr>
<td>T 8</td>
<td>R 3</td>
<td>14 July 2010</td>
</tr>
<tr>
<td>T 9</td>
<td>R 6</td>
<td>19 July 2010</td>
</tr>
<tr>
<td>T 10</td>
<td>R 6</td>
<td>19 July 2010</td>
</tr>
<tr>
<td>T 11</td>
<td>R 7</td>
<td>29 July 2010</td>
</tr>
<tr>
<td>T 12</td>
<td>R 7</td>
<td>30 July 2010</td>
</tr>
<tr>
<td>T 13</td>
<td>R 10</td>
<td>14 August 2010</td>
</tr>
<tr>
<td>T 14</td>
<td>R 10</td>
<td>17 August 2010</td>
</tr>
<tr>
<td>T 15</td>
<td>R 13</td>
<td>21 August 2010</td>
</tr>
<tr>
<td>T 16</td>
<td>R 9</td>
<td>2 August 2010</td>
</tr>
<tr>
<td>T 17</td>
<td>C</td>
<td>7 June 2010</td>
</tr>
<tr>
<td>T 18</td>
<td>R 5</td>
<td>16 June 2010</td>
</tr>
<tr>
<td>T 19</td>
<td>R 2</td>
<td>10 July 2010</td>
</tr>
<tr>
<td>T 20</td>
<td>R 3</td>
<td>16 July 2010</td>
</tr>
<tr>
<td>T 21</td>
<td>R 8</td>
<td>24 July 2010</td>
</tr>
<tr>
<td>T 22</td>
<td>R 8</td>
<td>27 July 2010</td>
</tr>
<tr>
<td>T 23</td>
<td>C</td>
<td>7 June 2010</td>
</tr>
<tr>
<td>T 24</td>
<td>R 11</td>
<td>14 June 2010</td>
</tr>
<tr>
<td>T 25</td>
<td>C</td>
<td>9 June 2010</td>
</tr>
<tr>
<td>T 26</td>
<td>R 4</td>
<td>22 June 2010</td>
</tr>
<tr>
<td>T 27</td>
<td>R 9</td>
<td>4 August 2010</td>
</tr>
<tr>
<td>T 28</td>
<td>R 12</td>
<td>12 August 2010</td>
</tr>
<tr>
<td>T 29</td>
<td>R 13</td>
<td>25 August 2010</td>
</tr>
<tr>
<td>T 30</td>
<td>R 12</td>
<td>9 August 2010</td>
</tr>
</tbody>
</table>

* T: Teacher
  R: Regency
  C: Capital City
Table 4.2 Assessors interviewed

<table>
<thead>
<tr>
<th>No of Participants</th>
<th>Date of Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1</td>
<td>11 June 2010</td>
</tr>
<tr>
<td>A 2</td>
<td>28 July 2010</td>
</tr>
<tr>
<td>A 3</td>
<td>27 August 2010</td>
</tr>
<tr>
<td>A 4</td>
<td>5 June 2010</td>
</tr>
</tbody>
</table>

* A: Assessor

The English teachers included 20 females and 10 males. For the English assessors, there were two females and two males. In this part of research, the teachers and the assessors were interviewed individually for approximately 45 – 50 minutes. All interviews were conducted in English. They were digitally recorded and verbatim transcribed.

4.3 The questions

The survey was divided into three sections. The first section addressed certification. This section consisted of ten items designed to gather data about teachers’ attitude toward certification. The second addressed the process of certification. This section consisted of ten items to gather data about teachers’ attitude toward the process of certification. The last section which consisted of seven items and was designed to find out teachers ideas about support needed for certification.
The survey is reproduced in Appendix 6. All items were measured using a five point Likert scale, with five the positive end of the scale. The survey data were processed by SPSS software. Some important points could be identified from this survey: teachers might agree or disagree about certification, the process of certification and the support needed for certification.

The interview method for teachers and assessors was face to face interview. There were three major sections in the questions for the teachers: certification, process of the certification, and support needed. The interview questions for the assessors were divided into three major sections as well: current certification, process of the certification, and documents required for certification. From the interview, the researcher intended to explore the 3P (purpose, process and product of certification). The questions for the teachers and the assessors were semi-structured. The questions for the teachers are shown in Appendix 7 and the questions for the assessors are shown in Appendix 8.

4.4 Results from Surveys

4.4.1 Attitude to certification

Table 4.3 indicates the responses from the participants toward certification. There were items using a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).
### Table 4.3 Means and standard deviations for participants' responses to certification (n=69)

<table>
<thead>
<tr>
<th>Attitude to certification</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Certification is necessary for teachers</td>
<td>4.37</td>
<td>0.79</td>
</tr>
<tr>
<td>2 Certification has a positive impact on teachers’ competencies.</td>
<td>1.48</td>
<td>0.88</td>
</tr>
<tr>
<td>3 In general, portfolio assessment in certification is acceptable.</td>
<td>3.52</td>
<td>0.85</td>
</tr>
<tr>
<td>4 In portfolio assessment, there are three major components: A, B, and C. It is challenging to fulfil Component A.</td>
<td>2.30</td>
<td>0.55</td>
</tr>
<tr>
<td>5 It is challenging to fulfil Component B.</td>
<td>3.93</td>
<td>0.75</td>
</tr>
<tr>
<td>6 It is challenging to fulfil Component C.</td>
<td>2.30</td>
<td>0.63</td>
</tr>
<tr>
<td>7 Certification has a positive impact on improvement in your grammatical competence.</td>
<td>1.42</td>
<td>0.88</td>
</tr>
<tr>
<td>8 Certification has a positive impact on your sociolinguistic competence.</td>
<td>1.43</td>
<td>0.88</td>
</tr>
<tr>
<td>9 Certification has a positive impact on your discourse competence.</td>
<td>1.42</td>
<td>0.86</td>
</tr>
<tr>
<td>10 Certification has a positive impact on your strategic competence.</td>
<td>1.42</td>
<td>0.90</td>
</tr>
</tbody>
</table>

As Item 1 in Table 4.3 shows, teachers strongly supported the need for certification for teachers. However, this item was the only one in the first section that received strong support. In Item 2, they strongly disagreed that the certification process helped them to develop competencies in the English language. Considering the four competencies separately, the teachers strongly disagreed that the
certification process helped them with their grammatical competence (Item 7), their sociolinguistic competence (Item 8), their discourse competence (Item 9), or their strategic competence (Item 10). In summary, there is little evidence that certification improves teachers’ communicative competence.

Teachers were neither strongly in support of, nor strongly against, using a portfolio as a means of establishing competence (Item 3). They saw completing Components A, B, and C of the portfolio as not particularly onerous (Items 4, 5, and 6). As seen in Item 5, component B in the portfolio document is considered the most challenging component to be completed.

**4.4.2 Process of certification**

The next section of the survey was designed to investigate teachers’ attitude toward the process of certification. There were ten items with a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Table 4.4 summarises the responses.
Table 4.4 Means and standard deviations for participants’ responses to the process of certification (n=69)

<table>
<thead>
<tr>
<th>Process of certification</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 In general, the current process of certification is acceptable.</td>
<td>3.43</td>
<td>0.92</td>
</tr>
<tr>
<td>12 The division of elements of the portfolio assessment is acceptable.</td>
<td>3.45</td>
<td>0.85</td>
</tr>
<tr>
<td>13 The assessment procedure is clear to me.</td>
<td>3.45</td>
<td>0.92</td>
</tr>
<tr>
<td>14 The preparation procedure for submission of the portfolio to the government agent is helpful.</td>
<td>3.39</td>
<td>0.94</td>
</tr>
<tr>
<td>15 The length of time for portfolio assessment is reasonable.</td>
<td>3.29</td>
<td>0.93</td>
</tr>
<tr>
<td>16 The certification process assesses my grammatical competence.</td>
<td>1.41</td>
<td>0.83</td>
</tr>
<tr>
<td>17 The certification process assesses my sociolinguistic competence.</td>
<td>1.42</td>
<td>0.88</td>
</tr>
<tr>
<td>18 The certification process assesses my discourse competence.</td>
<td>1.41</td>
<td>0.85</td>
</tr>
<tr>
<td>19 The certification process assesses my strategic competence.</td>
<td>1.43</td>
<td>0.88</td>
</tr>
<tr>
<td>20 The feedback following assessment is clear and helpful to me.</td>
<td>2.68</td>
<td>0.96</td>
</tr>
</tbody>
</table>

For the process of certification, teachers were neither strongly in favour of, nor strongly against, Item 11 (current process of certification), Item 12 (division of the portfolio into elements), Item 13 (clarity of the procedure), Item 14 (procedure for submitting the portfolio), or Item 15 (length of time for portfolio assessment). This shows there was a relatively neutral response to the process of submitting a portfolio for certification.

Teachers indicated strongly that the process of certification did not help them develop grammatical competence (Item 16), sociolinguistic competence (Item 17), discourse competence (Item 18), or strategic
competence (Item 19). Means for all these items were very low. In sum, teachers indicated that the feedback from the assessors was not particularly useful.

4.4.3 Support Needed for the Certification Process

The last section consisted of seven questions where teachers indicated the support they would like for certification. Items used a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Table 4.5 summarises the responses.

<p>| Table 4.5 Means and standard deviations for participants' responses to the support needed for certification (n=69) |
|---------------------------------------------------------------|---------------------|-------|
| <strong>Support needed for certification</strong>                          | <strong>Mean</strong> | <strong>S.D</strong> |
| 21 Formal courses are necessary to support certification for communicative competence. | 4.65     | 0.51   |
| 22 There should be grammatical, socio-linguistic, discourse, and strategic competence developed in the formal courses. | 4.57     | 0.63   |
| 23 Formal courses before certification should help me strengthen my grammatical, socio-linguistic, discourse, and strategic competence. | 4.61     | 0.55   |
| 24 The formal courses should identify my weaknesses in the four competencies. | 4.57     | 0.61   |
| 25 The formal courses should be coherent to help my preparation for certification. | 4.55     | 0.61   |</p>
<table>
<thead>
<tr>
<th></th>
<th>A suitable length for the formal courses would be: *</th>
<th>2.97</th>
<th>0.71</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Consultation for individual teachers is necessary.</td>
<td>4.35</td>
<td>0.90</td>
</tr>
</tbody>
</table>

*1=1month, 2=2months, 3=3months, 4=4months, 5=5 months

There was strong support for formal courses in communicative competence to help teachers prepare for certification (Items 21 and 25), and that the courses should address grammatical, sociolinguistic, discourse, and strategic competence (Item 22). Based on the results of the survey, the formal courses should identify teachers’ areas of weakness in these four competencies. This can be seen on the result of Item 24 with a high mean score and small standard deviation.

Teachers indicated that they wanted individual consultation to help them prepare for certification (Item 26). Finally, teachers were asked the ideal length of time for a formal course (Item 27). The scale went from one month to five months. The mean was 2.97 months with a relatively small standard deviation of 0.71. Consequently, most teachers who completed the survey wanted a formal course to last about three months to improve their grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.
4.5 Results from the Interviews

4.5.1 Interviews with Teachers

a) Purpose of Certification

Teachers were asked: What do you think about certification? The majority of the teachers supported certification because it would provide them with an increase in wages (24 teachers supported certification and 6 did not).

The reasons for supporting certification were varied. Of the teachers interviewed, 18 linked certification with higher wages. Here is a typical response.

Certification is important to increase education in Indonesia. In other words, the purpose is good because compared to the education in our neighbour Singapore, Indonesia is still behind. Certification is important. More specifically, certification is very important for me as a teacher in order to increase my finances. Basically it is about money only. It is protecting teachers from moonlighting. I said it is only about money because certification does not really increase my competences - because it is all about papers and documents. What is more, this certification is not really clear to the teachers in the field (T 13/F, 14 August 2010).

It appears that teachers are aware of the intent of certification, but they doubt certification will increase their competence as English teachers.

Four teachers indicated that the purpose of certification was to increase the competencies of teachers, coupled with extra remuneration. Two
teachers said they were motivated by receiving the Educator Certificate. The government’s purpose in introducing certification is clear to the teachers, that is, to increase the quality of education in Indonesia, more specifically, to increase the competencies of teachers. However, teachers indicated that the portfolio assessment did not really support the purpose of certification because it was not done properly. One of the teachers described certification in the following manner.

Certification is a process to improve the education in Indonesia, more specifically, to improve teacher’ competencies, but the reality it doesn’t improve teachers’ competence because assessors just assess the portfolio. For me, I joined the training to get the certificate. I need the certificate to fulfil the requirement of the certification. I’m not concerned whether the course or the training program can improve my competencies or not. This is because there is no assessment for my competencies, especially communicative competence, in the process of certification (T 21/M, 24 July 2010).

This excerpt shows that teachers are undergoing training because they want to get the certificate to meet the requirements of certification. Apart from that, in general, teachers agreed that they obtained certification to get an increase in their salary. One of the teachers described certification in this manner.

In my opinion, teacher certification does not really help the government to increase the quality of education in Indonesia. Certification is only a waste of government money because it gives more money to teachers without any increase in their competency as teachers. The orientation to get certification is only about the increase of wages without considering the increase of the competencies. Therefore, the quality behind certification is ignored. What is more, the process of certification should be improved because portfolio assessment is not enough. The assessors should have to assess teachers’ performance in the classroom (T 19/F, 10 July 2010).
All teachers interviewed indicated that certification did not have a positive impact on their competence as English teachers. Professional competence includes grammatical, social, discourse, and strategic competence. Assessors do not come to the classroom to assess the teachers’ performance. They only assess the portfolio. One of the teachers commented in this way.

Well, there is no positive impact of certification to the teachers’ competences actually ... You cannot measure teachers’ performance only through documents. Because the teachers only give documents, I think it is impossible to see teachers’ competencies or their performance through the documents. There should be performance assessment. Assessors have to observe the teacher during the teaching learning process (T 17/F, 7 June 2010).

Most of the teachers indicated that certification cannot improve their professional competence. Two teachers, however, indicated that they thought certification improved their grammatical competence because they were motivated to undertake additional training in English grammar. Most of the teachers interviewed said that they had trouble finding training programs which could improve their competence as English teachers.

Through the process of certification, my professional competence cannot be improved because the system is only through documents. I know I got those documents from training or courses. But the reality in the field is not the same as the promotion when they offer
us the training. Since the process of certification is portfolio assessment, teachers are encouraged to collect as many certificates as possible without much concern about the quality of the training. I want to say that the process of certification cannot improve my professional competence. There is no positive impact of certification on my professional competence because certification is only papers....we cannot see how the teacher performs in the classroom (T 12/F, 7 August 2010).

In regard to the three components of the portfolio, 26 teachers of the 30 teachers indicated that it is challenging to fulfil those components in portfolio assessment, especially component B, for training and courses. Here is a response from one teacher.

Yes, it is challenging to fulfil those components especially for those who are teaching in remote areas because it is rare to have events in remote areas. Teachers have to go either to a regency or to a province to join events in order to get a certificate. The most difficult component to be fulfilled is component B about training or courses because it is difficult to find training which can improve my communicative competence (T 4/F, 1 July 2010).

