# The Differences Between Certified And Non-Certified English Teachers In The Teaching And Learning Process

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**Abstract:** This research was conducted to analyze the differences between certified and non-certified English teachers in the teaching and learning process. The researcher formulated the objective of the research was to find out the differences between certified and non-certified English teachers in the teaching and learning process. Based on the objective of the research above, so the researcher came to analize the differences between certified and non-certified English teachers, they were one of certified English teacher in SMP Neg. 1 Kolaka and one of non-certified English teacher in SMK Negeri 1 Kolaka. The design of the research, the researcher used a descriptive qualitative analysis. In conducting the research, the researcher used two kinds of data collection, they were interview and observation. In analysis of the data, the researcher used techniques of data analysis by Miles and Huberman, namely data reduction, data display and verifying and conclusion. In representing the analysis, the researcher mentioned the findings of certified and non-certified English teachers in the teaching and learning process. Furthermore, through out, the analysis, the researcher explained that certified and non-certified English teachers had some differences in the teaching and learning process. They showed differences in some indicators, they were material mastery, systematic presentation, methods application, using media, performance and motivation. Based on the finding and analysis, the researcher made conclusion that certified English teacher didn't have all indicators in his teaching and learning process. Conversely, non-certified English teacher had all indicators in his teaching and learning process. In other words, non-certified English teacher had good quality than certified English teacher.

**Keywords:** Differences, Certified and Non-Certified English Teachers, Teaching and Learning Process

## INTRODUCTION

In education world, teachers were one of factors that were really needed to reach the purposes of education itself. Teachers played an important role in efforts to form national character and develop the students' potential of education development in Indonesia. Teachers should also have competence in any matter relating to education. In other words, teachers must be professional in carrying out their duties and responsibilities towards teaching and learning process in school and knowledge they had. Teachers were required to be able to prepare, to master the material in teaching, to form the attitude and good behavior in their selves.

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In Law No. 14/2005, teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early education, formal education, basic education, and secondary education. Two types of teachers are the Civil Servant and Non-Civil Servant Teachers. The Non-Civil Servant Teacher can perform functional equivalency credit number of teachers. Determination of position functional the Non-Civil Servant Teachers and their credit number, it's not limited to provide professional benefits for them, but further to establish equality of position, rank/class in accordance with applicable regulations as well as for the orderly administration on Non-Civil Servant Teachers.[1]

Various efforts had been made by the government in improving the quality of education, they were managing facilities and infrastructure, changing the curriculum, providing a variety of training in improving teachers' professional and giving teacher certification[2]. Teacher certification is formal proof of recognition given to teachers and lecturers as professionals. Based on the definition, teacher certification can be defined as a process of recognition that a person has the competence to carry out educational services in a particular educational unit, after passing the competency test that conducted by certification body. In the other side, teacher certification is process competency test designed to reveal a person's mastery of giving reason teacher certification.[3]

Therefore, we needed teachers who had the maximum ability to achieve national education goals and hopefully they could improve their competence, good pedagogical, personality, social, professional and to test these competencies, the government implemented a certification for teachers[4]. Thus, teacher as a profession had a role and duty as educators, also had a duty to serve the public in education field. Professional demand was to provide optimal service to the public in education field. More specifically, teachers were required to provide professional service to students so that learning objectives could be achieved. Development of these things became a global concern, because teachers had duties and roles not only providing science and technology information, but also forming the attitudes of students. Teachers task was to help students to be able to adapt their challanges of life and pressures that developed within them.

To prove the differences between the teachers who had been certified and teachers who had not been certified in the teaching and learning process, it was necessary to be proof accurately. In this case, there should be a survey or a study of teachers who had passed the certification and who had not been to see the differences. Departing from analysis of the above presentation, the researcher was interested to find out the differences between certified and non-certified English teacher in the teaching and learning process the under the title of "The Differences Between Certified and Non-Certified English Teachers in the Teaching and

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[1] Fermana. *UU No. 14 Tahun 2005*. Accessed December 15, 2015.

[2] Muh Barid Nizarudin Wajdi, "Metamorfosa Perguruan Tinggi Agama Islam," *AT-Tahdzib: Jurnal Studi Islam dan Muamalah* 4, no. 1 (2016): 92–109.

[3] Samani, "Pengertian Sertifikasi Guru." Accessed on December 15, 2015. www.landasanteori.com.

[4] Muh Barid Nizarudin Wajdi, "Paradigma Pergeseran Educational Technology Menuju Instructional Technology" (2017).

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Learning Process"[5].

