

Learning through Teacher Professional Training: English Teacher Certification Program
in Indonesia

DISSERTATION

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By

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Abstract

The present study examines the influence of Indonesia's in-service teacher certification program through teacher professional training, namely *Pendidikan dan Latihan Profesi Guru (PLPG)*, on teacher learning. It is guided by learning leverage interpretive tool, constructivism and social interaction, and adult learning theory. The study looks specifically at what happened in a 10-day PLPG, what English-language teachers learned during the training, how they viewed PLPG as professional development, how their learning experience impacted their routine teaching practices, and how they perceived PLPG as a vehicle for learning research-based instructional practices and classroom management.

The study followed a dominant-less dominant mixed-methods research design, beginning with the dominantly qualitative study, and ending with less dominantly quantitative study. Among the English-language teachers attending the 2013 PLPG at a public university in Palembang, Indonesia, six purposively-selected teachers were observed, interviewed three times, and asked to write daily logs over the course of the training. Samples of their works including training-related documents were also collected. Subsequent to their training, the teachers were observed teaching in their

classrooms two times and interviewed prior to the first observation and after each of the observations. At the end of the training, 149 teachers completed a survey questionnaire, which consisted of an instructional practices scale (17 items) and a discipline and classroom management scale (4 items). The participants' PLPG results including their initial competency test (UKA) scores were also statistically analyzed.

Despite some apparent weaknesses, PLPG certification program provided substantial learning experience for teachers, which included professional/content knowledge and pedagogical knowledge and skills necessary for their professional duties. In spite of considerable variation among the teachers in the quality of teaching and learning, they transferred the learning experience to their routine teaching practices. The study suggests that the rigor and reward of PLPG were quite influential to the teachers' pursuit of certification. However, the study results also indicate that the professional consequences of failure to achieve certification was not a high enough risk to fuel candidates' willpower to complete PLPG requirements. The survey revealed that the majority of the teachers perceived PLPG as a vehicle for learning such pedagogical knowledge as instructional practices and classroom management informed by theory and research.

The teachers' perspective lent support that the rigor, reward, and, to a lesser extent, professional risk of not earning certification, influence the learning of teachers pursuing certification. It is hoped that this study helped evaluate the ability of PLPG certification in providing learning experience for English-language teachers and

improving the quality of their teaching practices, and inform input for future educational policy decisions in teacher educational area.

Dedication

Dedicated to my family

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Chapter 1: Introduction

Background

The need for excellent teachers has become an issue of national concern in Indonesia, a developing country in Southeast Asia. This growing focus on quality teachers is attributable to several factors, including the poor academic gains of students and low competency of teachers. As evidence, results of the third International Mathematics and Science Study (TIMSS) survey (see Chang et al., 2013) showed that Indonesian students ranked 34 out of 45 countries in 2003 and went down to 36 out of 49 countries in 2007. Similar disappointing results also appeared in science: Indonesian students were in 36th position out of 45 countries in 2003 with a minor improvement to 35th position out of 49 countries in 2007. The results of the 2006 Program for International Student Assessment (PISA) in science, reading, and mathematics further corroborated the poor performance of Indonesian students, showing that out of 57 countries surveyed, Indonesian students ranked 52, 48, and 51 respectively (OECD, 2010). The results lead to the conclusion that Indonesian students' performance in math, reading, and science is still below the international average.

In terms of teacher competence, the 2006 Indonesian teacher census showed that only 37 percent of Indonesian teachers held a four-year college degree and that 26

percent held a high school diploma or less (SIMPTK, 2006). An aptitude test of selected primary and secondary school teachers administered by the Ministry of National Education (MONE, now called MOEC, the Ministry of Education and Culture) in 2004 further revealed a disappointing picture of Indonesian teachers' professional competence; the average score was only 38 percent for primary school teachers and 45 percent for secondary school teachers across 12 subjects (World Bank, 2010). The same data demonstrated that while English-language teachers performed better than teachers of other subjects, their performance was still far from being satisfactory, showing an average score of 58 percent (World Bank, 2010). Additionally, the 2004 national civil service examination showed that teacher candidates' average English score was 23.37 with great variability in the scores with a low score of 1 and a high score of 39 out of a highest possible score of 40 (Center for Education Evaluation, 2004). The data mentioned above suggest that the low performance of Indonesian students on international tests in comparison with their counterparts from other countries was attributed to low quality of teachers. Student academic performance has been argued as one of the predictors of teacher quality (see Hamre & Pianta, 2005; Vandevort, Amrein-Beardsley & Berliner, 2004; Wenglinsky, 2002).

Thus, a decade ago, Indonesia issued a package of educational reforms embodied in the teacher and lecturer law no. 14/2005 (hereafter called the teacher law) that includes as a priority improving the quality of teachers in every Indonesian classroom. In particular, the teacher law (which is still in effect) entrusts teacher quality reform to a teacher certification program. This certification program essentially aims to "improve on previous teaching license program" (Jalal et al., 2009, p. 24) and is for both pre- and in-

service teachers. Since 2007, MOEC has implemented the certification program for in-service teachers. To earn certification, incumbent teachers must hold a minimum of a four-year college degree of academic qualification in a related disciplinary field and must successfully pass a paper-based portfolio assessment. Should they not pass the portfolio assessment, they have to undertake Teacher Professional Training, known as *Pendidikan dan Latihan Profesi Guru* (PLPG). The Indonesian government plans to enforce this in-service teacher certification program until 2015. Afterward, teacher candidates have to undertake one or two semesters of professional training in order to obtain training credits and earn certification prior to starting their actual teaching.