Four teachers indicated that they did not have trouble completing the training component because the validity of the documents produced was low. That is, they identified courses (in their portfolio) that had not improved their competence as English teachers. Teachers indicated that it was difficult to find courses to improve their professional competence.
b) The Process of Certification

English teachers were invited to speak freely about the process of certification. In Question Nine, teachers were asked to comment on certification. Approximately 70% were in favour of certification because it represented a national approach to ensuring teacher quality: the process was the same all over Indonesia. In addition, the document explaining the process was easy to understand and the role of the assessors was clear.

However, the problem with certification was that it only considered documentary evidence. The process could not guarantee that English teachers’ competencies were at an acceptable level. Nine teachers indicated that certification is unacceptable because assessors do not come to the classroom to assess teachers’ competencies. Here is a typical response.

In general, the process of certification is OK because it is the same all over Indonesia that is, using portfolio assessment and done by an independent agent. Unfortunately, the process here does not fit the purpose of the certification. As we know the purpose is to increase the competencies of teachers coupled with welfare. The increase of welfare is OK but not the increase of the competencies. How do the assessors know that our competencies are increased through the training without assessing our performance in the classroom? (T 26/F, 22 June 2010).
Twenty teachers interviewed said that the assessment procedure was clear, while ten found the assessment procedure unclear. Teachers who said it was clear pointed to the government-generated procedure. The other ten teachers indicated that the assessment procedure was unclear because the result was unclear. In other words, the assessment procedure was clear but the teachers doubt whether this approach can assess their competencies. Here is a typical response.

_The assessment procedure is clear because we know that assessors assess our portfolio which include three components. In my opinion, assessing only documents is not enough because assessors cannot assess our performance. Assessing performance in the teaching learning process is important so they know that the competencies of the teachers are increased_ (T 30/F, 9 August 2010).

Teachers were asked whether they found submission of the portfolio documents to the government agency helpful. Twenty-three teachers said that the preparation of the submission of the portfolio documents was helpful because if they had problems they could go to the government agency to have their questions answered. Seven teachers said that the preparation of the submission was not helpful because the documents were not easy to obtain. Some of the areas of Central Kalimantan are difficult to reach, especially during dry season. In some areas, rivers are still the main hinterland transportation route. During
the dry season some of the rivers cannot be used. Obtaining appropriate documents in these remote areas was difficult.

When teachers were asked about feedback after they submitted their portfolio, 27 teachers (90% of those interviewed) said that they did not get any feedback from the assessors. Three teachers said that the assessors gave feedback about the components that needed to be added.

c) The Product of Certification

In last part of the interview teachers were invited to indicate whether they considered the process of certification produced competent English. All teachers interviewed agreed that they needed formal courses to strengthen their professional competence in teaching English before they applied for certification. Here is a typical response.

From my point of view, a training program to strengthen the professional competence of the teachers is needed to have a good product from the certification. ... How can they increase the professional competence of the participants if the process of training uses the Indonesian language? Approximately only 45% of the program uses English (T 23/M, 7 June 2010).
Here is another typical response.

*To support certification in producing a good product, a special course or training to strengthen teachers’ competencies is needed. In my opinion, the training should cover grammatical competence, discourse competence, social competence and strategic competence* (T 1/M, 14 June 2010).

4.5.2 Interviews with Assessors

a) Current Certification

Four English assessors were invited to comment on the current certification process: the advantages and disadvantages of certification, problems with certification, and the assessment of the portfolio. All the assessors said that the main advantage of certification, for teachers, is remuneration. As an example, one of the assessors made the following comment.

*Especially for the teacher, the advantage of the certification is mostly about money ... I think the certification should be evaluated may be once a year. Anyway, the increase of the salary of the teacher is one of the purposes of certification, but it seems it is the main purpose; an increase in the competencies is hard to be reached* (A 3/F, 27 August 2010).

The assessors considered certification not a fair process because the focus is on what teachers have done in the past, not a focus on the future.
About the disadvantages, maybe it is about the documents, because the documents show the past experience of the teacher. I do not know whether their past teaching and learning processes is what is happening now. And the other one is that ... as the assessor I could not know the real performance in their class. That’s way we do the assessment - on the desk. It is really unfair to the teachers (A 2/F, 28 July 2010).

It appears that the main advantage of certification for teachers is additional remuneration. Teachers who receive certification are entitled to a professional allowance which would double their remuneration (Jalal et al., 2009). Assessors noted that the submission of the portfolio was a report of their past experience. The current performance of teachers was not assessed.

Assessors were asked to comment on difficulties in the certification process. Two indicated that it was difficult for them to differentiate between fake and authentic documents. Here is a comment from one of them.

The problem in dealing with certification is the originality of the documents. Teachers submit documents to be assessed in the form of portfolio. The problem here is that we do not have the authority to check the originality of the certificates because the documents submitted were approved by the principal. Once they were approved, assessors cannot question them (A 1/M, 11 June 2010).

Another assessor said that there are problems dealing with performance.
As an assessor, I have a problem in assessing the performance of the teachers because there is no performance assessment in the certification. What we can do is just assess the documents submitted by the teachers. It is only a desk preview. In my opinion, performance assessment is more important if we want to fulfil the purpose of certification, to increase the competencies of teachers. We do not know whether they teach based on lesson plans or not (A 3/F, 27 August 2010).

The interviews revealed that assessors were concerned about the certification process because they cannot assess the teaching performance of the teachers. In addition, portfolio assessment does not increase the teaching competencies of teachers. The originality of documents submitted by teachers is a major concern. As noted in the UIN Maulana Malik Ibrahim Malang column, there are many fake documents in teacher certification (Sertifikasi Guru, 2011).

The assessors were asked how certification could be improved. All the assessors said that certification needs to be improved. It is important to see the performance of teachers especially to assess communicative competence. Here is one response from an assessor.

Yes, certification definitely needs to be improved, particularly for language competence or communicative competence. Communicative competence is a matter of using the language in the real situation .... most of our teachers are not capable of using the language in the real situation. Usually they know a lot about grammatical or linguistic aspects .... what they are doing in language teaching is very different from the concern of teaching language now (A 1/M, 11 June 2010).

It is clear that certification need to be improved. There should be assessment of teachers’ classroom performance in terms of grammatical
competence, discourse competence, sociolinguistic competence, and strategic competence (Maryanto, 2011). Here is a comment from an assessor.

As I said, the portfolio is only documents. We cannot see the real competence of the teacher especially teachers’ communicative competence. So that portfolio cannot measure the grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. It cannot measure teachers’ competencies (A 2/F, 28 July 2010).

The current method of assessing teachers’ competence has low levels of confidence, validity, and reliability (Soedijarto, 2011). Here is a comment from an assessor.

I cannot see the positive impact of certification on teachers’ performance in terms of grammatical competence, sociolinguistic competence, discourse competence and strategic competence... It’s only desk evaluation. We cannot see the real conduct of the teaching process. We cannot judge that teachers’ communicative competence has increased without assessing them in the teaching learning process (A 3/F, 27 August 2010).

b) The Process of Certification

In this part of the interview, assessors were asked to comment on certification, its advantages and its disadvantages. The main advantage of the process, according to assessors, is that it is efficient because teachers prepare their documents for the portfolio. The major disadvantage is not seeing teachers in the classroom.
The disadvantage of the portfolio assessment for language teachers is very bad because we cannot rely on the papers to assess the competencies of the teacher. How do we know that the teachers can use the language that they teach properly? We need to know the real competence by assessing the real performance in front of their students (A 1/M, 11 June 2010).

There is nothing to show that certification improves the performance of teachers. Basri (2011) argues that teachers who have passed certification do not show improvement in the quality of their teaching. Assessor were also asked about problems with assessing portfolios. The main problem was fake documents. One of the assessors described the problem in this way.

Yes...the most common problem in assessing the portfolio is dealing with the certificates, because the score for S1 degree is quite high... many of them say that they graduated from the university or some other higher education which we cannot certify at all because Indonesia is so big and spread out...... in fact the universities may not exist. So confirming S1 is a very common problem ...the other one is that some of the teachers get three certificates in one day, for instance.... it’s very unusual (A 4/M, 5 June 2010).

Assessors do not verify the documents. All documents sent by teachers must be verified by school principals or the Education Department. Sulistyowati (2011) noted that there were many cases of fake documents. For example, teachers would replace the photograph on another teacher’s training certificate or they would submit training certificates without completing the training.

The process of certification is acceptable because yes, we have to accept that it is the policy of central government .... it’s just that
nothing is related to actual competence. The main purpose of doing this actually is quality, but we don’t know the quality that can be improved through this certification (A 2/F, 28 July 2010).

The assessment procedure is clear because there are national operational procedures issued from Jakarta. The process of certification is described by an assessor.

Well, firstly, teachers should get the test number. The number comes from the central government. If you have the test number, we call it here ‘nomor peserta’ (number of participant), that’s the number that has been given by central government. That guarantees the process and the money as a consequence of that. So that is the first process. After you get that then teachers have to collect the portfolio and submit that to the local Department of Education at the regency office and submit it to LPMP and then they check all the requirements. After the requirements have been fulfilled by the teachers, they send the portfolio to the university to be assessed (A 1/M, 11 June 2010).

As the quote outlines, the documents in the portfolio should be checked by an official in the Department of Education and then by the assessor at the University level.

c) Documents of Certification

In this part of the interview, assessors were asked to comment on the documents teachers added to their portfolio. One of the assessors described the documents in the following way.

The documents of certification are clear, but not all the competencies of the teachers can be monitored. For example, the
score on the certificate or ijazah, in Indonesian, is there and the assessors must follow that. There is no specific document for the competence of the English teacher. The documents are general documents (A 4/M, 5 June 2010).

The assessors indicated that the documents of certification have changed since the launch of certification in 2006. One of the assessors described the change in this way.

Yes, the real difference or the real change is that before 2009 the teacher to be evaluated or certificated was to be only S1 graduates (a bachelor’s degree), but from 2009 the teacher who has just got a senior high school certificate can also join. Non S1 teachers must have the rank of 4c or 4b with Master’s Degree or PhD. In other words, there is an exception for those who have higher rank (A 2/F, 28 July 2010).

As stated in Government Regulation 74/2008, there now are two ways to get the educator certificate: a competency test in the form of portfolio assessment or awarded without submission of a portfolio. The educator certificate will be given to teachers who have academic qualification of Masters or PhD and at least have the rank of IV/b or IV/c without submission of a portfolio.

The assessors were asked if information was provided to guide them in the assessment process. According to the assessors, they have sufficient guidance. One of the assessors said the following.

Yes, we have enough documents as guidance to assess teachers’ portfolios. The central government has already sent us … what is it….. some books about how to assess the documents of teachers. The documents are the same all over Indonesia. The documents
explain the certificate. As such, every assessor will give the same points for documents in each certificate (A 4/M, 5 June 2010).

Assessors were asked to comment on the division of elements of the portfolio. They said the division of elements was clear. One of the assessors described the division in this way.

It’s clear if you read them carefully because we do it again and again. Some of the assessors don’t really read it, but because there are two raters, we check each other and check the procedure. There is a time that we have to compare the marking because one portfolio should be checked by two assessors. So we are being prepared very well, but sometimes we are not really careful (A 1/M, 11 June 2010).

4.6 Discussion of Quantitative Findings from the Survey

To provide a brief overview, more males than females completed the survey because more male than female teachers passed certification in Central Kalimantan during the period of data collection. The survey covered all regencies and the capital city. Males dominated because there are few female teachers in the more remote regencies. In terms of teaching experience, the average length of experience was 13.6 years. This makes sense because to complete certification teachers have to have at least five years’ teaching experience (Samani et al., 2006).

Secondly, teachers strongly agreed that certification to be a teacher of English was necessary. However, they were adamant that the
certification process does not help them develop in competence in English. They would value having formal courses to help them develop competencies as English teachers. They would value having access to individual consultation during these formal courses. Finally, they think formal courses should last approximately three months.

4.6.1 Certification

As noted in the previous section, male participants dominated the teachers who passed certification during data collection. Central Kalimantan is widely spread, consisting of thirteen regencies that can be difficult to reach during the wet season. It is considered unsafe for women to travel to these areas. The government gives incentive to those who teach in remote areas. As stated by the Head of the Education Department in Central Kalimantan in Tempo Interaktif Palangka Raya, five million rupiah is provided by the government to the teachers who teach in remote areas (Rampai, 2007).

Most survey participants supported the certification process. However, they disagreed that certification had a positive impact on their competencies. Component B was seen as the most challenging part in the portfolio. Component B is about education and training. Central Kalimantan is far from the mainland or capital city of Indonesia. Most of the training is centralized to the island of Java, so it can be difficult to
access training in more remote areas. According to the respondents, certification did not have a positive impact on their communicative competence which covers grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Spitzberg (1988) defined communication competence as "the ability to interact well with others" (p.68). He explains that the word 'well' refers to “accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness" (p. 68). Certification only examines documents or portfolios. It does not involve assessment of current levels of verbal facility in English.

4.6.2 The Process of Certification

In the process of certification, teachers have to submit portfolio documents to be assessed by assessors within the same field of study (for the current study, teaching English as a foreign language). There are three major components of the portfolio. Assessors of the portfolio are provided by the Teacher Education Institution (Samani et al., 2006).

Almost all participants disagreed that certification assessed their grammatical competence, sociolinguistic competence, discourse competence, or strategic competence. Communicative competence is measured by determining if, and to what degree, the goals of interaction
are achieved. Friedrich et al., (1997) argue that communication competence is best understood as a situational ability to set realistic and appropriate communication goals and to maximize their achievement by using knowledge of self, others, context, and communication theory to generate adaptive communication performances. The certification process does not assess teachers’ communicative competence because there are no tests of verbal competence.

4.6.3 Support Needed

After demonstrating that certification did not assess or improve the English competence of EFL teachers, what sort of support would they need to improve their competence? Participants indicated that they needed formal courses which could improve their professional competence (including grammatical competence, sociolinguistic competence, discourse competence, and strategic competence). Formal courses would help them identify weaknesses in the competencies.

Participants agreed that they needed time to consult with experts in the field of teaching English as a foreign language as they prepared for certification. Individual consultation could be part of the formal courses. Participants indicated that preparatory courses lasting about three months would be a useful way to prepare for certification. Shorter
courses of a month or two probably would not be as effective in improving their use of English in a range of contexts.

4.7 Discussion of Qualitative Findings from the Interviews

The interviews with teachers and assessors revealed that the major impetus for certification was increased remuneration. The intention of the Indonesian Government was that certification would increase teachers’ competencies. There is little evidence that this has been achieved. It is very difficult to demonstrate communicative competence in English with a documentary portfolio.

The process of certification needs to be reconsidered because teachers’ performance cannot be assessed adequately through portfolio documents. Assessors should come to the classroom to observe teachers’ performance. There should be a training program before certification to increase teachers’ professional competence. These findings are discussed in detail in the following sections.

1) The Purpose of Certification

As noted by Samani et al. (2006), the purpose of certification, as envisioned by the government of Indonesia, was to increase the competence of teachers. For English teachers, the focus was
professional competence. Both English teachers and assessors agreed that the current process of certification did not increase teachers’ professional competence. The main reason teachers applied for certification was to increase their salaries. Teachers with an Educator Certificate are entitled to financial incentives and chances of career promotion. Sastroatmodjo (2011) asserts that the certification program is seen as a way to improve teachers’ wealth, not their competence.