### RESEARCH METHOD

The location of the research was SMP Neg.1 Kolaka and SMK Negeri 1 Kolaka. First, SMP Neg. 1 Kolaka was one of favourite senior high school in Kolaka. In this school, located was at Jl. Pemuda No. 305, Kolaka. The headmaster of this school was Purwanto, S.Pd., M.Pd. There were five English teachers in this school, all of them were certified English teachers. The participant 1 of this research was one of certified English teacher of SMP Negeri 1 Kolaka. Second, SMK Negeri 1 Kolaka was one school that built long time ago. This school, located was at Jl. Pendidikan No. 49, Kolaka. The headmaster of this school was Makmur, S.Ag.

This research was conducted for two weeks, it started on February $2^{nd}$-$20^{th}$, 2016. For the certified English teacher (SMP Negeri 1 Kolaka English teacher) was interviewed by the researcher on February $3^{td}$ and $18^{th}$, 2016 at 12.00-12.30 pm and 10.00-10.30 am in Headmaster Room and Language Laboratory of SMP Neg. 1 Kolaka. Then, observation on February $3^{td}$, 2016 at 10.30 -12.00 in Class VIIF of SMP Neg. 1 Kolaka.

For the non-certified English teacher (SMK Negeri 1 Kolaka English teacher) was interviewed by researcher on February $10^{th}$ and $16^{th}$, 2016 at 11.30-12.30 pm and 11.30-11.50 pm in Staff Room of SMK Neg. 1 Kolaka and observation on February $20^{th}$, 2016 at 10.15-12.00 in Class 2A2 of SMK Negeri 1 Kolaka.

Determining the participants in this research, the researcher used purposive sampling technique, chosen with specific consideration and objectives. Participants in this research were one certified English teacher and one non-certified English teacher. The first participant was a teacher who taught in SMPN 1 Kolaka, he was certified English teacher and the second participant was a teacher who taught in SMKN 1 Kolaka, he was non-certified English teacher. Both of them were Civil Servant Teachers. The participants of the research were two Civil Servant English teachers; certified English teacher in SMP Negeri 1 Kolaka and non-certified English teacher in SMK Negeri 1 Kolaka.

The both of participants of the research had different level of school, it was caused the researcher wanted looking the differences of teaching and learning process without seeing the level. It meant that how those teachers taught their students by seeing the needs of them; material, media, methods, and giving motivation for their students.

|  | Certified English Teacher (Participant 1) | Non-Certified English Teacher (Participant 2) |
|---|---|---|
| Name | B | P |
| Address | Jl. Pemuda (front of Gelora), Lalombaa, Kolaka | Jl. Alamekongga, Laloeha, Kolaka |
| Gender | Male | Male |
| Teaching Time (Years) | 15 years | 8 years |

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[5] Muh Barid Nizarudin Wajdi, "Kawasan Teknologi Pembelajaran" (2017).

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Data collection techniques in this research was using depth interview and observation techniques. Interview technique was data collection that used a set of questions as the guideline and answered by the participants of the research orally, then the researcher would convert in verbatim transcript by written. Whereas, observation technique was data collection that used observing things in this research; teacher material mastery, systematic presentation, methods application, using media, performance, and motivation, scale measurement of this research used Likert Scale, with range of scores between 1 to 4. Data collection was done on data sources; certified and non-certified English teachers. The indicators were as reference of the result of research. In analyzing the data, the researcher used Miles and Huberman analysis data. The analysis data according to Miles and Huberman (1984) were as follow:

a. **Data Reduction**

Data reduction, it meant summarize, choosing the main thing, focusing on the important thing, and discard unnecessary. Data had been reduced would provide a clear and easier for researcher to review conduct further data collection, and look for it if required.

b. **Data Display**

After the data was reduced, then the next step was display data. Miles and Huberman (1984)[6] stated "the most frequent form of display data for qualitative research data in the past has been narative text". Except narrative form, the data display could also be a graph, matrix, and network. Researchers should always examine what had been discovered at the time of entering a field that was still tentative.

c. **Verifying and Conclusion**

The third step was conclusion and verification. The researcher tried to describe conclusions and to verify by searching the meaning of each signs obtained from the field. Conclusion was expected in qualitative research was a new finding that had not been existed.

## RESULT AND DISCUSSION

**The Analysis Interview for Both Participants; Certified and Non-Certified English Teachers**

The researcher analyzed the differences between Certified English Teacher and Non-Certified English Teacher in the teaching and learning process:

| Indicators | Participant 1 | Participant 2 |
|---|---|---|
| Teacher Material Mastery | Participant 1 used English 50% - 75% when he was teaching. He didn't use English fully, because he thought his students didn't understand what he said. It depends on students' needs in English course. | Participant 1 combined between English and Bahasa Indonesia, after he explained the material by using English, next He translated in Bahasa Indonesia. he thought that by using those his student could understand and it would be effective to improve his student's skill in |

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6 M. B. Miles and A. M. Huberman, *Qualitative Data Analysis: A Sourcebook of New* (California: SAGE Publication, 1984). Accessed January 12, 2016.