To ensure that the program meets its desired goal, MOEC has made some revisions and improvements. The most recent changes to the program in 2012 include: (1) the administration of Initial Competency Exam, called *Uji Kompetensi Awal* (UKA), for candidates before they follow PLPG, (2) the opportunity for teachers to choose one of three certification pathways (direct issuance of an educator certificate, portfolio assessment, or PLPG) in line with their preparedness for aspects of professional and readiness and completion of the required documents, and (3) the provision of teaching materials to candidates before they join PLPG (Rosyidi et al., 2013). As of 2012, about one million teachers have earned certification (De Ree, Al-Samarrai & Iskandar, 2012). Nevertheless, whether the certification program has advanced the quality of Indonesian teachers still remains a question. The present study attempts to explore the influence of this certification program on improving the quality of Indonesian teachers. Drawing upon Hunzicker's (2008a, 2011) interpretive tool of learning leverage, the study mainly aims to find out the influence of PLPG on teacher learning.

Learning leverage is an interpretive tool that describes why a certification program is a powerful learning experience for teachers joining the program. It refers to “an uncomfortable yet positive pressure that usually leads to substantial teacher learning [characterized by] the dynamics of rigor, reward, and risk” (2008a, pp. 10–11). The dynamic of *rigor* refers to the high standards and demands of the teacher certification program. The second dynamic, *reward*, embodies the appreciation, respect, and compliment that candidates receive subsequent to earning certification. The dynamic of *risk* represents the fact that certification is difficult to achieve, and many teachers pursuing the program fail on their first attempt. This tool assumes that teachers would respond to the dynamics in different ways, and their responses would mediate their learning experience (Hunzicker, 2008a). Learning leverage is one of the few interpretive tools that specifically recognizes the elements that may influence teacher learning from certification programs. While it is conceptualized based on teacher certification programs in the US, the dynamics of rigor, reward, and risk appear to be generic and applicable to other teacher certification and professional development programs (Hunzicker, 2008b). It is useful as a descriptive device in identifying what resources the teachers draw on to motivate their accomplishments and to what degree they draw on them. In particular, it helps the researcher look across the teachers and identify which factor(s) seem most important in the pursuit of their certification.

Statement of Problem

As argued previously, teacher quality plays a critical role in teaching and learning and school. One way to improve it is through professional development, and one type is

teacher certification. Myriad studies have explored the effects of certification on teacher quality (e.g. Coskie & Place, 2008; Goldhaber & Anthony, 2007; Hunzicker, 2006, 2008a, 2010, 2011, Hastuti et al., 2009; Kelley & Kimball, 2001; Lustick & Sykes, 2006; Miller, 2010; Pool, Ellett, Schiavone, & Carey-Lewis, 2001; Stronge et al., 2007; Scheetz & Martin, 2006; Vandevooort et al., 2004). By and large, these studies suggest that one can look at the effects of certification on teacher quality from two angles. One is from its impact on teachers going through the process, i.e., what skills and knowledge they learn (Coskie & Place, 2008; Hunzicker, 2006, 2010, 2011; Kelley & Kimball, 2001; Lustick & Sykes, 2006; Pool et al., 2001; Scheetz & Martin, 2006). The other angle is to look at from student performance and outcome (Goldhaber & Anthony, 2007; Stronge et al., 2007; Vandevooort et al., 2004).

In terms of the effects on teachers, empirical evidence drawn from the aforementioned studies has shown that teachers benefit from professional development through a certification program in a number of ways. For instance, according to Coskie and Place (2008), by reviewing their own instructional practices, teachers made changes for more purposeful classroom behaviors and incorporated activities that allowed students more choices and autonomy. Kelley and Kimbal (2001) found that exposure to the literature permitted teachers to ground their teaching practices in theory. In Hunzicker (2006) teachers showed an increased awareness of student psycho-social factors that resulted in better understanding and planning. This study also found that the portfolio requirement's reflection and analysis of teaching practices components and the program's rigorous reading preparation enabled certified teachers to perform more effectively than their non-certified counterparts in overall efficacy and planning. In Miller (2010) and

Stronge et al. (2007), teachers who had participated in a certification program performed better at designing clear standards for task assessment and were more prepared.

Secondary science teachers recounted that the portfolio's requirement that they teach according to the scientific inquiry method resulted in their adjusting their understanding and appreciation of their assessment practices from a summative end-of-unit measurement to a tool for improving student learning (Lustick & Sykes, 2006).

In terms of the effect on student outcome, students taught by certified teachers gain learning outcomes above those taught by non-certified teachers (Stronge et al., 2007; Goldhaber & Anthony, 2007; Vandevort et al., 2004). In particular, findings by Goldhaber and Anthony (2007) show that the academic gains of students in certified teachers' classrooms exceed the academic gains of those in non-certified teachers' classrooms by about four percent of a standard deviation in reading and five percent of a standard deviation in math. In line with these findings, Stronge et al. (2007) reported that, of the certified teachers participating in their study, forty-seven percent fall in the 3rd and 4th quartiles in math achievement analyses, and sixty-one percent fall in the 3rd and 4th quartiles in reading achievement analysis. Consistent with the above results, Vandevort et al. (2004) found that "students of NBCTs [National Board Certified Teachers] averaged 2.45 points greater adjusted gains in scaled scores on the SAT-9 per year than did students of non-NBCTs" (p.34); the mean difference of effect size across the subject areas for all of the years was over +0.12, indicating that the effect of having a certified teacher for students is significant. In short, certified teachers are more effective than their non-certified peers in terms of student achievement.