According to Hymes (1973) and Canale and Swain (1983), communicative competence is made up of four competencies: grammatical, sociolinguistic, discourse, and strategic competence. Communicative competence is demonstrated when a member of the community knows when to speak and when to remain silent, which code to use, when, where, and to whom (Hymes, 1973, p.13). These abilities cannot be assessed by documents alone. Sopyan (2011) argued that teachers should be evaluated through their performance, not through the number of certificates they possess.

Purpura (2004) notes that grammatical competence can be assessed either through a series of questions and answers or in writing. Knowing the language means knowing when to apply the rules. According to Zuskin (1993), an oral proficiency interview can be used to assess sociolinguistic competence. If assessors want to know how well teachers can use the elements of English in real-life communication, they should
provide a form of assessment which not only simulates real-life communication but also provides meaningful contexts where interaction occurs. According to Douglas (2002), in assessing strategic competence, the correctness or appropriateness of responses, and deciding how and whether to respond should be assessed.

Soedijarto (2011) points out that the current method of assessing teachers’ competencies has low levels of confidence, validity, and reliability. For example, if a teacher completed a one day seminar or a week’s training, would that increase her competency? Muchyi (2011) argues that a portfolio does not necessarily represent teachers’ competencies. Soedijarto (2011) suggested that assessors should gather information from watching a teacher in a classroom, by interviewing principals and supervisors, as well as interviewing students and former students.

In the portfolio, there are three components to be completed. Teachers indicated that Component B, which covers courses and training, is the most challenging one to complete. It was difficult to find courses or some other form of training that focused on improving communicative competence. Setiawan (2009) notes that many courses have been conducted all over the Indonesian archipelago. However, the courses tend to be conducted in a “hit and run” manner. The training is conducted but it is not followed by careful monitoring and evaluation.
Furthermore, the training usually was not preceded by an analysis of what teachers needed in the training.

2) The Process of certification

In general there was support for a national process of certification of English teachers. There was sufficient guidance for how to apply for certification. Teachers supported having assessors who came from the same discipline area. However, there was widespread agreement that the process was flawed because there was no mechanism (apart from documents) to assess teaching competence. Assessors should come to the classroom to assess teachers.

3) The Product of Certification

The intention of certification is to improve the professional competence of English teachers. For professional competence to be improved, there should be a substantial training program before certification to strengthen teachers’ competence. The training program should cover grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Rosyidi (2010) concluded that many teachers wanted certification, and the higher pay that comes with it, but were afraid that they would “fall
“flat” in the classroom because they rarely had the opportunity to attend training courses or seminars to improve their competencies. Since the certification program was launched, it has improved the remuneration of hundreds of thousands of teachers all over Indonesia. However, paying teachers more without providing them with additional training does little to improve education. Certification should filter out poor teachers and give successful teachers a strong sense of teaching efficacy.

4.8 Summary

The survey data and the interview data provided a consistent theme, that the current certification process does not increase the professional competence of English teachers. The lack of any classroom appraisal of teaching was a serious omission in the process. In addition, substantial training courses should be provided as teachers prepare for certification so that certification does produce high quality teachers.

Given these findings, the next chapter presents a redefinition of professional competence for English teachers in Indonesia.
Chapter Five

Re-defining the Professional Competence Dimension of Teacher Certification in Indonesia

5.1 Introduction

In the previous chapter, the three 3P (purpose, process, and product) of current teacher certification in Indonesia have been examined. Results showed that the purpose of the certification could not be achieved because certification does not improve teachers’ professional competence. The process of certification was inadequate. Portfolio assessment was not sufficient means to test teachers’ competence. Given these problems, the product of certification did not guarantee high quality teachers. In addition, given that certification is life-long, there is no on-going check of teacher quality.

In EFL teacher certification, the professional competence to be assessed is what Hymes (1973) called communicative competence, consisting of grammatical, sociolinguistic, discourse, and strategic competence. The current research project examines the notion of professional competence as it is defined and measured by the Indonesian Ministry of Education.

In this chapter, the professional competence dimension of teacher certification in Indonesia will be discussed in four areas. The first area
is the notion of professional competence in Indonesia. The second area is the notion of communicative competence. The third area is the conception of professional competence in Malaysia and Australia, followed by the conception of professional competence of EFL teachers in Indonesia.

5.2 The Notion of Professional Competence in Indonesia

Teachers in Indonesia are considered professional officials because they are given professional allowances. According to the Government Regulation (2008), teachers are expected to display four competencies: pedagogic competence, personal competence, social competence, and professional competence. In this section professional competence will be discussed.

Professional competence, as proposed by the Ministry of National Education and based on the 2005 Constitution, is mastery of subject matter. For EFL teachers, mastery of subject matter includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. This conception of professional competence proposed by the Indonesian Government is a narrow conception.
To be an EFL teacher in culturally diverse Indonesia, it is not sufficient to display communicative competence. Surya (2003), an Indonesian educator, argues that professional competence should cover a broad range of capabilities. Professional competencies include expertise in the field of expertise or mastery of the material to be taught, knowledge of how to teach the material, a sense of responsibility, and a sense of duty to one’s teaching colleagues.

The conception of professional competence proposed by Surya focuses on mastery of the subject matter, mastery of pedagogy, and social responsibility. He does not consider the cultural diversity and religious aspects of the Indonesian context. In Indonesia, it is essential for teachers to be involved in maintaining and developing their knowledge of the culture and religions in the areas in which they teach.

Gumelar and Dahyat (2002) examine the conception of professional competence put forward by the Asian Institute for Teacher Education (AITE). This organization focuses on the development of education in Asian countries. AITE argues that teachers' professional competence should include the following abilities: (1) to understand and apply the educational foundations including educational philosophy and educational psychology; (2) to understand and apply theory about the developmental level of learners; (3) to have an understanding of the
discipline to be taught; (4) to understand and apply the appropriate teaching methods; (5) be able to use a variety of tools and media to facilitate learning; (6) to organize and implement teaching programs; (7) to perform appropriate evaluation of students’ learning; and (8) to be able to motivate learners (AITE, 2002, p. 127).

Effective teachers in a culturally diverse country like Indonesia should acknowledge both individual and cultural differences and treat these differences in a positive manner. Embracing rather than resisting diversity should provide a basis for the development of effective communication. Social skills such as respect and cross-cultural understanding can be modelled, taught, prompted, and reinforced by the teacher. In addition, Indonesia has endorsed five basic principles of the Republic of Indonesia: Pancasila (1945). The first principle is belief in God. For this reason, religion awareness should be considered to be an aspect of professional competence.

In the standards developed by the National Education Standards Board (BNSP, 2005), professional competence refers to knowledge of subject matter. The BNSP is an independent institution, based in Jakarta, the capital of Indonesia that develops, monitors, and evaluates the implementation of national education standards. Standards developed by BSNP become binding on all national education units. Expertise in
the use of English is important for all ESL teachers because they are models in language use for their students.

Madya (2007), an Indonesian educator based at the State University of Yogyakarta-Indonesia, has identified the following competencies for EFL teachers: command of English; knowledge of relevant disciplines (including linguistics, educational theory, the cultures of English speaking peoples); the ability to teach; and professional responsibility. These competencies are similar to those proposed by the Indonesian Ministry of Education. Madya’s competency of ‘responsibility as a professional’ is not well defined. His approach to professional competence focuses on subject matter expertise and pedagogical knowledge.

The conception of professional competence proposed by the Asian Institute for Teacher Education includes competence in pedagogy. As such, the conception of professional competence proposed by the AITE is broader than the conception of Ministry of Education that focuses on expertise (or content knowledge) in the subject area.

The conception of professional competence proposed by the Indonesian Ministry of Education is not a suitable one for EFL teachers because it does not move much beyond communicative competence. Hymes’ term communicative competence is a way of defining proficiency in use of a
language (1973). It is argued that communicative competence is not a sufficient basis on which to judge the professional competence of EFL teachers.

5.3 The Notion of Communicative Competence

The term communicative competence is made up of two words, the combination of which means competence to communicate (Bagaric & Djigunovic, 2007). Hymes (1979) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. Much of Hymes’ justification for the development of his theory of communicative competence is based on his criticism of Chomsky’s notion of linguistic competence. Hymes (1979) was among the first anthropologists to argue that Chomsky’s linguistic competence does not incorporate sufficiently the most important linguistic ability that is, being able to create and comprehend utterances which are suitable to the context in which they are made. It forms part of a speaker’s ability to know when to use utterances.

The competence that adult native speakers of a language possess must include the ability to handle linguistic variation and the various uses of language in different situations. It encompasses a wider range of abilities than the homogeneous linguistic competence of the Chomsky
Hymes (1979) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of situations. In this way, a sociolinguistic perspective was added to Chomsky’s linguistic view of competence.

Hymes’ formulation (1973) of communicative competence has been one of the most influential theoretical developments in language studies and in applied linguistics (Ellis, 1994; Firth & Wagner, 1997; Stern, 1983). According to Hymes, linguistic theory is concerned primarily with an ideal speaker-hearer, in an homogeneous speech community, who knows the language perfectly, and is unaffected by grammatically irrelevant conditions such as memory limitations, distractions, shifts of attention and interest, errors (random or characteristic) in applying his knowledge of the language in actual performance. Hymes considers linguistic theory to be of little use for disadvantaged learners. Difficulties that confront these learners are swept from view (Hymes, 1973).

Hymes (1974) expanded the scope of competence to include knowledge of social and cultural norms and rules of speaking that underpin language use and an individual’s ability to realise it in actual speech. Competent speakers are capable of producing adequate ways of speaking that each situation demands and of making use of the rules for their own ends (Hymes, 1973; Widdowson, 1983). According to
Taylor (1988), Hymes reinstated the social realities of communications that Chomsky had suppressed to achieve analytic reliability.

Hymes’ call to explore the social use of language was a catalyst for the field of language education. It expanded the scope of competence for the L2 curriculum. It also offered a theoretical rationale for a broadening of L2 research (Richards & Rogers, 2001). This resulted in new theoretical constructs for L2 instruction (for example, Canale & Swain, 1983; Celce-Murcia et al., 1996; Munby, 1978; Savignon, 1997) and language assessment (for example, Bachman, 1990; Canale & Swain, 1983).

Hymes’ first public discussion of communicative competence was a paper presented at the “Research Planning Conference on Language Development among Disadvantaged Children” held at the Ferkauf Graduate School of Education in 1966. Hymes indicated that he considered Chomsky’s linguistic theory a limited conception of linguistics, presenting an image of the child with an ability to produce and understand grammatically correct sentences. This view cannot explain communicative differences among children in real and complex contexts.

Hymes’ criticism of Chomsky’s linguistic theory centred on the inadequacy of his theory in explaining the language problems of disadvantaged children compared with the communicative capacity of
children who were not from disadvantaged backgrounds. Hymes pointed out that Chomsky’s linguistic competence does not include a social aspect of language. For Hymes, linguistic theory must account for performance in real contexts.

In Hymes’s description (1979), communicative competence includes not only knowledge of language forms but also knowledge of form–function relationships learned from the way language is embedded in social life. As a linguistic anthropologist, Hymes argued that linguists were ignoring language functions. Anthropologists paid attention to many aspects of culture while ignoring, because it was so transparent, the most important, the medium in which culture was enacted and thereby acquired by the developing child. In acquiring the medium of language, each child learns not only what is possible linguistically but also what is culturally and appropriate to the situation.

Chomsky’s “rule-governed creativity” (1965) that describes a child’s mushrooming grammar at the age of three or four did not, according to Hymes, account sufficiently for the social and functional rules of language. Hymes referred to communicative competence as that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.
Research on communicative competence distinguished between linguistic and communicative competence (Hymes, 1973; Paulston, 1974). This highlights the difference between knowledge about language forms and knowledge that enables a person to communicate functionally and interactively. Important work on defining communicative competence was carried out by Canale and Swain (1983), now the major reference point for discussion of communicative competence in face-to-face language teaching. In their definition, four different components, or subcategories, make up communicative competence. The first two components reflect the use of the linguistic system while the last two components define the functional aspects of communication. The components are grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

The theory of communicative competence has had a major impact on second and foreign language teaching. The theory comes into play in helping to make a non-native speaker communicatively competent in the target language. It also offered insight into the language content to be used in language classrooms. It put language use, however ungrammatical it may be, into the centre of the classroom.
Kumaravadivelu (2006) argues that there is another construct of competence that has been neglected, that of people who speak two or more languages. The concept of competence proposed by Chomsky and reinforced by others, deals with language competence residing in the monolingual mind. This offers a limited perspective on competence because the description of linguistic competence has been based on monolinguals. An analogy may be a juggler throwing one ball in the air and catching it compared with a juggler who can handle two or more balls at the same time.

Some argue that the definition of communication competence lacks consensus (for example, Jablin & Sias, 2001; Wilson & Sabee, 2003). Even though a plethora of studies on communication competence exist, scholars disagree on what constitutes communication competence and express concern about the lack of consistent theory (Wilson & Sabee, 2003).

Students learn English in Indonesia with the intention of communicating with people in other Asian countries. English is used in Asian countries as a lingua franca. Native competence in English is not required. Anchimbe (2006) argues that the emphasis should be competence rather than native-speaker facility in the recruitment of
teachers in English as a foreign language (EFL) and English as a second language (ESL).

Canagarajah (1999) points out that most of the world’s English teachers are not native speakers of English. It is not necessary to have native-like command of a language to teach it well. Kirkpatrick (2007) argued that local and regional English teachers (Indonesian by birth) are suitable teachers because they speak English and they have knowledge of the cultures that students inhabit.

There is a close link between language and the needs of the community. Being a native speaker does not automatically make one a competent speaker or teacher of the language. Native speakers have the same intelligibility and communicative challenges to cope with as non-native speakers. As such, it is not necessary to aim for a native English speaker’s facility to teach English effectively (Muniandy et al., 2010).

To summarise, it is not necessary in Indonesia for EFL teachers to achieve the facility of a native speaker of English. It can be difficult for native speakers of English to understand the cultural context of students in Indonesia. However, some dimensions of communicative competence are relevant for professional competence for EFL teachers in Indonesia. It is appropriate here to examine what happens with the
teaching of English in the neighbouring countries of Malaysia and Australia.

5.4 The Conception of Professional Competence in Malaysia and Australia

Malaysia and Australia were chosen as comparison countries because both countries are close to Indonesia. Malaysia and Indonesia share a land border in Kalimantan Island. Indonesia and Malaysia have many similarities in history, culture, and religion. The Indonesian and Malay languages are closely related because the Indonesian language is rooted in the Malay language (Admin, 2010). A Malay background is shared by the majority of the population of both nations. Both are Muslim majority countries, founding members of ASEAN and APEC, and also members of the Non-aligned Movement and Organization of Islamic Cooperation. Malaysia became a British colony. In consequence, Malaysia was strongly influenced by British traditions including the English language. Australia was chosen as a comparison country because it is an English speaking country and a close neighbour.