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| | | English. |
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| | Participant 1 just focused on approach that he used in his students. He didn't focus on how to teach well. It was looked in his statement that generally, in teaching, he needed to do some approaches on some students who needed it. Because, he thought that every student was different. So, it made him to focus on just approach for his students. | Participant 2 stated that when he was teaching, he always used discussion as his way to serve his material. He expected his students could be more active 70% in classroom. Apparently, by using discussion he thought his students could speak up more and more. Be active was his goal in teaching English. As teachers could be just directing the students and they must be active. Based on participant 2's statement, he wanted his students could be more active in classroom than himself. |
| Systematic Presentation | Participant 1 explained the usual steps he used in his teaching. First, opening, he started by greeting. For example, how are you. Second, he checked the students to know who didn't attend in his class. When the first and second steps had done, time to be explaining the material (based on KD). He delivered the material by giving understanding. But before, he reviewed the last material to remind his students. The last step was closing by giving students evaluation to know how far his students understand the material he served before. Usually, it was kind of working together. Then, before class' over, he gave a homework about the material. Apparently, his students could do it at home and really understand the material. | Participant 2 explained the steps of systematic presentation in his class. Apparently, he always used discussion. Perhaps, it made his students more active to speak up in English. The steps of his systematic presentation; first, he prepared the material. According to participant 2, these steps were directed by supervisors. Second, his students directed praying. Then, he delivered the material based on RPP and syllabus. For the assignments, he chose making groups for his students and team work assignment when it was teaching process. The last, giving the conclusion and homework for the next meeting. |
| Methods Application | Participant 1 adopted RPP and he changed some points on it by seeing the needs of school and his students. He also | Participant 2 explained that RPP was just for his duty to make. In classroom, perhaps what he made before in RPP would be |

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| | rejected adoption RPP without changing first. It meant, he warns how students need and he thought RPP was important thing when he taught. the guidance in teaching was based on RPP. He thought, in teaching, RPP was guideline to serve his material and centralized in RPP. There was exception in teaching without seeing RPP as the guideline. Apparently, he still used the methods in RPP he made before, although his students would not be easy for followed. | changing by seeing what his students need. For example, his priority was students' grammar. Apparently, he was a teacher who was not centralized in RPP, he followed what methods to make students understand what he served in class. |
| Using Media | Participant 1 never used a media when he was teaching. It was a proof that a certified English teacher could not use technology of teaching media, so it could be said that teacher certification was not helping in improving ability of teacher, especially in teaching media (for the participant). Actually, it was depending on the ability personality and motivation to be better teacher. | Participant 2 usually used a teaching media in some materials, especially technology; in-focus. He considered teaching media would help him to make his students active. |
| | Participant 1 statement described he didn't enough pay attention to teaching media as his tool to reach the goals of teaching. He was more using traditional teaching, it meant there was not a help in his class; teaching media. Apparently, he didn't use a teaching media, because he didn't know how to operate the technology of teaching media. | Participant 2 chose in-focus as his teaching media in discussion and directed his student to make presentation by using the media. It made his student be more active than himself. There was another statement to support his statement before, he explained the steps to use the teaching media clearly. |
| Performance | Participant 1 kept communication in class. He said that it must balance. Apparently, he kept the balance in 50% - 50% | Participant 2 stated that in communication between him and his students, he must be cooperative. He was limiting his communication to his students |

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|---|---|---|
| | communication with his students. He gave opportunity to his students to say and response about the material. | to aim his students be more active 70%, while he was just 30%. Apparently, he thought this way could be making his students speak up a lot in class than himself. |
| Motivation | His students have different abilities in class. By seeing the condition, he directed to his students; who had better abilities than the others to help their classmates to explain the unclear material, participant 1 called them as the same age tutors. Apparently, participant 1 realized by the same tutors could help their classmates in getting knowledge in class. | Participant 2 realized his students have different abilities and it was caused by basic of his students. Apparently, by seeing his statement, he was also focus on skills of his students. It meant, basic in English was skills; listening, speaking, reading and writing, he assessed his students' ability by seeing capability in English skills. |
| | Participant 1 was guessing some students didn't understand the material he served. So, he considered by the same age tutors could help other students to more understand. It meant, participant 1 concerns to his students. It was looked by his statements above that he chose some students to be the same age tutors to some reasons | Participant 2 had done a way to manage his different abilities students by combining between his students had more capability and not in a group. Apparently, he guessed, by doing it his students could share the material in a group, because in his class usually discussed the material. So, he chose this way to concerns to his students. |

**The Analysis of Observation for Both Participants; Certified and Non-Certified English Teachers**

The researcher analyzed the differences between Certified English Teacher and Non-Certified English Teacher in the teaching and learning process. Participant 1 was in **Average Category**, range of 38 – 48. It could be concluded that participant 1 had average ability in the teaching and learning process. In other side, participant 2 was in **Good Category**, range of 49 – 59. It could be concluded that participant 2 had good ability in the teaching and learning process. So, the researcher concluded that participant 2 had better quality in teaching and learning process than participant 1.