The findings of the abovementioned studies have indeed justified the critical role of certification programs in improving teacher quality. Yet, the conclusions were built upon a certification program grounded in North American culture and ideology. Since many societies and governments designed and implemented their own teacher certification programs, it is argued that each certification process and its contexts, including the characteristics of teachers and students, are not necessarily identical. To evaluate the implementation of the program, each country and interested parties have to attempt their own evaluative studies. Specific to the teacher certification program in Indonesia, the researcher found a few published studies investigating the impact of the program in improving teacher quality. Among the studies are De Ree, Muralidharan, Pradhan and Rodgers (2012), Fahmi, Maulana and Yusuf (2011), Hastuti et al. (2009), and the Indonesia Trends in International Mathematics and Science Study (TIMSS) Video Study (reported in Chang et al., 2013).

Unlike studies in the US, all of the teacher certification studies in Indonesia revealed disappointing results. Hastuti et al. (2009) found that the influence of certification on teacher quality improvement was still not clear-cut. Although additional monthly salary might make some teachers better concentrate on teaching, many teachers were not confident that the certification process has increased teaching effectiveness. Likewise, Fahmi et al. (2011) asserted that teacher certification programs in Indonesia might have improved the welfare of teachers, but had no impact on students' academic performance. Supporting this claim, De Ree et al. (2012) found no statistically significant difference between the academic gains of certified teachers' students and of non-certified teachers' students. Looking at what happens inside classrooms, the Indonesia TIMSS

video study found that there were no significant differences between certified and non-certified math teachers' teaching practices. Fahmi et al. (2011) and De Ree et al. (2012) looked at the impact of certification on teacher quality solely through students' results on the national exam. Such a correlation must be regarded with caution, as there are many factors, including administration of the exams, and leakage of examination questions and answers that can influence student performance (Iskandar, 2014; Wahyudiyanta, 2014). The study by Hastuti et al. (2009) explored the initial implementation of teacher certification programs, while MOEC has revised and improved the format and design of the program. The TIMSS video study focused on math classrooms only.

Importantly, none of the studies specifically scrutinize teachers who are undertaking certification program through PLPG pathway, a 90-hour training course during which teachers are supposed to learn knowledge and skills pertinent to pedagogical and professional competencies. As a condition of the training, which is part of the recent changes to the certification program, teachers are to take the UKA and to meet a required minimum score. Once this is met, they receive training materials in advance of PLPG to give them an opportunity to review and professionally prepare. Thus, certification through PLPG pathway is much more than a 90-hour training course because long before the training they have to prepare themselves: studying for the UKA in order to qualify for PLPG and reading PLPG module/materials in order to pass a final competency test right before the end of PLPG.

The present study explores the influence of teacher certification on teachers' quality in Indonesia. It looks specifically at the learning experience that English-language teachers gain from PLPG. Research on English-language teacher education and

professional development is worthwhile due to the fact that the majority of English-language teachers in Indonesia have low English proficiency and teaching skills (Center for Education Evaluation, 2004; World Bank, 2010). Teachers' English proficiency and pedagogical skills are of great concern (Wati, 2011) because the Indonesian government wants to equip its students with competency in English as an International Language in order for them to be able to compete in the global market.

There were six PLPG participants in the qualitative element of the study. The researcher interviewed the participants, asked them to keep daily logs about their learning experiences, and collected learning materials they received from instructors and artifacts they produced as part of the training assignment. The investigator also observed the teachers during their training. The researcher conducted follow up observations of this group of teachers to determine the impact of the training on daily teaching practices in the teachers' actual classrooms. In addition, the researcher asked all English-language teachers who participated in the 2013 PLPG to complete a questionnaire about their beliefs about the extent to which PLPG offers them experience to learn research-based instructional practices and classroom management. The researcher also used the participants' final competency and UKA score tests to further corroborate their response.

In brief, the objectives of this study were to examine what happens in a 10-day span of PLPG, what teachers learn during the training, how they view PLPG as professional development, and how the learning experience impacts their instructional practices and classroom management. The study also aimed to elicit their general perceptions about their learning experience associated with classroom instructional practices and classroom management earned from PLPG.

Research Questions

This study seeks to answer the following research questions.

1. What happens in a 10-day Teacher Professional Training (PLPG)?
 - a. How is PLPG organized?
 - b. What material is covered?
 - c. What activities do English-language teachers engage in, with what kinds of support and assessment?
2. What do English-language teachers learn during the training?
 - a. What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as observed?
 - b. What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as self-reported?
3. How do these teachers view PLPG as professional development?
4. How do the knowledge and skills learned during PLPG impact these teachers' instructional practices and classroom management?
5. To what extent do English-language teachers believe that PLPG provides them the experiences to learn research-based instructional practices and classroom management?

Overall Research Methodology

In order to answer the research questions, the study employed a dominant-less dominant design (Cresswell, 1994), mainly conducted under the qualitative paradigm with a small component of quantitative method. The dominant component used a

combination of data collection methods such as classroom observations, interviews, daily logs, and training-related artifacts/ documents in order to get a thorough picture of teachers' learning experience. Data for the less dominant component were gathered from a survey questionnaire and the participants' final competency test results, including their UKA score. Data from observations, interviews, daily logs, and artifacts/documents were analyzed qualitatively in light of Hatch's (2002) typological as well as inductive analysis procedures, and survey items and PLPG results were analyzed statistically.

Significance of the Study

The study is significant for several reasons. First, the study examines the learning experiences English-language teachers gain from undergoing certification through a PLPG pathway in Indonesia. This study is very much inspired by learning leverage interpretive tool proposed by Hunzicker (2008a & 2011). This newly established tool is a cultural model of teacher certification grounded in the US ideologies and conceptualized based on a small number of studies about teacher learning through the program. The proposed study could add theoretical contributions to the literature as it explores learning leverage further from an Indonesian context of teacher certification.