Like Indonesia, culture plays a big role in communication in Malaysia. It has three main ethnic groups: Malays (50 %), Chinese (25%), and Indians (10%) (“The People of Malaysia”, 2009). Asma (1996) notes that though there are differences among ethnic groups in Malaysia, “... our
common denominator lies in our deep-seated Asian values” (p. xiii). Looking at the communication styles of one of these ethnic groups, the Malays, Lailawati (2006) argues that their communication is partly shaped by their religious beliefs. Malay leaders who wish to gain the respect of subordinates are expected to model their behaviours on the cultural and religious values of their subordinates (Asma, 1996). They are expected to build relationships, expressing concern for subordinates’ welfare and development through IMAN (faith in God), and sharing stories.

Communicative competence is included in professional competence for language teachers in Malaysia. According to Hamdan et al., (2010), professional competence for Malaysian teachers includes the following: the ability to perform the job; the ability to suit the pedagogy to the content; the ability to share knowledge; and the ability to match teaching to the psychological make-up of the student. The ability to perform the job includes the enthusiasm of the teacher to participate in work-related tasks and sincerity in undertaking the work. Teachers should have a good understanding of the education system. They should present the content of the curriculum effectively, demonstrating communicative competence.

Mohamed-Ali (2010) points out that it can be difficult for teachers to keep up-to-date with recent additions to the English language. One
example the word ‘metrosexual’ does not appear in a dictionary (Collins) published in 2006. It is a word found in leisure magazines. Being aware of changes in the field of language is part of professional competence. This may not be easy for those who do not have internet access and who may be teaching in a remote area. Because Malaysia is a culturally diverse country, professional competence in teachers includes awareness of different cultures. As part of cultural awareness, religion plays an important role in professional competence.

Indonesia, like Malaysia, has remote areas. It is difficult for teachers in these areas to have access to the internet. Lim et al. (2009) argue that teachers should use the internet to find suitable teaching methods, suitable teaching materials, and to broaden their knowledge of English usage. Geographical remoteness is a barrier for teachers to gain more knowledge using the internet. Son et al., (2011) point out that with the implementation of computer-assisted language learning (CALL), language teachers are required to build knowledge and skills in using computers. The survey they conducted on the mainland of Indonesia (in the cities of Jakarta and Yogyakarta) showed that teachers had varied experiences with computers and the internet. Primary school teachers, particularly, showed low levels of computer use. It is likely that use of computers and the internet will be lower in more remote regency areas.
After examining the dimensions of professional competence of teachers in the Malaysian context, the dimensions of professional competence in the Australian context are examined. There are seven standards set by the Australian Institute for Teaching and School Leadership (AITSL) for the Australian National Professional Standards for Teachers, as endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs. AITSL has been established to provide national leadership for promoting excellence in the profession of teaching and school leadership. The seven standards for leading (that is, highly competent) teachers are described in the following section, with comparisons to the Indonesian context.

**AITSL Standard 1: Know the students and how they learn.** Teachers are expected to select, develop, evaluate and revise teaching strategies to improve student learning “... using knowledge of the physical, social and intellectual development and characteristics of students” to meet the needs of students from diverse cultural and economic backgrounds (AITSL, 2011, p. 8).

In the Indonesian situation, AITSL’s Standard 1 could be implemented. However, given the diversity of cultural and economic backgrounds of students and the geographical complexity of Indonesia, it may be difficult for teachers in remote areas to find new teaching strategies. Not all areas of Indonesia have internet access. Jurado et al. (2010) caution
that in developing countries one has to remember the constraints faced by teachers in remote areas.

Access to computers for students and teachers is a matter of the cost. In addition, speed and reliability of the internet may be inadequate. In parts of remote Indonesia, teachers may not even attend school regularly (Schonhardt, 2013). The local administration may do little to monitor the quality of instruction, and books often are out-dated or inadequate (Schonhardt, 2013). Changing teaching strategies under these conditions is not easy. Many teachers lack basic knowledge about the current curriculum and do not understand that they are expected to develop their own lesson plans and their own teaching materials. Even in major cities like Jakarta, schools in poor neighbourhoods lack resources and well-trained teachers (Schonhardt, 2013).

**AITSL Standard 2: Know the content and how to teach it.** Teachers must be able to “lead initiatives … to evaluate and improve knowledge of content and teaching strategies,” as well as “to monitor and evaluate the implementation of teaching strategies to expand learning opportunities and content knowledge for all students” (AITSL, 2011, p. 10).

Knowing content and how to teach it covers both pedagogy and subject matter. In the Indonesian context, knowledge of subject matter is separated from knowledge of pedagogy. It may be desirable to combine
these into a single professional competency. Monitoring and evaluating is covered in the dimension of pedagogy in the Indonesian context.

AITSL’s Standard 2 could be applied to in the Indonesian context. However, there are problems faced by the education system in Indonesia because some teachers lack knowledge of the subject matter. According to Mulyatiningsih (2009), 14% of teachers from the state vocational schools and 29.3% of teachers from private vocational schools are ineligible to teach because they do not have the relevant subject knowledge.

**AITSL Standard 3: Plan for and implement effective teaching and learning.** Teachers should “demonstrate exemplary practice and high expectations … and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs” (AITSL, 2011, p. 13). Teachers are expected to improve their practice as the result of review. This standard is appropriate in an Indonesian context.

**AITSL Standard 4: Create and maintain supportive and safe learning environments.** Teachers are expected to be active in “the development of productive and inclusive learning environments,” as well as to “lead and implement behaviour management initiatives” (AITSL, 2011, p. 15) in order to ensure students’ well-being.
Productive and inclusive learning environments are significant for the teaching and learning process. In AITSL’s Standard 4, professional competence covers this aspect of teaching. Teachers have to be able to create productive and inclusive learning environments in order for students to learn. This standard could be added in the Indonesian context.

**AITSL Standard 5: Assess, provide feedback and report on student learning.** Teachers are required to “evaluate school assessment policies and strategies”, to diagnose learning needs, and to “co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice (AITSL, 2011, p. 17). Assessing, providing feedback, and reporting are important to improving teaching practice. Feedback can be a powerful tool for learning. From feedback, teachers can make changes to improve their teaching (Latham, 2009).

In the Indonesian context, AITSL’s Standard 5 focusing on assessment and feedback is included in the pedagogy competence. There are two kinds of assessments: formative and summative. Formative assessment is conducted in the classroom and describes the progress of a student’s learning. An example might be teachers’ comments on students’ work. Good formative assessment is an essential element of classroom teaching. It improves dialogue between students and teachers, which in
Formative assessment guides students towards summative assessment conducted at the end of a learning period. Summative assessment may be used as the sole or major assessment method to measure achievement (Bransford et al., 1999; Carless, 2008). However, this assessment should be properly administered to enable schools to determine student achievement because summative assessment is sometimes not well integrated with teaching and learning during the term (Carless, 2008).

This is the case in Indonesian education. The summative examination, especially the examination administered at the end of the school year (the national examination) is not well integrated with what occurs during the school term. It is a test of students’ memorisation skills. Understanding the nature of assessment is a vital part of teachers’ professional knowledge (Douglas, 2004). Assessment is significant as a guideline to see what students have learned. A desirable form of assessment, according to Looney (2008), is formative assessment. To avoid rote learning as preparation for the examination, Indonesian teachers should be encouraged to use frequent formative tests which are not based on rote learning.
Poor evaluation does not help students to learn. Indonesian education has been criticised for its failure to design an effective summative assessment. There has been criticism of the national examination (ujian nasional), conducted at the end of secondary schooling, because it fails to define success clearly (Zulfikar, 2009). Improving assessment systems, shifting from rigid summative assessment to a series of formative assessment, would help teachers reformulate their classroom pedagogy. Indonesian teaching should not be trapped in a system of making students memorise information with little understanding of what they are memorising.

**AITSL Standard 6: Engage in professional learning.** Teachers should “initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers” (AITSL, 2011, p. 18). Teachers have to develop their knowledge on an on-going basis to achieve Standard 6. In the Australian context, continuous improvement of teachers’ knowledge seems possible because there are many training opportunities provided by both government and private institutions.

In Indonesia, AITSL’s Standard 6 does not appear as part of professional competence. However, as pointed out by Setiawan (2009), though many training providers (government or private) offer learning activities, there is little focus on the quality of the activities. Many teachers are only concerned about the quantity, the number of hours of
the activities attended because they will be counted in the certification process.

**AITSL Standard 7: Engage professionally with colleagues, parents/carers and the community.** Teachers are expected to “model exemplary ethical behaviour and exercise informed judgments in all professional dealings with students, colleagues and the community,” as well as taking a “leadership role in professional and community networks and support[ing] the involvement of colleagues in external learning opportunities” (AITSL, 2011, p. 19).

Considering AITSL Standard 7 in Indonesia, engaging professionally with colleagues, parents/carers and the community would be considered part of social competence. Teachers should have good relationships not only with students but also with their colleagues and local communities.

It is notable that, in the AITSL professional standards, professional competence covers pedagogy including evaluation, knowledge of subject matter, and social competence (dealing with students, parents, colleagues and the community). AITSL standards are summarized under the three broad headings of professional knowledge, professional practice, and professional engagement. These competencies are bound together, not separated as they are in the Indonesian context.
5.5 Professional Competence for EFL Teachers in Indonesia

Though Indonesian is still the lingua franca of Indonesians, English is gaining in importance. Most Indonesians now understand that it is no longer necessary, perhaps not even desirable, to aim at an English native speaker’s fluency to achieve communicative competence. Mastering English does not mean acquiring native proficiency, but rather, having universal intelligibility.

There has been a significant decline in the levels of English proficiency in Indonesia, even for EFL teachers. This section will propose a new conception of professional competence for the EFL teachers in Indonesia.

After reviewing conceptions of professional competence in Malaysia and Australia, the question arises: how can professional competence for EFL teachers be improved in Indonesia? It is noteworthy that professional competence in Malaysia and Australia is not restricted to communicative competence. In both countries, professional competence is a core which is related to other competencies including communicative competence. Professional competence is not separated from pedagogical and social competence. The competencies are treated independently in the Indonesian context and assessed separately in teacher certification. Figure 5.1 summarises competencies which are assessed in current Indonesian teacher certification.
In Malaysia, cultural and religious competencies are considered part of teachers’ professional competence. Australia also includes cultural competence as part of teachers’ professional competence - in AITSL’s Standard 7 (Engage professionally with colleagues, parents/carers and the community). Cultural competence should be included in Indonesian teacher professional competence because Indonesia is a multicultural country. Religion should also be considered in professional competence because religion is an important part of Indonesian life, affecting education, politics, and social life. The first principle (Pancasila) in Indonesian government is belief in God. There are six religions recognised by the government: Islam, Christian, Catholic, Buddha, Hindu, and Kong Fu Chu.
Under Indonesian basic fundamental law of 1945, individuals are required to confirm their faith on legal documents such as identity cards and birth certificates. Schonhardt (2013) noted that in July 2013, the Indonesian Ministry of Education has merged science classes and social studies classes with other classes so more time can be devoted to religious education. The subjects will be integrated, not eliminated. This move indicates how important religion is considered within teachers’ professional competence.

Increased knowledge about computers and the internet should be incorporated into professional competence because it is important for teachers to develop their own teaching materials. Malaysia and Australia include this knowledge in their requirements for professional competence. The Indonesian government has tried to provide computers with internet access to schools all over Indonesia. However, Yuhetty (2002) points out that the development of information communication and technology (ICT) in Indonesia is not proceeding as quickly as it is in other countries, including neighbouring countries such as Singapore, Malaysia, and Thailand.

Language teachers in Australia have to consider linguistic knowledge which covers listening, speaking, reading, and writing. The four skills should be included in professional competence for EFL teachers in Indonesia. As Smith (1975, pp. 98-99) points out, “… good listeners often speak more exactly and more creatively than poor listeners; they
have more words at their command.” People react accurately after listening precisely. Poor listening leads to unnecessary arguments and problems.

Speaking skills should be included in communicative competence because the skill of speaking is the ability to use the language accurately. EFL teachers should be able to speak with facility. Background knowledge is essential to read well. Brindley (1994) emphasizes the importance of background knowledge in reading:

“Texts are not entirely self-contained; they refer to the world. Texts assume knowledge on the part of the reader. Sometimes the knowledge is factually based and refers to objects, events and people. There are many references in texts which depend not on a grasp of facts but on an understanding of cultural institutions and practices.” (p. 82).

The last skill is writing, a production skill.

As stated before, communicative competence, as proposed by Hymes, should be included in professional competence for Indonesian EFL teachers. Communicative competence covers grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Grammatical competence is needed because, according to Sugiharto (2005), students demonstrate inadequate grammatical knowledge. Grammatical competence enables speakers to use and understand English-language structures accurately and this contributes to their fluency.
Students also need to improve their discourse competence, that is, the connection of a series of sentences or utterances, or inter-sentential relationships, to form a meaningful whole (Savignon, 1983, p. 38). To become effective speakers, learners should acquire a large repertoire of structures and discourse markers to express ideas. Using this skill, students can handle turn-taking in communication (Shumin, 2002, p. 207).

Sociolinguistic competence is the knowledge of the socio-cultural rules of language and discourse. This type of competence involves an understanding of the social context in which language is used: the rules of the participants, the information they share, and the functions of the interaction. As pointed out by Bachman (1990), sociolinguistic competence deals with factors such as politeness, formality, metaphor, registers, and culturally-related aspects of language. This competence helps prepare speakers for effective and appropriate use of the target language.

If we had advanced sociolinguistic competence, we would not need guidance about how to send birthday invitations or to have a party. Having good sociolinguistic competence means knowing how to "give every person his or her due." It means knowing when to be quiet, and when to talk, when to give compliments, and when to apologize. It also means being able to read situations and know what is the right thing to say or do. There are an infinite number of combinations of roles, tasks,
contexts, and feelings that govern what is appropriate in any given encounter (Bachman, 1990).

The fourth component of communicative competence is strategic competence, that is, the ability to employ strategies to compensate for imperfect knowledge of rules (Savignon, 1983, p. 39), be they grammatical, sociolinguistic, or discourse rules. It is analogous to coping or survival strategies. With reference to speaking activities, strategic competence refers to the ability to keep a conversation going.

Culture plays an important role in Indonesia. The teaching of English cannot be freed from students’ cultural backgrounds, values, customs, and beliefs. Marcellino (2008) explains how Javanese culture influences education. Obedience, unquestioning minds, and the belief that teachers know all there is to know characterise the learning atmosphere in many classes. Young students are expected to defer to their teachers. This approach to teaching and learning exerts a major impact on what happens in the classroom.

One has to have knowledge about communication to develop the skills to adapt to particular situations (Salleh, 2006). Pedagogical competence should be included in EFL teachers’ professional competence. Pedagogical competence includes knowing students and how they learn, knowing how to teach the subject matter, planning for and implementing high quality teaching and learning, creating and
maintaining supportive and safe learning environments, and using effective evaluation.

Professional competence for EFL teachers in the Indonesian context should cover not only communicative competence but also awareness of cultural backgrounds, values, customs, and beliefs, as well as the political imperatives of the government. In addition, pedagogical competence, social competence, and personal competence should be included in the professional competence of EFL teachers.