The differences between certified and non-certified English teachers in the teaching and learning process. The researcher found some differences between both of them, they were:

1. **Teacher Material Mastery**

Based on the table results of participant 1 and 2 findings, generally, they had same way to serve their material in using English. They were focus on their students' needs. It was clear based on their statements that they used English and Bahasa Indonesia when they

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thought important to do.

There were some comparisons in how participant 1 and participant 2 taught in classroom; participant 1 just focused on his certain approach to the students (students' differences), he taught focus on one factor without seeing the other factors can be faced. Whereas participant 2 was more complex in teaching. He focused on how to make the students be active and he warned how to serve his material by seeing the students' needs[7].

2. **Systematic Presentation**

Actually, participant 1 and 2 had similar systematic presentation in class. It was looked on their statements, from opening to closing. But, giving the ongoing assignments, they had their own ways. Participant 1 used work together assignments, while participant 2 used group assignments.

3. **Methods Application**

The researcher made conclusion about the differences between participant 1 and 2 methods application in the teaching and learning process; participant 1 was centralized on what he made before in RPP, without seeing what methods his students easy for followed. Whereas, participant 2 was contrarily with participant 1's methods application, participant 2 was more centralized on his students, not RPP he made before.

4. **Using Media**

There were some differences the researcher got in using media by participant 1 and 2, such as; participant 1 never used a media when he was teaching before, because he didn't know how to operate technology (computer or in-focus). He also just chose pictures in text book to support his teaching in classroom, apparently, he thought pictures could help students enough to understand the material[8].

Conversely, participant 2 was one of English teachers who usually used a teaching media to help him delivering his material. To make his students more active, he chose in-focus as the media and directed to his students to be steading alone to do some assignments, especially in discussion. The differences of using media were clearly looked between both of them. The researcher found what participant 2 meant, he explained that in his class, he just gave a title of topic to discuss. Then, his students would make a presentation. He just described what would his students to do, they must be arranged by themselves. He trained his students to stand alone, tried to do everything by themselves. In the last, he gave conclusions and suggestions of the material. Apparently, participant 2 had clear steps to deliver his students in teaching to get the goals (students would be active and standing alone).

5. **Performance**

Based on the result of the findings, the researcher made conclusion that participants had different percentage in how to keep communication in classroom. In this case, participant 2 gave chances to his students to speak up a lot than himself as a teacher. Conversely, participant 1 chose to make a balance communication in class with his students.

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[7] Muh Barid Nizarudin Wajdi, "Landasan Historis Perkembangan Teknologi" (2017).

[8] Muh. Barid Nizarudin Wajdi, " المناهج التعليمية للغة العربية في تطوير المفردات لغير الناطقين بها ," *At-Tajdid: Jurnal Ilmu Tarbiyah; Vol 5 No 1 (2016): January 2016* (2016), http://ejournal.stitmuhpacitan.ac.id/index.php/tajdid/article/view/15.

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### 6. Motivation

The researcher had interviewed to get the answer from the participants of the research about their motivation; teachers concerned for students. Actually, both of the participants had rather similar arguments on it.

Basically, both of the participants concern to their students, but in different ways. So, the researcher made conclusion about the differences between participant 1 and 2 concern to students; participant 1 made the same age tutors for students who have not enough capability in English to guide them in getting the points of material, whereas participant 2 combined his students (have more capability and not) in a group to aim his students could share knowledge about the material[9].

### CONCLUSION

Based on the analysis on the findings and discussion, the researcher concluded that there were differences between certified and non-certified English teachers in the teaching and learning process, they showed quite different results. In this case, non-certified English teacher had good quality in the teaching and learning process than certified English teacher. This is can be proved that they had their own ways to present their material, how to keep communication with their students, the media and methods they used and how to motivate their students. Based on the above conclusion, it is known that teacher certification is not a guarantee of teacher quality in teaching and learning process. As for the suggestions that can be delivered; government or management teacher certification program is expected to control the performance and quality of the teachers who have participated in the program, so that what they get balanced with what they have developed in the field of profession and teachers' play an important role in educating the nation, therefore expected for the teachers who are certified in order to always improve their better quality as an agent of change. Also, for non-certified teachers, always keep the quality in the teaching and learning process and improve the ability in the field of profession (in education world).

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