Second, unlike most of the studies appearing in recent literature that involved teachers of other than English subjects as its participants, this dissertation project explores EFL teacher learning in a certification program. Thus, findings of this study can enrich literature with empirical evidence about the certification process and its outcome specific to a group of these teachers.

Third, this study examines the contribution of a certification program in improving the quality of teachers in Indonesia. Since its first implementation, this program has certified approximately a million teachers. But relatively little is known about whether or not the program indeed advances the quality of the teachers. Studies that investigate this issue appear to be limited in Indonesian literature. If there are some, the studies mostly predict the impact of certification on teacher quality through students' academic gains. The results of the present study can provide the Indonesian government, MOEC in particular, information about the ability of the certification program through the PLPG pathway to provide learning experience for (EFL) teachers and improve the quality of their teaching practices when they are learning.

Fourth, the learning experienced by these teachers would improve the academic performance of their students and in turn the Indonesian quality of education when the teachers continue to put into practices the acquired pedagogical and professional skills and knowledge in their actual classroom. Follow-up classroom observations to some of PLPG participants would help shed light on whether or not the knowledge and skills experienced from the training positively impact the teachers' instructional practices and classroom management.

Finally, this study is significant in terms of policy decision-making. That is, the results of the study can provide evaluative information for MOEC and related stake holders such as the Indonesian Board of Teacher Certification and certifying universities or LPTK, on the initiative's efforts to strengthen the quality of (EFL) teaching and learning in Indonesia, and offer input for future educational policy decisions concerning the pre-service teacher certification program (professional education of teachers – PPG)

which will be in effect after the year of 2015. Furthermore, it can provide valuable information on the role of (EFL) teacher quality, and ultimately the learning of all students. Specifically, the learning leverage concept can help shed new light on understanding teacher learning through the certification program that may be useful for certification candidates, certification instructors and mentors, LPTK, and others interested in teacher learning through certification programs.

Definition of Terms

For the purpose of this study, the following definitions are applied to clarify the terms used throughout the study.

1. Certified teacher: Certified teachers are in-service teachers who have been awarded certification by accredited universities or institutions for the Education of Teaching Staff (LPTK).
2. EFL: EFL stands for English as a foreign language specifying the teaching of English in non-English speaking countries, Indonesia in this case. In this study, the term “EFL teachers” is used interchangeably with “English-language teachers”.
3. Learning leverage: Learning leverage is an interpretive tool of teacher learning through a certification program. According to Hunzicker (2008), it is “an uncomfortable yet positive pressure that usually leads to substantial teacher learning” (p. 10) and made of “the dynamics of rigor, reward, and risk” (p. 11). That is, rigor, reward, and risk are the reciprocal driving forces that influence teachers’ experience of learning gained from certification; the influence can be either positive or negative to their experience of learning contingent on the way they respond to the dynamics.

4. PLPG: PLPG stands for *Pendidikan dan Latihan Profesi Guru* and is one of the three teacher certification pathways in Indonesia. It consists of 90 hours of teacher professional training for in-service teaching professionals who undergo training and workshops related to pedagogical, personal, social and professional competencies (Rosyid et al., 2013; Government Regulations No. 74/2008). PLPG certification is assessed through observation, performance test, and written (competency) test (MOEC Regulation No. 5/2012, copy).
5. Teacher certification: Teacher certification is a certification process through (1) a direct issuance of the Educator Certificate, (2) a standard-based portfolio assessment to document academic qualifications, teaching tasks and experiences, involvement in professional developments, and other professional activities or (3) teacher professional training – PLPG (Rosyidi et al., 2013).
6. Teacher learning experience: Teacher learning experience is all interactions, lessons, activities, and assessment related to PLPG curriculum facilitated, mentored, and supervised by study group instructors, in which teachers are expected to participate (Hunzicker, 2006). For the ease of this study, the learning experience was specifically grouped into professional or content knowledge and pedagogical knowledge and skills (Government Regulation No. 74/2008).
7. Teacher quality: Teacher quality refers to a set of indicators of knowledge, skills, and behaviors that must be possessed, internalized, and actualized by teachers in carrying out their professional duties (Government Regulation No. 74/2008). For the purpose of this study, teacher quality is divided into professional competence and pedagogical competence.

8. UKA: UKA (*Uji Kompetensi Awal*) is the initial competency test taken by teachers in order to qualify for certification program through PLPG pathway (Rosyidi et al 2013).

Basic Assumptions

The following assumptions are made for this study:

1. It is assumed that teacher quality plays a critical role in student learning.
2. It is assumed that PLPG certification provides learning experience for EFL teachers because, during the 90-hour PLPG training, teachers have trainings and workshops covering knowledge and skills pertinent to pedagogical, personal, social and professional competencies. These teachers then have to pass a number of assessments such as (on going) observation, performance test, and a written (competency) test. Prior to PLPG, the teachers also have to study for UKA in order to qualify for PLPG. In short, these teachers supposedly experience learning as they study, analyze, practice and reflect on the materials they have received and as they make preparation for the UKA prior to PLPG and for final test at the tail end of PLPG.
3. PLPG participants engage in all interactions, lessons, activities, and assessment mandated by PLPG curriculum, mainly in the areas of professional or content knowledge and pedagogical knowledge as well as skills (opportunities to put the knowledge into action). It is thus assumed that the learning experience can be measured.
4. It is also assumed that the targeted teachers will cooperate and be willing to participate in the qualitative study and complete the questionnaires.