In conclusion, professional competence for EFL teachers in Indonesia should cover competence in subject matter, pedagogy, social competence, and personal competence. Subject matter knowledge comprises communicative competence, language skills, and vocabulary. Cultural knowledge and religion should also be considered. Figure 5.2 shows the proposed re-conceptualisation of professional competence for EFL teachers in Indonesia.

Figure 5.2 Proposed professional competence dimensions for EFL teachers in Indonesia
The communicative domain includes oral and written forms of English. Literary work and linguistics are included. Theories (or approaches to) of linguistics and literature are useful in the EFL framework. As argued by Zacharias and Manara (2011), theories drawn from linguistics and literature can enrich the teaching of English.

English is used as a medium between Indonesians and native English speakers as well as a medium between Indonesians and people from other Asian countries. Appropriate intercultural communication is required to speak correctly and in culturally appropriate ways. In verbal transactions, people of different cultures follow different systems. Intercultural competence is necessary for these exchanges (in English) to be successful.

Competence in the social domain requires that EFL teachers show respect for the voices of students from different ethnic backgrounds and different genders. Teachers should increase students’ knowledge of cultures other than their own and promote equality of opportunity and respectful treatment of people from all ethnic backgrounds (Araluce, 2008; Kumaravadivelu, 2008; Sleeter & Grant, 2003). In addition, the first principle of the Indonesian is belief in God. Hence, religious considerations should be included in the social domain.

In the Indonesian context, teachers are expected to act as role models. They should act morally and support and care for their students. The
personal domain should cover these competencies. Use of technology for teaching also is part of the personal domain. This knowledge can help teachers in developing their own materials and improving their knowledge of the English language. As computer technology becomes more widely available, the increasing use of electronic texts has expanded the meaning of the word ‘literacy.’ There is now computer literacy, electronic literacy, and information literacy. Improving one’s ability to use computers is a key aspect of teacher professional development (Son, 2004).

The pedagogy domain covers a teacher’s ability to teach effectively. The notion of what is good teaching differs from culture to culture (Tsui, 2009). For example, in some cultures, a good teacher is one who manages and leads students, and maintains a respectful distance between teacher and students. Learners are considered rather passive recipients of the teacher’s expertise. Teaching is viewed as a teacher-controlled and directed process.

In other cultures the teacher may be seen as a facilitator. The capability to form close interpersonal relationships with students is highly valued, and there is a strong emphasis on students’ creativity and independent learning. Students may be encouraged to question and debate what the teacher says. The system in which a person teaches, and his or her view of good teaching, will reflect cultural surroundings and personal
history. For this reason, teaching is said to be “situated” and understood within a particular context.

However, despite different conceptions of teaching, there is a broad range of pedagogical skills that are common across cultures. Teachers have to know which approach, methods, or strategies are suitable for their situation (Snow, Kahmi-Stein & Brinton, 2006).

To conclude, in this chapter a re-conceptualised understanding of professional competence for EFL teachers in Indonesia has been presented. It comprises four domains: the communicative domain; the social domain; the personal domain; and the pedagogy domain. The next chapter explores how to assess these domains within the teacher certification process.
Chapter Six

Assessing Professional Competence in Teacher Certification

6.1 Introduction

In the previous chapter, a re-conceptualization of professional competence for Indonesian teachers, specifically EFL teachers, has been proposed. It has been argued that professional competence should cover the following domains: communicative domain, pedagogical domain, social domain, and personal domain. This chapter considers how these domains will be assessed.

There are problems with the current conceptualisation of professional competence for EFL teachers and the way it is assessed. Professional competence covers only communicative competence. That is, professional competence focuses only on one aspect of learning English. In addition, the method of assessment is insufficient because teachers are only assessed through the submission of a portfolio. There is no observation of what teachers do in the classroom. Finally, the certification process provides no training to improve EFL teachers’ competence.
Alwasilah (2012) is a professor at the Indonesia University of Education (UPI) Bandung and a member of the Board of Higher Education. He points out that in Jakarta, the capital city of Indonesia, there is little evidence that certification of teachers has improved the quality of student learning. The existing teacher certification program has improved salaries but has failed to improve teachers’ professionalism. The Ministry of National Education acknowledges that the certification program has not succeeded in improving the quality of teachers even though the cost of this program is estimated to be about US$460 million per year (Alwasilah, 2012).

A re-conceptualisation of professional competence and a new approach to teacher certification of EFL teachers in Indonesia are introduced in this thesis. In Chapter Five, a revised notion of EFL teacher professional competence was presented. Appropriate ways to assess the professional competence of EFL teachers are presented in this chapter. Chapter Seven considers the role of training programs in the certification process.

6.2 Assessing Professional Competence in the Communicative Domain

In this section, assessing the professional competence of EFL teachers in terms of the communicative domain will be discussed. In Indonesia, teachers are encouraged to be role models for their students and the community. Students view teachers as wise and smart. If they need to
know something students ask their teachers. A teacher has a significant role to play in the local community.

The Education Minister Regulation (2007) is clearly associated to the requirement to have a good command of English. It is stated in the regulation that English teachers have to master the language in the spoken and written form, receptive and productive in all aspects of communication (linguistic, discourse, sociolinguistic, and strategic. This means that EFL teachers should use as much English as possible in their classes. By speaking English to communicate with students, EFL teachers help to create a learning environment which is favourable to the learning of English.

As their English will be the model for their students, teachers should have a good command of English. However, there is evidence that not many teachers in Indonesia, in particular, in Central Kalimantan, speak English to communicate with their students. To help improve the situation, it may be appropriate to hold a proficiency test for existing teachers to ascertain their level of English proficiency. The results of the test could be the foundation for designing suitable in-service training for them.

It is important that English language proficiency be assessed. Language proficiency can be assessed using proficiency tests such as TOEFL, IELTS, or TOEIC. From the language proficiency tests, the skills of
English (listening, speaking, reading, and writing) and the language components (grammar, vocabulary, and pronunciation) can be assessed.

The English Language Proficiency Test is important for language teachers as a means of measuring their knowledge of the English language. As Ridwan, Renandya, and Lie (1996) point out, many EFL teachers in Indonesia are not active users of English. Many people argue that EFL teaching has failed to develop students' skills in English.

There are advantages in using a language proficiency test to assess the communicative domain. Chen et al. (2013) point out that the language proficiency test provides test takers with a score which reflects their overall ability in English. It tests all four language skills important for effective communication: speaking, listening, reading, and writing. Proficiency tests, like the TOEFL test, are offered in different formats depending on a test taker's location. There is an internet-based TOEFL test (TOEFL IBT) and computer-based TOEFL test (TOEFL CBT).

An on-line proficiency test makes it easier for EFL teachers in Indonesia to do the test because it can be done on-line. Teachers living in remote provinces need an internet connection to complete the test. They do not have to go to the capital city, Palangka Raya. Additionally, because the
test is not set up in a pass/fail fashion, EFL teachers do not have to worry about the humiliation of failing the test.

On the other hand, Brown and Lumley (1998) point out that it is presumed that those who take the test wish to use English in countries where English is a native language. In the case of Indonesia, in particular Palangka Raya, the capital city of Central Borneo, it may be the case that few teachers will visit the countries where English is the native language. They are more likely to need English for interaction with people from their own region. In addition, Brown and Lumley (1998) note that the content of the tests is rooted in Western culture. Indeed, the tests are intentionally based on the norms of a particular English-speaking country because, for the most part, the tests are designed for people intending to function within the English-speaking country. The orientation of the tests is to the native speaker setting and reflects the demands of communication with native speakers of English in English speaking countries.

6.3 Assessing Professional Competence in the Pedagogy Domain

Classroom observation is one way to assess the pedagogy domain because it shows how teachers conduct their classes, not what teachers say about how they organize their classes. Since EFL teachers in Indonesia are required to complete lesson plans, it is recommended that
lesson plans and teaching aids be examined. Mulyasa (2007) notes that lesson plans are important pedagogical skills.

Classroom observation could follow the procedure proposed by Acheson and Gall (1997): how teachers begin and end a lesson; how teachers allocate times within a lesson; how teachers give tasks to students; how teachers manage learning groups; how teachers control or help students during the learning process; how teachers deliver questions; and how teachers reinforce student answers. In this way, the performance of EFL teachers can be assessed from the beginning to the end of a lesson. Examination of lesson plans should show the percentage of the lesson devoted to the use of English. Observers of lessons and lesson plans must be well trained to reduce biased results.

EFL teachers in Indonesia tend to use available textbooks and LKS or student work sheets which are not professionally prepared. This behaviour is outside the spirit of the present curriculum called “Kurikulum Tingkat Satuan Pendidikan” (KTSP) or School Based Curriculum. This curriculum requires teachers to be resourceful in developing instructional objectives and in managing the class. Resourcefulness of teachers in the classroom should be assessed during formal observation. Finally, teachers should be able to demonstrate joyful teaching and learning to help students reach their potential (Education Minister Regulation, 2007).
Observation of lesson plans should look for evidence of the current curriculum, the 2006 curriculum (KTSP or School Based Curriculum). Surahman (2009) notes that a well constructed lesson plan reflects the interests and needs of students. Mulyasa (2007) argues that a well prepared lesson plan will enable teachers to conduct a lesson of higher quality than a lesson conducted with no preparation. Teacher should have well-constructed lesson plans to support their students’ learning, though it should be recognised that once a lesson plan is implemented, the plan may need adjusting.

According to the Education Minister Regulation Number 41 (2007), a lesson plan is a plan which covers the teaching of one basic competency, so the time span may be more than one class. The English curriculum and syllabus are designed to follow two cycles (oral and written) and four stages (building knowledge of the field, model of the text, joint construction, and independent construction). English lesson plans should be integrated units which may cover more than one competency (listening and speaking for the oral cycle, reading and writing for the written cycle). Integrating the four basic skills should be possible.

Assessing a lesson plan can be done by examining how teachers map the Competency Standard and the Basic Competency, determine the indicators for the achievement of basic competency, set up the purpose,
select the Learning Material, structure the stages of instruction, and prepare assessment (Education Minister Regulation, 2007).

The current researcher argues that assessment of a lesson plan should focus on three areas: teaching objectives; the way the lesson is structured; and evaluation activities to assess students’ learning. Teaching objectives refer to the basic competencies which have been identified in the curriculum, how it is proposed to structure the lesson (including strategies, teaching aids, and approaches), and assessment activities. These three areas can be used to assess the EFL teacher’s lesson plan and then to observe the lesson plan in action.

EFL teachers are expected to use a variety of teaching aids. Aids should suit the resources, the purpose of the lesson, and the needs of the students (Surahman, 2009). Mulyasa (2007) notes that one of the competencies of professional teachers is to be able to use media and learning resources to make learning more enjoyable and less boring for students. Teachers can make simple teaching aids with low cost materials. Teaching aids should suit the purpose of the lesson. In assessing the teaching of EFL teachers, observers should assess the suitability of teaching aids.

An EFL lesson can be observed by a peer, a supervisor, or an external expert. For observation to work effectively, the learning environment must be supportive (Mathers et al., 2008). Teachers must feel
comfortable and trust the observer to provide honest and constructive feedback. For peer observation to work well, teachers must be trained in observation procedures and how to give useful feedback. Observation can benefit both the observed teacher and the teacher doing the observation. They can learn from each other by discussing teaching approaches.

Use of an external expert as observers is recommended because they should have a deep knowledge of the curriculum, content, and instructional practice and as such can provide useful suggestions for improvement (Stiggans & Duke, 1988). Observations should be conducted by expert evaluators, including teachers who have demonstrated expertise in working with their peers. Observers should be trained in the recognition and development of teaching quality, understand how to teach in the content area of the observed teacher, and know the evaluation tools and procedures they are expected to use. Observation should be accompanied by useful feedback to the teachers.

Godwin and Chambers (2009) see the advantage of classroom observation as direct observation of people in natural settings. Observation provides a direct measure of behaviour rather than reports of behaviour. There are some disadvantages to classroom observation. Richards (2011) asserts that it is not possible to observe all the activity in the classroom because teaching is a complex and dynamic activity.
During a lesson, things occur simultaneously, so not all activities can be observed. Also, the presence of an observer can influence the teaching and learning process. The lesson may not be typical of the teacher's usual style of teaching.

6.4 Assessing Professional Competence in the Personal Domain

Effective language teachers, like all effective teachers, tend to enjoy talking with people. They show enthusiasm, warmth, and humour. They are patient working with students of lesser ability. They cooperate with colleagues, and try to find opportunity to share ideas (Brown, 2004). The personal domain of language teachers should include a positive attitude to teaching, including interactions with students and interactions with colleagues. Teachers should understand students’ problems with learning English and be keen to help them learn. Teachers should want to improve their knowledge and skills in an ongoing process.

As argued in Chapter five, religious values should be included in the professional competence of EFL teachers in Indonesia, particularly in the personal domain, because the first principle of Indonesia is a belief in God. In order to assess the teacher’s personal domain, a portfolio may be appropriate. Even though portfolios can be time-consuming to construct and cumbersome to review, they can capture the complexities of professional practice. Portfolios can be effective in assessing some
aspects of professional competence. They provide teachers with opportunities for self-reflection and collegial interactions based on documented episodes of their own teaching. Assessors need to be up to date in the subject area when assessing teachers’ portfolios. Assessors have to know the breadth of activities of people in their field in order to judge the range of evidence presented in portfolios.

A teacher portfolio is a compilation of information about a teacher’s practice. Borthwick (1995) emphasises the need for the portfolio to be more than a selection of work. There are showcase portfolios where teachers select their highest quality work, and 'works in progress' portfolios. The portfolio should include a variety of information such as academic qualifications, and training activities.

An EFL teacher’s knowledge about computers and the internet is an important component of professional competence, more specifically, of personal competence, because this knowledge can help teachers develop their own teaching materials. Developing materials for teaching is recommended in the most recent curriculum (School Level Based). The Internet also provides access to authentic English-based materials. These can include English used in computer-mediated communication such as email and virtual forums to recorded or live events. In this way the teacher can provide for students authentic examples of the English language in use.
Teachers need to know the characteristics of their students and their ways of learning. According to Chun and Plass (2000, p. 167), “... we need to understand some basic principles of how individual learners process and retain information in different modes and how they integrate this information into the different aspects of their L2 competence.”

Redman (1994) argues that portfolios provide teachers with an opportunity for self-development. Teachers can decide what evidence to include in the portfolio. They can set goals and establish a standard for quality work (Shackleford, 1996). They can select one piece of work over another and provide work to demonstrate their achievement (Borthwick, 1995).

The ability to put together a portfolio is a skill, demonstrating organisation of ideas, structuring material, and presenting it effectively. Using portfolios can provide teachers with the opportunity to enhance their performance, develop awareness of their skills, see gaps in their teaching, and determine strategies to develop further. Portfolios help teachers document their achievements, enhance their self-esteem, and develop a positive attitude towards the subject.

There are some disadvantages with the use of portfolios. According to Jasper (1994), the assessment of portfolios can be time consuming and arduous. Wagner (1998) concludes that the use of portfolios is
considered 'a fairly time consuming' assessment technique for the assessor because of the need to view each portfolio separately and then make a judgement. It is possible to make the assessment quicker by using marking guides and by assisting teachers to structure their portfolios.

Beside the assessment of the portfolio, the recommendation of the principal can be used to assess teachers’ personal domain. Principals can be asked to give their comments on teachers’ personal domain. In the Indonesian context, it is important for teachers to display good character because they act as role models for students, helping students to develop spiritual values, self-control, upstanding personalities, intelligence, and good character (Government Regulation, 2008). However, do principals have the knowledge to give accurate evaluations of teachers’ personal characteristics? In the Indonesian context, many principals do not have the necessary knowledge or skills to assess teachers’ personal performance (Jalal et al., 2009). School principals may be required to undertake training courses prior to commencing the recommendation process.

6.5 Assessing Professional Competence in the Social Domain

In assessing the social domain, peer evaluation and interviews may be the best methods to use. Peer evaluation is the evaluation of creative work or performance by other people in the same field in order to
maintain or enhance the quality of the work or performance in that field (Creswell, 2009). Here, colleagues or the school principal will be asked to evaluate teachers’ social conduct. This social conduct includes interactions with the principal, colleagues, staff members, students, parents, and other people in the community.

As noted by Sanjaya (2006), it is important to assess teachers’ social competence. This relates to teachers’ ability as they work within their community. How teachers interact with principals, colleagues, other staff members, students, parents, and other people in their community can be evaluated. For a peer evaluation of social competence, three references from fellow teachers and the school principal could be collected. Also, an interview can be conducted to assess competence in the social domain.

There are advantages and disadvantages with the use of peer evaluations. Peer evaluation makes the most of the independence, and, in some cases, the anonymity of the reviewers. It may be possible to discourage favouritism shown to relatives and friends and thus obtain an accurate evaluation (Creswell, 2009). Evaluators should not be selected from among close colleagues or relatives of the teacher, and potential evaluators should be required to disclose any conflicts of interest. Peer review can help to maintain and enhance quality by detecting weaknesses in social activity.
There have also been some criticisms of peer review. Some argue that peer review has a built-in bias against highly original performance because evaluators tend to be more supportive of performance that is consistent with their own views and more critical of performance that contradicts their views (Creswell, 2009). In the Indonesian situation, it is common for teachers to help each other. As a result, peer evaluation tends to be biased in a positive way. It will be impossible to eliminate doubts about the fairness of the evaluation process. Evaluations also can be influenced by factors that cannot be predicted or controlled.

In addition to a peer review, the inclusion of an interview is recommended in assessing the social domain of EFL teachers. The focus of the interview should be the same as the peer review: quality of social interaction including interactions with the principal, colleagues, staff members, students, parents, and other people in the community. Considering the geographical location of Central Kalimantan, where some areas are difficult to reach, a telephone interview could be used rather than a face-to-face interview.

There are advantages in conducting telephone interviews (Phellas et al., 2011). The interviewer does not have to travel long distances, reducing the cost of interviewing. The personal characteristics of the interviewer will be less obvious than in face-to-face situations. This may be an advantage if the interviewer and the interviewee do not establish a rapport. There can be greater levels of monitoring because supervisors
of interviewers unobtrusively can listen in to interviews to make sure that they are carried out correctly.

There also are disadvantages with telephone interviews. In a telephone interview, questions have to be relatively simple and interviews need to be kept relatively short. It can be difficult to ask questions on the phone because there is no chance to use visual aids or to pick up non-verbal responses of interviewees. There may be some teachers who are under-represented in telephone surveys because they may not have easy access to a telephone.

There are advantages in conducting face-to-face interviews (Phellas et al., 2011). The presence of an interviewer allows difficult questions to be explained more fully to the interviewee. Interviews generally can be longer. There is more scope to ask open questions since respondents do not have to write in their answers (as they would in an open-ended survey), and the interviewer can pick up non-verbal cues that signify what is relevant to the interviewees and how they are responding to different questions.

Visual aids can be used in the face-to-face situation. The interviewer can manage, to some extent, the context in which the interview takes place. There are, however, some disadvantages to face-to-face interviews. They are costly to implement, especially in geographically remote areas. Interviewers may bias the responses from interviewees.
There may be personal characteristics of the interviewer that annoy the interviewee or interviewees may wish to give socially pleasing responses.

6.6 Strategies: Systematic Map of Assessment

In the preceding sections of this chapter, there has been discussion of how to assess the professional competence of the EFL teachers in Indonesia. In this section, a systematic map of assessment of professional competence (covering the communicative domain, the pedagogy domain, the personal domain, and the social domain) will be presented.

The communicative domain can be assessed through a language test such as TOEFL, IELTS, or TOEIC. From those proficiency tests, language skills and language components can be measured. Classroom observation can be used to assess teachers’ pedagogy domain. During the classroom observation, class organization, lesson planning, teaching and learning behaviours, evaluation strategies, and teaching aids can be observed. The personal domain can be assessed using portfolio and evaluation by the Principal. This domain covers attitudes to teaching, personality characteristics, and knowledge that can improve one’s teaching such as knowledge about accessing information on the internet. The social domain can be assessed through peer evaluation, references, and interviews. This domain covers interactions with the
principal, colleagues, staff members, students, parents, and other people in the community. Figure 6.1 provides a summary of the domains and how they might be assessed.

Figure 6.1 Professional competence domains for EFL teachers and ways of assessing them
6.7 Summary

This chapter presented strategies to overcome problems identified in the process of certification of EFL teachers in Indonesia. Currently, the process of certification is inadequate because professional competence is assessed only through teachers’ submission of a portfolio. This chapter expanded the number of domains within professional competence for EFL teachers to four and suggested ways in which they could be assessed. The next chapter proposes a training program that should enhance EFL teachers’ professional competence.
Chapter Seven

Proposing Training Programs for EFL Teachers in Indonesia

7.1 Introduction

This thesis has demonstrated that the certification process for EFL teachers in Indonesia has not achieved the goal of improving the teaching of English as effectively as the government anticipated. The government of Indonesia has undertaken significant initiatives to promote high quality teaching and raise teachers’ professional competence. Teacher certification is one of the initiatives. However, the current research, as well as previous research, has demonstrated that teacher competence have not been significantly improved by certification.

Data from the surveys and the interviews showed that both teachers and assessors saw certification of teachers as important. However, the existing certification process had not improved EFL teachers’ competence because of shortcomings identified in the research.

Triyanto (2012) has pointed out that though certification should improve the quality of teachers, there has been no identifiable improvement to teaching practice in Indonesia as the result of it. Kartadinata (2013), Chairman of the Executive Board of the Indonesian
Higher Education for Teachers Training, points out that the Indonesian government has come to realize that teacher certification via a sole assessment item (the portfolio) is inadequate. It is time to consider alternative approaches to certification. The government now is considering how to link training with the certification process. In spite of this impetus for change, there is little training currently available to EFL teachers. The final chapter of this thesis examines how a training program could be added to the certification process.

First, this proposal for integrating training and certification will consider the purpose of certification. Second, the proposal will consider the process of certification and how a training component can be incorporated into it. Finally, the proposal will consider the nature of a training component.

Two types of training are recommended: pre-certification training and post-certification training. Pre-certification training will help EFL teachers prepare for certification in the four domains: communicative, pedagogy, personal, and social. This training will explain the significance of the domains to teachers and help them to achieve competence in them. Post-certification training will be provided not only for those who fail certification but also for those who pass certification. Life-long learning as an EFL teacher is the intention.
7.2 Rationale for including training within the certification process

In its current state, teacher certification involves “jumping a hurdle once” rather than engaging in systematic professional development. Certification in Indonesia is a single event which does not promote teachers’ on-going development. To improve teacher competence, systematic training is required and a regular cycle of certification should be introduced (see Figure 7.2). Teachers should be involved in the certification process more than once in their careers.

The current certification process is limited because it checks teachers’ past experience through a portfolio rather than requiring teachers to demonstrate their current competence (Triyanto, 2012). Triyanto argues that using a portfolio without any performance assessment is inadequate because the portfolio is prepared by teachers who want to be certified. Independent assessment to evaluate teachers’ performance should enhance the use of the portfolio. Hastuti et al. (2009) have examined the limitations of the current system of certification.

Freeman and Richards (1996) show how on-going training enhances professional development. Teachers face many challenges in schools. Most are fully engaged in daily teaching duties and administrative tasks. There is little time to develop professional skills and acquire new knowledge. A high level of professional competence takes time to develop. On-going training should help teachers develop their
competence. High quality training programs should provide stimulation and inspiration to teachers and have a strong impact on their knowledge and skills. Allen (2007) points out that teacher training is a type of adult learning that requires personal decision making and planning. Training is affected by the environment of the school and the professional needs of teachers.

Before certification, it is important that both teachers and assessors understand the 3Ps of certification: purpose, process, and product. Teachers should know how to demonstrate their achievements, how to accept diagnoses of weaknesses, and how to improve their teaching. The assessors should receive training to carry out their role effectively.

Assessment of teaching through classroom observation, interviews, and examination of a portfolio are key elements in certification. Cannon et al. (2000) explain how teachers and assessors need to cooperate during the process. Teachers need to know how their portfolios will be used for assessment. The expected structure and scoring methods need to be explained during training. The scoring method should be understood by teachers. In Indonesia, they have to achieve 850 points to pass the portfolio assessment, as described in Chapter Two.

Serafini (2005) also emphasises that teachers should understand the scope of the portfolio. Teachers need to know that there are ten components of the portfolio covering the four domains of professional
competence. A good portfolio should have full coverage of all elements and all domains. However, many teachers do not know how the portfolio should be prepared. They need training in how to complete their portfolio. Nachiappan (2012) and Cave and Mulloy (2010) argue that motivation plays a role in the success of any training scheme. Teachers who want certification and teachers who are keen to improve their teaching practice are likely to work hard during training sessions. Teacher motivation is an essential factor in the success of any professional development program.

A portfolio is a collection of materials related to the teacher’s past performance (Rodriguez-Farrar, 2006). The materials come from a variety of sources. A portfolio will not improve professional competencies if it only reflects teachers’ past experiences without looking ahead. A portfolio should be accompanied by training designed to foster future development. A training program should give teachers opportunities to examine their past experiences in the light of current situations. Good teaching often is the result of careful reflection (Ofsted, 2000). Teachers should be encouraged to think back over what they have done, what they have learned during the training process, and how they might improve their teaching practice.

Reflection is the key to successful training. The cultivation of the capacity to reflect “while doing something” and after “having done
something” in training is a key feature of professional training programs (Ofsted, 2000). Effective reflective practice may require another person as a mentor or a professional supervisor who can ask appropriate questions to ensure that reflection results in action. It should not get bogged down in self-justification or self-indulgence.

Lucas (cited in Ornstein et al., 2000) argues that reflection is an essential part of professional development because it results in making sense of and extracting meaning from experience. Similarly, Schunk (2012) noted that reflection helps teachers challenge their current conceptions of teaching, and learning, assess their current practice, identify areas for improvement, and become better educational decision-makers. During training, teachers should learn to monitor outcomes and explore the reasons for success and failure in their teaching.

Through reflection, teachers focus on their concerns, come to understand their own teaching behaviour, and help themselves or colleagues to develop as teachers. Through reflective practices in a group setting, teachers learn to listen carefully to each other, which also give them insight into their own work (Ornstein et al., 2000). Pre-certification training for EFL teachers in Indonesia should offer teachers a platform for reflection on their practice and for exchanging ideas.
Exchanging ideas and participating in peer evaluation should be an important part of training, assisting teachers to build working relationships with others. According to Hull (cited in Allen, 2007), training should give teachers enhanced self-confidence in their teaching. Professional training should focus on individual needs, but at the same time be organised around collaborative problem-solving. This kind of organisation allows teachers to share their knowledge, expertise, and experience as a way to foster a mutual understanding of effective classroom practices.

In summary, training is required not only for teachers but also for assessors. Without training, certification cannot improve teachers’ competence. Designing effective training courses should ensure successful teacher certification.

**7.3 Proposing Training Programs to Support the Certification of EFL Teachers**

After a discussion of why training is needed, this section presents a systematic proposal for training to support teacher certification. Currently, teacher certification in Indonesia is restricted to one event. There is no professional development training attached to certification. This thesis recommends a new approach: three stages in the process of
certification including pre-certification and post-certification training to develop teachers’ professional competence. The first stage in the process of certification is a language proficiency test, followed by portfolio assessment. The last stage is classroom observation and evaluation through interview. Figure 7.1 provides a picture of the certification process including two training periods. A detailed explanation of this new approach is presented in the following section.

Figure 7.1 Certification process including two training periods

As shown in Figure 7.1, pre-certification training is the first part of the sequence. It is designed to prepare teachers for formal teacher certification. In the pre-certification component, teachers will have first-hand information about the purpose, process, and product of certification. The training will include preparing teachers for the
language proficiency test, the individual portfolio, the classroom observation, and the interview.

Assessors will undergo training in understanding the purpose, process, and product of teacher certification and how to conduct the four types of assessments, that is, the language proficiency test, portfolio examination, classroom observation, and interview.

**Recommendation One:**

*There should be a pre-certification training process which assists both teachers and assessors to understand the purpose, process, and product of certification before they participate in the process.*

In the pre-certification training session, teachers’ current competency as EFL teachers should be evaluated using a test (Popham, 2009). Testing will help assessors to identify teachers’ competencies so instruction can be provided to strengthen their competencies and improve areas of weakness. Assessors will select an English language text currently used in secondary school classrooms and ask teachers to prepare a series of lesson plans around the text.

Following this activity, a language proficiency test, such as TOEFL, IELTS or TOEC, will be conducted to assess a teacher’s performance in the communicative domain. As argued in Chapter Six, it is necessary to
test the language proficiency of EFL teachers. As Madya (2003) has pointed out, many teachers do not speak much English with their students and this has caused their English proficiency to deteriorate. Therefore, a test should be held for teachers to assess their English proficiency.

Based on the results of the test, each teacher will be asked to enrol in a specific language course in order to strengthen their skills of listening, speaking, reading, or writing so that they may achieve a good score at the time of certification.

**Recommendation Two:**

**During the certification process, a language proficiency test should be conducted to evaluate teachers’ competence in the communicative domain.**

The second stage of certification is assessing teachers’ professional competence through examination of a portfolio. Portfolios can provide feedback to teachers to help them improve their teaching and general professionalism. In addition, the portfolio allows teachers to reflect on what they do, to document the practices they would like to preserve and perhaps pass on to others.
**Recommendation Three:**

**Portfolio assessment should be conducted during the process of certification to evaluate teacher professional competence in all domains.**

The last stage of the process is classroom observation followed by an interview to discuss the observation. Observation is included because it is an effective means of assessing the quality of teaching. It is called performance assessment (Stiggins, 1987). Performance assessment that focuses on what teachers do in the classroom is a powerful tool for evaluating teacher competencies. The final step is an interview to discuss the observation.

**Recommendation Four:**

**To assess teachers’ performance in the classroom, an observation followed by an interview should be conducted.**

After certification, teachers will be required to enrol in post-certification training. Post-certification training will be individually targeted. It is intended for teachers who pass certification and for teachers who fail certification. For those who pass certification, the purpose of the training is to maintain their strength and overcome weaknesses. The training covers four domains and teachers will choose domains
depending on the findings of the classroom observation. For those who fail to achieve certification, detailed explanations should be provided so that teachers know their shortcomings and can be prepared to take action to overcome them. Post-certification training should help them improve their professional competencies.