5. It is further assumed that the participants will furnish true information when completing the questionnaire.

Limitations

This study is limited by a number of factors. First, the study examines learning experience of EFL teachers from PLPG certification in terms of professional (content knowledge) and pedagogical competencies (Government Regulation No. 74/2008). Other aspects such as personal and social competencies, which may be equally important, were not included in the present study. Therefore, the inclusion of other traits of teacher quality could supply additional information about the teaching quality of EFL teachers in Indonesia. That should be a topic for a later study.

Second, this study explores the influence of PLPG certification on teachers' routine teaching practices. However, it is conducted with a small number of teachers. While the use of multiple data sources such as observations, teaching artifacts, and interviews will meticulously show the influence of PLPG on the teachers' teaching quality, the results may not be generalizable to other groups of teachers.

In addition, all of the 2013 PLPG English-language teacher participants, including the qualitative study participants, were asked to respond to a questionnaire. The survey asked the teachers to answer questions pertinent to their learning experience associated with teaching and classroom management practices they acquired from PLPG, and the answers to these questions range from *strongly agree* to *strongly disagree*. The teachers may have different interpretations and definitions regarding the interval values and

rankings provided by the scale. To decrease varying interpretations by the participants, the scaling is made as clear as possible.

Finally, the study involves specifically high school English-language teachers from South Sumatra and Bangka-Belitung Provinces pursuing the 2013 in-service teacher certification program through PLPG pathway in a public university in the capital city, Palembang. The results of the study may not be generalizable to other areas with dissimilar characteristics, to teachers participating in the program prior to or after the year of 2013, nor to the quality of teachers of other than English-language subjects.

The Organization and Overview of the Study

This dissertation consists of five chapters. Chapter 1 presents the background of the study including gap, research questions, overall research methodology, significance of the study, definition of terms, basic assumption, and limitations. Chapter 2 reviews literature related to the study. Chapter 3 presents the research methodology of the study, including research design, research participants, research site, instruments, data collection procedures, ethical considerations, and credibility and internal validity as well as data analysis. Chapter 4 describes the findings of the study. Chapter 5 provides discussion and conclusion of the study as well as pedagogical implications and recommendations for further study.

Chapter 2: Review of Related Literature

This study aims to explore the influence of PLPG teacher certification on teacher learning. Guided by the interpretive tool of learning leverage, constructivism and social interaction, and adult learning theory, the study looks specifically at the learning experience that English-language teachers gain from the 2013 PLPG in a public university in South Sumatera, Indonesia. The five research questions for the study were: (1) What happens in a 10-day Teacher Professional Training (PLPG)? (2) What do English-language teachers learn during the training? (3) How do these teachers view PLPG as a professional development? (4) How do the knowledge and skills learned during PLPG impact these teachers' instructional practices and classroom management? And (5) To what extent, do English-language teachers believe that PLPG provides them the experiences to learn research based-instructional practices and classroom management?

The researcher conducted a review of related literature to demonstrate that the study was well grounded in up-to-date and relevant literature. In particular, this literature review aims to present:

1. An overview of theories and interpretive tool related to teacher learning and certification,

2. A representative collection of research previously conducted in the area of teacher quality and information regarding the main elements of teacher quality,
3. A general review of studies portraying the relationship between teacher certification and teacher quality and of studies describing teacher learning from teacher certification,
4. An overview of teacher certification program in Indonesia and findings of studies regarding how the program improves the quality of teachers in Indonesia.

This review helps inform how the findings of this study are linked to the previous research findings and consistent with the perspectives of scholars and researchers in the field. The following section presents conceptual frameworks to understand teacher learning from certification.

Conceptual Frameworks

Examining teacher learning in the process of obtaining certification, this dissertation is guided by constructivism and social interaction, adult learning theory, and learning leverage interpretive tool.

Constructivism and Social Interaction

Constructivist perspectives on cognitive development are foundational to and influential in many areas of education, including teacher-training programs (see Taylor, Fraser & Fisher, 1997; Tetenbaum & Mulkeen, 1986; Williams & Burden, 1997).

Constructivism argues that people co-construct their own reality, knowledge, attitudes,

and beliefs through interactions with the world around them. For constructivists, learning should be active, contextualized, and engaging. Constructivism is embedded in the relationship between the self and others that teaching affects (Houston & Warner, 2000). Learners within this theory construct their knowledge and discuss their meanings in a socially motivated setting (Yager, 1991). Therefore, assuming that learning is a social experience and that each individual learns at different rates and according to individual styles, constructivists propose several conditions for learning to be effective: ample time for mental processing, peers for interaction, collaboration and reflection, and several routes for accomplishing the learning objectives (Howlett, 2005). Constructivist teacher certification programs should develop teachers' theoretical knowledge and higher order thinking skills, and train teachers to respect the uniqueness of each individual student by providing tasks and activities that foster individual strengths as well as communication and collaboration among students (Tetenbaum & Mulkeen, 1986). It applies learning theory to adult learning (Howlett, 2005; Sparks, 2002).

Vygotsky (1978) recognized the importance of interaction on cognitive development. He argued that individual cognitive development occurs when one interacts with the social world. The integration between cognition and the external social world is termed as the Zone Proximal Development (ZPD). It describes the space between what an individual can do without assistance (level of independent performance) and what he or she can do with support from or in collaboration with more capable others (level of assisted performance). The ZPD postulates that in order to develop and perform tasks independently, learners first need scaffolding, or significant support (Hammond & Gibbons, 2001), from others, including teachers and more capable peers or by reference

sources (Ozkan, 2011). In order to be developmental, education should be aligned with the ZPD, and therefore implement learning “within the context of communication and collaboration between the participants in this process” (Kravtsova, 2009, p. 11). This implies that teacher certification programs should design tasks challenging enough for certification candidates to perform beyond their current capacity, and at the same time, provide teachers with ample support to facilitate their accomplishing the tasks and prevent them from becoming frustrated and giving up.