**Recommendation Five:**

Teachers who pass certification and teachers who fail certification should receive detailed feedback from the certification process and use that in post-certification training.

Feedback during the training process is central to developing teachers’ competence and confidence at all stages of their careers. Sadler (1998) noted that it cannot be assumed that when people receive feedback, they know what to do with it. In giving feedback, the assessor should make sure teachers know how to use the feedback to reflect on, review, and improve their competence.

For pre-certification and post-certification training to be successful, bearing in mind the complexity and the diversity of the exercise, training has to be carefully and systematically organized. Training activities need to be integrated into EFL teaching. Teachers’ daily activities in the classroom have to be incorporated into the training. A
professional development program should not be separate from the daily life of teachers, but be part of their daily work.

### 7.4 Towards Life-long Learners

The recommendations of the previous section are designed to change the existing practice of English language teacher certification in the province of Central Kalimantan, Indonesia. It is anticipated that adding pre and post certification training will change the nature of the certification process and thereby enhance teachers’ motivation. Ongoing training will become an integral part of certification, no longer a single event but a process that continues to strengthen the four domains of professional competence.

A new approach to certification, that integrates on-going training, is in keeping with the concept of “teacher as a life long learner” (Knowles, 1990). In Indonesia education generally has not been approached as a life-long process. Most people did not see themselves as life-long learners. Having EFL teachers in Indonesia accept that learning is a life-long endeavour should improve their teaching. To this end, multiple-certification should replace the current single event of certification.
According to Keller (2002), there are five criteria that define life-long learning: a personal learning plan; an authentic learning context; reflective and collegial dialogue; on-going assessment; and system support. Teachers should be encouraged or required to maintain a personal learning plan. This plan should take into account the needs and interests of the teacher and define the criteria for success.

In the second criterion, an authentic learning context, the context of their practice should be one in which learning occurs. Learning should be related to the circumstances in which the teacher is acting and should be practical. The everyday activities of professional practice should supply a context for a teacher’s professional development (Darling-Hammond, 2010). Professional development that fails to take into account the unique nature of an individual’s needs, and the contexts of those needs, will fail (Gray, 2001). The circumstance of the classroom, the school, the school system, and the community should be considered before setting up the development program.

The next criterion is reflective and collegial dialogue. Professional development should support reflection as an element of the learning process. Teachers should be encouraged to take the time to reflect on their teaching, that is, their beliefs, attitudes, and mindsets about teaching (Senge et al., 2000). Teachers need to have time to reflect on their classrooms, their teaching, and how new skills and understanding may improve their practice. Certification in Indonesia includes the
compilation of a teaching portfolio. Teachers may use the portfolio to reflect on their teaching in a systematic way. If, for example, every five years, teachers are required to have new certification or to renew their certification, they will have to up-date their portfolio and reflect on the quality of their current teaching.

For the fourth criterion, on-going assessment, teachers must assess at a number of levels: their growth as individual teachers; the usefulness of training programs in achieving their goals; the achievement of their students; and the effect of their professional development on student learning. Teachers’ assessment of their teaching should result in improvements in practice and in student achievement. This criterion of on-going self-assessment supports the practice of multiple certifications every five years. Certification should be graded, that is, only teachers who have achieved the previous certification can move to the next level of certification.

The last criterion is system support. The school system should support teachers to be life-long learners. An on-going system of professional development must be supported by the school system. In Indonesia, the term system can refer both to schools and to the Government Department of Education. Schools and school principals provide teachers with time and resources for professional development. The Department of Education organises regular assessment of teachers’ professional competence. If multiple-certification is introduced, schools
and the Department of Education must work together to promote the role of a teacher as a life-long learner.

In creating a culture of life-long learning, teachers can engage in professional development with their colleagues. They can learn from each other, support one another, and hold each other accountable for applying what they learn. Mizell (2010) has shown that professional development can be conducted at school with other teachers. Professional development that occurs in school during the school year makes it easy for teachers to apply what they learn immediately. Life-long learning is a supportive process which stimulates and allows individuals to grow in competence.

Barriers to teacher development need to be identified. Barriers can include lack of time for development, lack of access to appropriate training, and school practices that discourage life-long learning. A major barrier is lack of time. In contrast to the short interval and isolated nature of traditional professional development, life-long professional development requires sustained, extended, and intensive periods of time to be devoted to teacher development (Darling-Hammond, 1998; King & Newmann, 2000).

Collins (2009) points out that lack of motivation, lack of time, and inadequate resources can interfere with a person’s success as a life-long learner. There also are more subtle problems such as a lack of
awareness of a deficit in knowledge, personal reluctance to change, ambivalence, and a negative group mentality. No one will participate in processes they dislike, or, if they are forced to engage, they will engage in a superficial manner only.

The researcher argues that certification should be renewed on a five year cycle because it is important for teachers to become life-long learners. By attempting certification every five years, professional development can be monitored and improved. Multiple-certification has been introduced in some states in the United States. For example, the Texas Education Agency (2013) requires teachers with a standard certificate to renew their certificates every five years. The renewal is required in order for teachers to update and improve their professional competencies. A certification circle is shown in Figure 7.2.

As indicated in Figure 7.2, training is integrated into professional development. When teachers have some experience of teaching after graduation from teacher training institutions, they should undertake certification. They should be released from teaching to give them time to work on certification. After certification, regardless of whether they pass or fail, they continue to teach in the school, with clear feedback about how to overcome their weaknesses. Once they have achieved initial certification, it will take another five years for them to achieve a higher grade of certification which also includes pre-certification and
post-certification training. This cycle will make life-long development possible during a teacher’s career.

Figure 7.2 The teacher certification cycle

7.5 Limitations of the Study and Directions for Future Research

The proposed re-conceptualization of certification for EFL teachers in Indonesia has yet to be tested. The study was restricted to one province in Indonesia, that of Central Kalimantan. The findings of the current research could be applied more widely if more provinces had been included. Only a small number of teachers completed the survey, and
only a small number of EFL teachers and assessors were interviewed. If more provinces had participated in this research, the number of participants would have increased and the findings would be more generalisable.

Future research could extend the study to more provinces within Indonesia. Also, future research could apply the re-conceptualised and extended process of certification to a sample of practising EFL teachers.

7.6 Summary and Conclusions

In this final chapter, the incorporation of training programs into an ongoing certification process has been proposed. The question guiding the current research has been the following: is the professional competence of Indonesian EFL teachers improved through the process of certification?

The researcher has argued that the current process of EFL teacher certification in Indonesia is inadequate because the notion of professional competence proposed by the Ministry of Education is too narrow. Teachers are only assessed through their portfolio with no assessment of their classroom teaching. An education certificate based solely on the submission of a portfolio cannot improve competency as an EFL teacher.
In the re-conceptualised model, EFL teachers’ competence covers four domains. The communicative domain should be assessed through tests such as TOEFL, IELTS, TOEIC. Using the proficiency test, language skills and language components can be assessed. The pedagogy domain can be assessed through observation of class organization, lesson planning, lesson delivery, evaluation practices, and use of teaching aids. The classroom observation would be followed by an interview between the teacher and the assessor.

The personal domain can be assessed using both the portfolio and principal’s evaluation. Attitude, personality, and knowledge relevant to EFL teaching can be assessed. The social domain can be assessed using peer evaluation, references, and interviews to assess interactions with principal, colleagues, staff members, students, parents, and people in the community.

This thesis has proposed a way to improve the professional competence of EFL teachers in Indonesia. The purpose, the process, and the product of teacher certification in Indonesia have been examined. Use of empirical data and a theoretical overview has resulted in a proposal for training programs for EFL teachers in Central Kalimantan designed to increase their professional competence. The next step should be testing of this new approach to certification and a life-long perspective on professional development. The current research highlights the
complex and sensitive matter of teacher certification in Indonesia and proposes ways in which it might be improved.
References


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contexts and practices (pp. 107-122). Lincoln, Nebraska: iUniverse.


Undang Undang Dasar Republik Indonesia Tahun 1945 (Indonesia Basic Fundamental Laws of 1945)


Appendices

Appendix 1 Consent form for assessors

Project supervisor

Dr. Shen Chen
School of Education
Faculty of Education and Arts
The University of Newcastle
University Drive, Callaghan, NSW 2308
Australia

Tel: +61 2 49216705
Fax: +61 2 49216895

Consent Form for the Assessor:

The Impact of Certification on the Competence of English Teachers in Indonesian High School

I agree to participate in the interview described in the above research project and give my consent freely.

I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained. **I understand that I can review and edit the transcription of my interview.**

I understand that I have the right to withdraw from the project at any time and do not have to give any reason for withdrawing.

I consent to participating in a face-to-face taped interview.

I understand that my personal information will remain confidential to the researchers. I have had the opportunity to have questions answered to my satisfaction.
Print Name: ________________________________
Date: _____________________________________
Contact details: ____________________________________________

(This version of consent form is for face-to-face taped interview for assessor)
Appendix 2 Consent Form for the Teachers

Project supervisor

Dr. Shen Chen
School of Education
Faculty of Education and Arts
The University of Newcastle
University Drive, Callaghan, NSW 2308
Australia
Tel: +61 2 49216705
Fax: +61 2 49216895

Consent Form for Teachers

The Impact of Certification on the Competence of English Teachers in Indonesian High School

I agree to participate in the above research project and give my consent freely.

I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.

I understand I have the right to withdraw from the project at any time and do not have to give any reason for withdrawing.

I consent to: (Place a √ or X to indicate your participation in the various research activities)

- participate in a face-to-face taped interview

I understand that my consent does not necessarily mean that I will be chosen as a participant due to the number required.

I understand that my personal information will remain confidential to the researchers. I have had the opportunity to have questions answered to my satisfaction.

Print Name: _______________________________

Date: _____________________________________

Contact details: __________________________________________

Regency : ____________________________________________

(This version of consent form is for face-to-face taped interview for teacher)
Appendix 3 Information Statement for Teachers

Associate Professor Shen Chen
School of Education
Faculty of Education and Arts
The University of Newcastle
University Drive, Callaghan, NSW 2308 Australia

Tel: +61 2 49216705
Fax: +61 2 49216895

Information Statement for the Research Project for Teacher:
The Impact of Certification on the Competence of English Teachers in Indonesian High School

Dear teacher,

You are invited to participate in the research project identified above which is being conducted by Takariwati Halim from the school of Education at the University of Newcastle. Takariwati Halim is conducting a research as part of her PhD degree under the supervision of Dr. Shen Chen from the school of Education at The University of Newcastle, Australia.

This research project consists of a survey questionnaire, and an interview phase.

Why is the research being done?
The purpose of this research is to undertake a comprehensive investigation of the teachers’ performance in the field of communicative competence of the English teacher in Central Kalimantan Indonesia with a view to construct the EFL teachers training program supporting the certification.

Who can participate in the research?
Teachers who have passed the certification in Central Kalimantan will be invited to participate in this research. Stratified Sampling will be applied in the qualitative interview. First, the survey and the consents for interview and observation will be forwarded by the head of National Education Department province level to the all the teachers who have passed the certification. When the researcher receives the consents from the teachers, she will group the consents based on the regency. From that grouping, the researcher will choose the teacher randomly from every regency. In other words, the researcher will choose from the
return consents from the teachers. The principal of your school has agreed to distribute this invitation to teachers within the school who have a Central Kalimantan certification and may be interested in participating in our research.

**What choice do you have?**

Participation in this research is entirely your choice. Only those people who give their informed consent will be included in the project.

Whether you participate or not, your decision will not disadvantage you in any way, regarding your current and future job. This research is not of a personal nature, but to see the impact of the certification toward teachers’ communicative competence.

If you do decide to participate, you may withdraw from the project at any time without giving a reason and have the option of withdrawing any data which identify you.

**What would you be asked to do?**

**Survey Questionnaire**

If you are willing to participate, you will be asked to complete the questionnaire. The questionnaire requests some information about your point of view toward the certification, the process of the certification, and the support needed. You are not required to answer any questions if you do not wish to do so. It will take about 30 minutes to complete the questionnaire.

**Interview Phase**

If you are willing to participate in an interview and have it recorded, you will be asked about your point of view toward the certification, the process of the certification and the support needed. You are not required to answer any questions if you do not wish to do so. You will be able to review and edit the transcript of your interview. The interview normally will be in a spare classroom. It will take about 45 minutes to complete the interview.

**What are the risks and benefits of participating?**

There are no risks associated with your participation in this study.

**How will your privacy be protected?**

The survey questionnaire can be completed and returned anonymously and only the research team will have access to the research data.

Interview and observation data from participant will be de-identified and any use of this data in publications will be done in such a way that the identity of participant and school cannot be inferred. The researcher will transcribe the interview by herself. Furthermore, any information collected by the researcher which might identify you will be stored securely and only accessed by the researcher and her supervisors.

**How will the information collected be used?**
The result of the project will be composed into the researcher’s thesis for her PhD degree. An analysis result of the data and implications will be reported in academic journals.

A summary report of the findings will be given to the school principal. Therefore, if you wish to access the summary report of the findings, you can contact your school principal or you can also e-mail the researcher/Chief Investigator directly to access a summary of results.

**What do you need to do to participate?**
Please read this Information Statement and be sure you understand its contents before you consent to participate. If there is anything you do not understand, or you have questions, contact the researcher.

If you would like to participate in the survey questionnaire, please complete and return the attached anonymous questionnaire in the reply paid envelope provided. This will be taken as your informed consent to participate.

If you would like to participate in the interview, please tick the boxes provided in the consent form, sign it, and return it in the reply paid envelope provided. The researcher will then contact you to arrange a time convenient to you for the interview. Your consent does not necessarily mean that you will be chosen as a participant due to the number required.

**Further information**
If you would like further information please contact Takariwati Halim (Takariwati.Halim@studentmail.newcastle.edu.au) +61 413781927 or Dr. Shen Chen (Shen.Chen@newcastle.edu.au)

Thank you for considering this invitation.
Yours sincerely,

Takariwati Halim
Student Researcher

A/Prof. Shen Chen
Chief Investigator
27th May 2010
Complaints about this research

This project has been approved by the University’s Human Research Ethics Committee, Approval No H-2010-1070.

Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the researcher is conducted, it may be given to the researcher, or, if an independent person is preferred, to the Human Research Ethics Officer, Research Office, The Chancellery, The University of Newcastle, University Drive, Callaghan NSW 2308, Australia, telephone (02) 49216333, email Human-Ethics@newcastle.edu.au. You also may contact Drs. Netto, MPd., Dean of Faculty of Teacher Training and Education, Palangka Raya University, Indonesia. (Tel. +62 85252705555)
Appendix 4 Information Statement for Assessors

Associate Professor Shen Chen  
School of Education  
Faculty of Education and Arts  
The University of Newcastle  
University Drive, Callaghan, NSW 2308 Australia

Tel: +61 2 49216705  
Fax: +61 2 49216895

Information Statement for the Research Project for Assessor:  
The Impact of Certification on the Competence of English Teachers in Indonesian High School

Dear assessor,

You are invited to participate in the research project identified above which is being conducted by Takariwati Halim from the school of Education at the University of Newcastle. Takariwati Halim is conducting a research as part of her PhD degree under the supervision of Dr. Shen Chen from the school of Education at The University of Newcastle, Australia.

This research project consists of an interview phase.

Why is the research being done?  
The purpose of this research is to undertake a comprehensive investigation of the teachers’ performance in the field of communicative competence of the English teacher in Central Kalimantan Indonesia with a view to construct the EFL teachers training program supporting the certification.

Who can participate in the research?  
English assessors in Central Kalimantan certification base can participate in this research. The researcher will not ask for the detail but will ask the Dean of the Faculty of Teacher Training and Education, Palangka Raya University to forward the invitation to the assessors.

What choice do you have?  
Participation in this research is entirely your choice. Only those people who give their informed consent will be included in the project.
Whether you participate or not, your decision will not disadvantage you in any way, regarding your current and future job. This research is not of a personal nature, but to see the impact of the certification toward teachers’ communicative competence.

If you do decide to participate, you may withdraw from the project at any time without giving a reason and have the option of withdrawing any data which identify you.

**What would you be asked to do?**
If you are willing to participate in an interview and have it recorded, you will be asked about your point of view toward the current certification, the process of the certification, and the documents of the certification. You have the right not to answer some questions that you do not want to answer. Besides, you have the right to receive your own record and transcript. You also have the right to review and edit the transcript of your interview. The interview normally will be in the assessor’s office. It will take about 45 minutes to complete the interview.

**What are the risks and benefits of participating?**
There are no risks associated with your participation in this study.

**How will your privacy be protected?**
Interview data from participants will be de-identified and any use of this data in publications will be done in such a way that the identity of participant cannot be inferred. In the report, the researcher will not specify the total number of assessors. The researcher will transcribe the interview by herself. Furthermore, any information collected by the researcher which might identify you will be stored securely and only accessed by the researcher and her supervisors.

**How will the information collected be used?**
The result of the project will be composed into the researcher’s thesis for her PhD degree. An analysis result of the data and implications will be reported in academic journals.

A summary report of the findings will be given to the Dean of the Faculty of teacher Training and Education, Palangka Raya University as the head of Central Kalimantan certification base. Therefore, if you wish to access the summary report of the findings, you can contact the Dean or the researcher directly to obtain a summary of results.

**What do you need to do to participate?**
Please read this Information Statement and be sure you understand its contents before you consent to participate. If there is anything you do not understand, or you have questions, contact the researcher.
If you would like to participate in this project, please sign the Consent Form and return it in the reply paid envelope provided. The researcher will then contact you to arrange a time convenient to you for the interview.

Further information
If you would like further information please contact Takariwati Halim (Takariwati.Halim@studentmail.newcastle.edu.au +61 413781927 or Dr. Shen Chen (Shen.Chen@newcastle.edu.au)

Thank you for considering this invitation.
Yours sincerely,

Takariwati Halim
Student Researcher

A/Prof. Shen Chen
Chief Investigator
27th May 2010

Complaints about this research
This project has been approved by the University’s Human Research Ethics Committee, Approval No H-2010-1070.

Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the researcher is conducted, it may be given to the researcher, or, if an independent person is preferred, to the Human Research Ethics Officer, Research Office, The Chancellery, The University of Newcastle, University Drive, Callaghan NSW 2308, Australia, telephone (02) 49216333, email Human-Ethics@newcastle.edu.au. You also may contact Drs. Netto, MPd., Dean of Faculty of Teacher Training and Education, Palangka Raya University, Indonesia. (Tel. +62 85252705555)
Appendix 5 Invitation Letter to Assessors

Associate Professor Shen Chen
School of Education
Faculty of Education and Arts
The University of Newcastle
University Drive, Callaghan, NSW 2308 Australia

Tel: +61 2 49216705
Fax: +61 2 49216895

24th May 2010

Invitation Letter to the Assessor

Dear assessor,

Due to the research entitled “The Impact of Certification on the Competence of English Teachers in Indonesian High Schools”, you are invited to participate in a face-to-face taped interview. If you are willing to participate in an interview and have it recorded, you will be asked about your point of view toward the current certification, the process of the certification, and the documents of the certification.

Please read the Information Statement attached in this letter and be sure you understand its contents before you consent to participate. If you consent to participate, please sign the consent form attached in this letter and return it in the reply paid envelope provided. Should you require any further information, please do not hesitate to contact the researcher.

Thank you for your cooperation in this matter.

Kind Regards,

Takariwati Halim
Student Researcher

A/Prof. Shen Chen
Chief Investigator
Appendix 6 Survey to teachers

Survey
This survey consists of four parts. The first part aims to collect your personal information. The second part of the survey will ask for information about your opinion toward the certification process, and the third part is to find out about your opinion toward the process of certification while the final part is intended to find out about your opinion toward the support needed.

A. Background Information
This section is aimed to collect your personal information.
Direction: Please answer the following questions.

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Age Range</td>
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<tr>
<td></td>
<td>: 25 - 30</td>
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<td></td>
<td>31 – 35</td>
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<td>36 – 40</td>
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<td>41 – 45</td>
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<tr>
<td>2</td>
<td>Gender</td>
<td></td>
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<tr>
<td>3</td>
<td>Ethnic group</td>
<td></td>
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<tr>
<td>4</td>
<td>Teaching Experience</td>
<td></td>
</tr>
</tbody>
</table>

B. Certification
Direction: Listed below are statements about certification, the process of the certification, and the support needed. After having read each statement, tick the box that is suitable for you. For this questionnaire, the following five responses are prepared.

- Strongly Agree (SA)
- Agree (A)
- Undecided (U) (Neither agree nor disagree)
- Disagree (D)
- Strongly Disagree (SD)

This section is to find information about your opinion toward certification.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Statement</strong></td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>Certification is necessary for teachers.</td>
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<tr>
<td>2</td>
<td>Certification has a positive impact on teachers’ competences.</td>
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<tr>
<td>3</td>
<td>In general, portfolio assessment in certification is acceptable.</td>
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<td></td>
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<tr>
<td>4</td>
<td>In portfolio assessment, there are three big components; A, B, and C. It is challenging to fulfil component A.</td>
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<tr>
<td>5</td>
<td>It is challenging to fulfil component B.</td>
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<tr>
<td>No</td>
<td>Statement</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>6</td>
<td>It is challenging to fulfil component C.</td>
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<tr>
<td>7</td>
<td>The ability to use syntax, and vocabulary (grammatical competence). Certification has a positive impact on the improvement of your grammatical competence.</td>
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<tr>
<td>8</td>
<td>The ability to use and respond to the language appropriately (sociolinguistic competence). Certification has a positive impact on the improvement of your sociolinguistic competence.</td>
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<tr>
<td>9</td>
<td>The ability to interpret the larger context and how to construct longer stretches of language (discourse competence). Certification has a positive impact on the improvement of your discourse competence.</td>
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<tr>
<td>10</td>
<td>The ability in recognizing and repairing communication breakdowns (strategic competence). Certification has a positive impact on the improvement of your strategic competence.</td>
<td></td>
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</tbody>
</table>

**C. The Process of Certification**

This section is to find out about your opinion toward the process of certification.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>In general, the current process of certification is acceptable.</td>
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<tr>
<td>12</td>
<td>The division of elements of the portfolio assessment of certification is acceptable.</td>
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<tr>
<td>13</td>
<td>The assessment procedure is clear to me.</td>
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</tbody>
</table>
## D. The Support Needed

This section is aimed to find out about your opinion toward any supporting you need. The supporting here is any training that can strengthen your communicative competence.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>SA</strong></td>
<td><strong>A</strong></td>
<td><strong>U</strong></td>
<td><strong>D</strong></td>
<td><strong>SD</strong></td>
</tr>
<tr>
<td>21</td>
<td>Formal courses are necessary to support the certification in strengthening the communicative competence</td>
<td><strong>SA</strong></td>
<td><strong>A</strong></td>
<td><strong>U</strong></td>
<td><strong>D</strong></td>
<td><strong>SD</strong></td>
</tr>
<tr>
<td>22</td>
<td>There should be grammatical competence, sociolinguistic competence, discourse competence and</td>
<td><strong>SA</strong></td>
<td><strong>A</strong></td>
<td><strong>U</strong></td>
<td><strong>D</strong></td>
<td><strong>SD</strong></td>
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<tr>
<td>23</td>
<td>Formal courses before the certification should help me in strengthening my grammatical competence, sociolinguistic competence, discourse competence and strategic competence.</td>
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<tr>
<td>24</td>
<td>The formal courses should identify my weaknesses in four competences.</td>
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<tr>
<td>25</td>
<td>The formal courses should be coherent with my preparation for certification.</td>
<td></td>
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</tr>
<tr>
<td>26</td>
<td>Consultation for individual is necessary.</td>
<td>1 month</td>
<td>2 months</td>
<td>3 months</td>
<td>4 months</td>
<td>5 months</td>
</tr>
<tr>
<td>27</td>
<td>The suitable length of the formal courses is</td>
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</tbody>
</table>
Appendix 7 Interview questions for Teachers

Method: face to face Interviews
The interview with the teacher will take approximately 45 minutes.

Post-Interviews
Checking the result of the interview immediately after interviews (on site, 30 minutes)

Teacher Interview

Part 1: Certification

1. What do you think about certification? Probe (sub-questions related to certification) for example:
   - Do you think it is necessary for teachers?
   - Why it is necessary? or
   - Why it is unnecessary?
2. What do you think about the impact of the certification on teachers’ competences?
3. What do you think about the portfolio assessment in certification? Probe (sub-question related to the acceptability of the assessment), for example:
   - Do you think that the assessment is acceptable? Why?
4. In portfolio assessment, there are three big components; A, B, and C. Do you think it is challenging to fulfil those components? Why?
   Probe (sub-question related to the challenge of the fulfilment), for example:
   - Which component is the most challengeable to fulfil?
   - Which component is the easiest to fulfil?
5. There are four aspects of communicative competence. One of the four aspects is grammatical competence; the ability to use syntax, and vocabulary of the language. Do you think that certification
has a positive impact on your grammatical competence? Probe for the reason, for example:

- Could you please explain more?

6. The second aspect in communicative competence is sociolinguistic competence; it refers to the ability in using and responding to the language appropriately, given the setting, the topic, and the relationship among the people communicating. Do you think that certification has a positive impact on your sociolinguistic competence? Probe for the reason, for example:

- Could you please explain more?

7. The third aspect is discourse competence; it refers to the ability in knowing how to interpret the larger context and constructing longer stretches of language so that the parts make up a coherent whole. Do you think that certification has a positive impact on your discourse competence? Probe for the reason, for example:

- Could you please explain more?

8. The last aspect is strategic competence; it refers to the ability in knowing how to recognize and repair communication breakdowns, how to work around gaps in one’s knowledge of the language, and how to learn more about the language in the context. Do you think that certification has a positive impact on your strategic competence? Probe for the reason, for example:

- Could you please explain more?

**Part 2: The Process of Certification**

9. What do you think about the process of the certification?

   Probe (sub-questions related to the acceptability of the process), for example:

   - Do you think it is acceptable?
   - Why is it acceptable? or
   - Why is it unacceptable?
10. What do you think about the division of elements of the portfolio assessment? Probe (sub-questions related to the division of elements), for example:
   - Do you think it is acceptable?
   - Why is it acceptable? or
   - Why is it unacceptable?

11. What do you think about the assessment procedure? Probe (sub-questions related to the procedure) for example:
   - Do you think it is clear?
   - Why do you think it is clear?
   - Why do you think it is unclear?

12. Is the preparation of the submission of the portfolio documents to the government agent (Teacher Education Institution) helpful? Probe for the answer, for example:
   - Could you please explain more?

13. Is the length of the time of the portfolio assessment reasonable? Why? (probe for the reason)

14. Does the certification process assess your grammatical competence, sociolinguistic competence, discourse competence, and strategic competence? Probe (sub questions related to the competences) for example:
   - Why does it assess or not assess your grammatical competence?
   - Why does it assess or not assess your sociolinguistic competence?
   - Why does it assess or not assess your discourse competence?
   - Why does it assess or not assess your strategic competence?

15. Is the feedback of the assessment clear and helpful? Probe for the reason, for example:
   - Why it is clear and helpful?
• Why it is unclear and unhelpful?

**Part 3: The Support Needed**

16. What kind of support should be provided for the certification? Probe sub-questions related to the support, for example:

• Do you think formal courses are necessary?
• Why they are necessary?
• If the formal courses are necessary, what should be included if you want to strengthen your communicative competence?
• Why they are unnecessary?
• If the formal courses are unnecessary, what kind of activities can be used to strengthen your communicative competence?

**Part 4: Closing**

• Thank the interviewee for his/her time and participation
• Ask the participant if s/he has any questions.
Appendix 8 Interview questions for Assessors

Method: face to face Interviews
The interview with the assessor will take approximately 45 minutes.

Post-Interviews
Checking the result of the interview immediately after interviews (on site, 30 minutes)

Assessor Interview

Part 1: Background Information

1. Age Range: 40 – 45 □ 46 – 50 □ 51-55 □ 56 - 60 □
2. Gender:
3. Experience:

Part 2: The Current Certification

1. You have been working in this certification, what kind of advantages and disadvantages of this certification?
2. In general, what kind of difficulties or problems in dealing with this certification?
3. Do you think that certification needs to be improved? Probe for the answer, for example:
   • Could you please explain your reason?
4. What do you think about the portfolio assessment? Probe sub-questions related to the assessment, for example:
   • Is it a suitable assessment for assessing teachers’ grammatical competence, sociolinguistic competence, discourse competence, and strategic competence?
   • Why is it suitable?
   • Why is it unsuitable?
5. What do you think about the impact of the certification toward teachers’ grammatical competence, sociolinguistic competence, discourse competence, and strategic competence? Probe sub-questions related to the impact of the certification, for example:
   - Is there any positive impact? Why?
   - Is any negative impact? Why?

**Part 3: The Process of Certification**

6. What do you think about the advantages and disadvantages of the process of the certification?
7. Have you ever encountered any problems in assessing the portfolios related to the process of the current certification? Could you please explain?
8. In general, do you think that the process of the certification is acceptable?
   Probe (sub-questions related to the acceptability), for example:
   - Why is it acceptable?
   - Why is it unacceptable?
9. Is the assessment procedure clear? Can you explain more?
10. Could you please explain the process of the certification?

**Part 4: The Documents of Certification**

11. What do you think about the documents of the certification? Probe (sub-questions related to the documents), for example:
    - Are the documents clear?
    - Are the documents helpful for the assessing teachers’ portfolios?
12. Is there any change of the documents from the first lounge in 2006? Could you please explain why?
13. In general, are there enough documents for guiding you in assessing teachers’ portfolio? Can you explain more?

14. Is the document for the division of elements portfolio assessment clear? Can you explain more?

15. Are the certification documents used all over Indonesia? Could you please explain your answer?

**Part 5: Closing**

- Thank the interviewee for his/her time and participation
- Ask the participant if s/he has any questions.