Constructivist perspectives of learning as a social experience and Vygotsky’s (1978) concept of the interrelation between cognitive development and social interaction will help us examine teacher learning experiences from PLPG certification in relation to collaboration and problem-solving.

Adult Learning Theory and Teacher Certification

Emerging primarily during the twentieth century, adult learning theory has long been the basis for the field of higher education. In the late 1960s, Malcolm Knowles first introduced the term “andragogy” to the US educational theory to distinguish adult learning from the concept of childhood learning or pedagogy (Gilstrap, 2013). While pedagogy refers to “instructor-centric theories,” andragogy, which is more commonly known as adult learning theory, promotes “a learner-centric approach to learning,” (Gilstrap, 2013, p. 503). Adult learning theory emphasizes the value of the process of learning, and assumes that adults are self-directed and -motivated, goal and relevancy oriented, and practical (Knowles, 1984a, 1984b). Thus, Knowles suggests that adult learning should be based on four principles: the involvement of adults in planning and

evaluation of their learning, incorporation of experience-based learning activities, use of problem-centered tasks, and choice of learning subjects that are closely relevant to adults' daily lives (1984b).

High-quality teacher professional development should meet the needs of teachers' career development and patterns of adult learning. Since teachers encounter distinctive problems and challenges as they advance their teaching phases (Huberman, 1989), their professional development should equip them with the necessary means to solve the problems accurately. It should "focuses on deepening teachers' content knowledge and pedagogical skills [including] opportunities for practice, research, and reflection" (Sparks, 2002, p. 12). Relevant activities that can facilitate effective adult learning are, among others, action with reflection (learning by doing), teamwork in small groups, study group, engagement of the learners in what they are learning, and mentoring (Sparks, 2002; Vella, 1994).

Group interaction is the major element of adult learning theory (Brookfield, 1986). Collaborative learning does not simply mean to work together but rather to work together to "to achieve common goals that could not be accomplished by a single individual [...] independently" (Kagan, p. 1991, p. 3). It recognizes the nature of learning as a social process and the experience that each individual brings to the learning environment (Howlett, 2005; Yager, 1991). The notion of collaborative learning has gained its significant role in teacher professional development because the teaching profession strongly recognizes the importance of teachers working cooperatively in groups or teams.

The general principles of adult learning such as self-directedness, thoughtfulness

about the need of own learning, and willingness to apply new knowledge and skills can be applied in teacher professional development (Knowles, 1980). In order to be effective, adult education should have such characteristics as clarity of learning goals, appropriate levels of challenge, capitalization on previous knowledge, sustainability over time, organizational support, and alignment of achievement with the goals set (Pontz, 2003). Adult learning theory will assist us in examining how teacher professional development through PLPG certification provides teachers learning experience and activities relevant to their professional needs.

Learning Leverage

Ideally, learning tasks should be difficult enough to require the learner to work hard, struggle, and push the limits of his/her understanding. Such effort may not be comfortable, but it can bring deep satisfaction when the goal is accomplished. In some cases, however, a learner may become easily discouraged and give up. Hunzicker (2008a, 2011) identified three factors – reward, rigor, and risk – whose interaction varies across individuals and can be useful in describing which combinations assisted learners in persevering – or not -- through difficult challenges. The appropriate balance of rigor, reward, and risk is termed as learning leverage, which generates “uncomfortable yet positive pressure that usually results in substantial teacher learning” (Hunzicker, 2011, p. 202). This interpretive tool helps describe why many certification candidates view the certification process as a powerful learning experience, and some of them reported to have learned much from the program while some others did not. Learning leverage was conceptualized based on the findings of Hunzicker’s (2006, 2010) studies on the

influence of the certification process on three teachers' learning during the program. It is further inspired by five studies of teacher learning through a national certification program (Burroughs et al., 2010; Gaddis, 2002; Lustick, 2002; Lustick & Sykes, 2006; Pool et al., 2001).

The first dynamic of learning leverage, *rigor*, requires certification candidates to closely align themselves with the certification standards of teaching practices. To earn certification, candidates within a short period of time have to:

Scrutinize their professional practices, master the use of technology, demonstrate knowledge of content and pedagogy, provide evidence of student learning, participate in educational and professional organizations, and articulate accomplished teaching practices through written language. (Hunzicker, 2011, p. 200)

Candidates' rigorous alignment with the certification standards occurs through the process of professional reflection, analysis, and initiatives, to increase their opportunities to earn their certification. Candidates purported to learn most through this alignment process. Thus, *rigor* has been argued to be a catalyst for teacher learning during certification program (Burroughs et al., 2000; Tracz et al., 1995). Teachers strongly motivated by rigor are most interested in learning and resolute to earn certification (Hunzicker, 2008a).

The second dynamic, *reward*, highly motivates candidates to pursue certification. Certification is not an easy process, and therefore, earning certification is a significant achievement for teachers, increasing their professional status, respect and authority, and importantly, salary (Hunzicker, 2006; Lustick & Sykes, 2006; Vandevort et al., 2004).

These extrinsic rewards have boosted NBC candidates' motivation to earn their certification (Hunzicker, 2011). Candidates energized by reward are most interested in obtaining acknowledgment as a professional teacher (Hunzicker, 2008a).

The last dynamic, *risk*, “pushes National Board candidates out of their professional comfort zones” (Hunzicker, 2011, p. 201). Certification is difficult to achieve, and only half of candidates are successful on their first effort (Boyd & Reese, 2006). Because it is a substantial professional risk, many teachers avoid joining the program, and many of those undergoing the program are anxious throughout the entire process. Certification programs are also risky because they are public and challenging; “National Board candidates confront and remediate their professional weaknesses, complete the certification requirements within a narrow timeframe, and receive their pass-or-fail certification results on the same well-publicized date nationwide” (Hunzicker, 2011, p. 202). All candidates have such risk experience, but the strength varies according to the degree of their capacity and self-efficacy. The discomfort of risk resulting from completion of certification requirements could be a powerful motivator, which in turn brings about teacher learning; however, when the risk are too overwhelming, they could make candidates doubt and skeptical, and prevent them from earning certification (Hunzicker, 2008a).

The precise blend of rigor, reward, and risk generates learning leverage that could stimulate and push certification candidates to learn in order to accomplish certification. The interactive dynamics of learning leverage is visualized in figure 1 below.

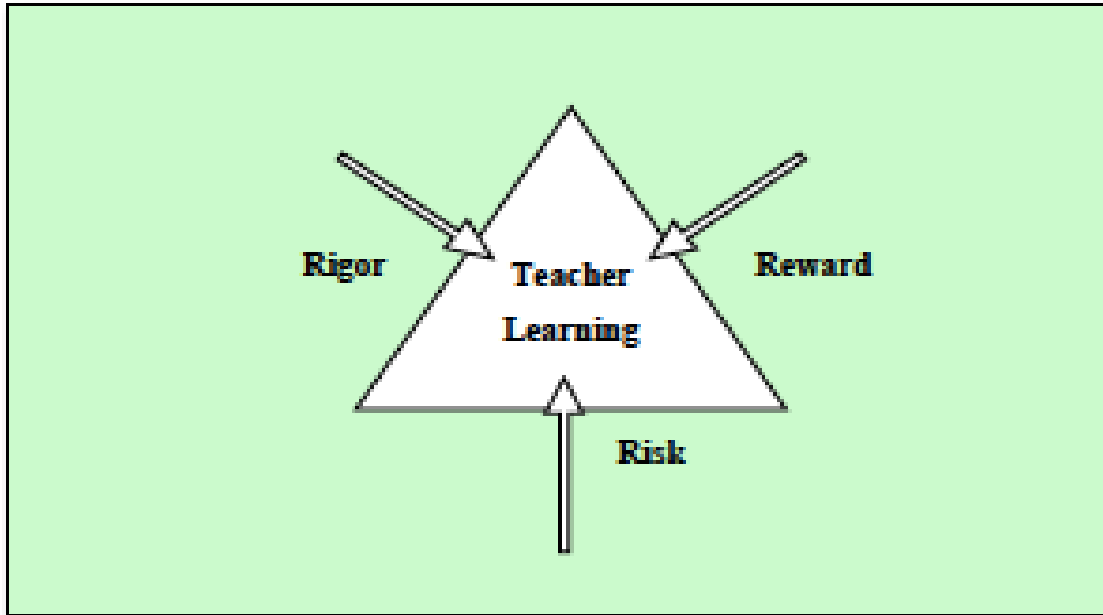


Figure 1 Learning Leverage Graphic
Source: Hunzicker (2008a, 2010, 2011)

Learning leverage interpretive tool can assist us in understanding how PLPG certification influences English-language teachers' learning. It is useful as a descriptive device in identifying what resources the teachers draw on to motivate their accomplishments and to what degree they draw on them. In particular, it is helpful to identify which factor(s) across the teachers is most important in fueling their motivation to align with PLPG standards and complete PLPG requirements. Despite the merits of the tool, learning leverage has some weaknesses or limitations. First, it draws from a very limited sample; it is based on the findings of the researcher's original study (Hunzicker, 2006, 2010) and of a small number of studies investigating the influence of certification on teacher learning. Additionally, since it was conceptualized after her original study, Hunzicker (2011) was unable to take into account her participants' emic perspective to confirm the thinking and their learning experience concerning the interactive dynamics of rigor, reward, and risk. Finally, this interpretive tool is conceptualized based on

certification programs in the US, which are culturally as well as ideologically different from teacher certification programs in Indonesia. This study will contribute to the interpretive tool by taking into account participants' emic perspective concerning their learning experience from PLPG certification program and the influence of rigor, reward, and risk of PLPG to their learning, specific to the Indonesian context. The following section presents how teacher quality has been defined and reviews information pertinent to the main elements that make up teacher quality.

Teacher Quality

Teacher quality is perhaps one area that is not easy to measure. Teacher educators and educational researchers seem to have no clear consensus in terms of definition of teacher quality and its elements. Thus, definitions of teacher quality cover a number of dimensions "from the actions of the teacher, to the knowledge a teacher possesses, to the creativity of the teacher" (Blanton, Sindelar, & Correa, 2006, p. 116). Some researchers (e.g., Coskie & Place, 2008; Lustick & Sykes, 2006) associate teacher quality with teacher's knowledge of teaching and their teaching practices. Other researchers, Stronge et al. (2007), link teacher quality to teachers' planning and grading practices.

Three prominent researchers (Berliner, 2005; Fenstermacher & Richardson, 2005; Kennedy, 2008) have looked at the diverse aspects of teacher quality. In Berliner's (2005) as well as Fenstermacher and Richardson's (2005) points of view, teacher quality consists of good teaching and effective teaching; the former means that teachers should satisfy the criteria expected by their profession, such as possessing relevant academic qualification and utilizing accordant teaching practices. The latter refers to how the

instructional practices exercised by teachers in class improve student academic performance. High quality teachers must show evidence of the teaching qualities in their daily teaching routine (Berliner, 2005). The third researcher, Kennedy (2008), asserts that teacher quality is composed of three dimensions: personal resources, performance, and effectiveness. Personal resources refer to such traits as belief, knowledge and expertise that teachers have possessed even prior to starting their teaching service. Performance deals with the duties conducted by teachers in their routine profession both in and beyond classroom activities. Effectiveness, which takes account of fostering students' motivation and their learning, refers to how good teachers are in improving students' performance on tests.

Another researcher, Goe (2007), correlates four ways of assessing teacher quality: teacher qualifications, teacher characteristics, teacher practices, and teacher effectiveness. Teacher qualifications include "teachers' coursework, grades, subject matter educations, degrees, test scores experience, certification, and credentials, as well as evidence of participation in continued learning such as internships, induction, supplemental training, and professional development" (p. 10). Teacher characteristics include teachers' personal behaviors and such demographic traits as race and gender. Teacher practices cover teachers' classroom instructional practices and classroom management and how these are linked to student academic performance. Teacher effectiveness refers to how well teachers improve their students' academic achievement as determined by standardized test results.

Goe, Bell and Little (2008) define effective teachers in terms of the following five points:

- Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure. (p. 8)

As can be seen from the review, the definition and elements of teacher quality are multifaceted. Some researchers have attempted to make less complex definitions and components of teacher quality. For instance, Shulman (1986) categorizes knowledge that teachers should possess into three attributes: content knowledge, pedagogical content knowledge, and curriculum knowledge. He further breaks down pedagogical knowledge into general pedagogical knowledge and pedagogical content knowledge, and adds knowledge of learners, educational contexts and educational goals as part of his teacher

knowledge base (Shulman, 1987). Shulman's (1986, 1987) knowledge base suggests that high quality teachers should at least be competent in content knowledge and pedagogical skills. Other researchers (Ingvarson & Rowe, 2007) support these elements of teacher quality.

According to Ingvarson and Rowe (2007), teacher quality comprises two major components: (a) content knowledge and (b) pedagogical skills. They argue that, to increase the quality of learning for all, it is vital to equip teachers with "subject-matter knowledge and an evidence- and standards-based repertoire of pedagogical skills that are demonstrably effective in meeting the developmental and learning needs of all students for whom they have responsibility ..." (p. 2). They refer content knowledge to *what the teacher should know* and pedagogical skills to *what teacher should be able to do*.

The same two characteristics of teacher quality in the aforementioned studies are found in the Indonesian government's description of teacher competence. The Indonesian government equates teacher quality with teacher competence, which is as a set of knowledge, skills, and behaviors that teachers must possess, internalize and actualize in carrying out their professional duties (Government Regulation No. 74/2008). It includes four traits of competence – professional, pedagogical, personal and social competencies. Professional competence is when a teacher possesses wide and comprehensive knowledge, science, technology, and or arts and culture in line with or coherence with the teaching subjects that they teach. Pedagogical competence is teacher ability in management of student learning at least covering understanding of educational concepts and foundation, curriculum and syllabus development, and instructional practices as well as learning evaluation. Personal competence deals with a teacher's good character and

behavior (e.g., wise, mature, honest, objective) and a teacher's ability to become a role model for students and society. The last trait, social competence, is pertinent to teacher's capability as a member of the community to communicate and interact in polite and active ways with students, fellow educators, staff, school principal and parents or guardians of students in line with the existing norms and values.

The definition and elements of professional competence by the Indonesian government are comparatively similar to the ones defined by educational researchers (e.g. Ingvarson & Rowe, 2007). However, the Indonesian government's definition and elements of pedagogical competence is much more general yet comprehensive than definitions by researchers in educational field (e.g. Shulman, 1986, 1987; Goe, 2007; Goe et al., 2008) as it covers a wide range of components of teachers' teaching ability, including instructional practices and classroom management intertwined with teachers' knowledge of curriculum and assessment.

While there is little consensus regarding the definition as well as elements of teacher quality, the literature suggests that teacher quality is the effective combination of several traits, ranging from the criteria teachers should possess in order to meet the expectations of their role to their ability to improve student academic outcome. Two main aspects of teacher quality, knowledge of subject matter and pedagogical skills, have constantly appeared in educational researchers' definition of teacher quality (Coskie & Place, 2008; Goe, 2007; Goe et al., 2008; Ingvarson & Rowe, 2007; Lustick & Sykes, 2006; Shulman, 1986, 1987). This literature review focuses specifically on two main traits of teacher quality in light of the ones termed and defined by Indonesian government – professional competence and pedagogical competence. These two traits were the main

areas of quality of Indonesian teachers targeted for improvement during the certification program. Importantly, these dimensions of teacher quality were measurable and observable during the ten-day PLPG certification. The next sections discuss these two traits.

Teacher Quality and Professional Competence

Teachers' professional competence, also called knowledge of subject matter or content knowledge, is one of the major dimensions of quality that accomplished teachers must possess and show in their routine teaching practices. Freeman and Johnson (1998) distinguish between content and the subject matter: “content as the teachers' and the students' perceptions of what is being taught in a lesson or course, and the subject matter, which is the professional or disciplinary perception” (Freeman & Johnson, 2008, p. 410). Content and subject matter, however, are different but closely connected versions of the same phenomenon “in much the same way that ethnographers speak of emic and etic views of a situation, event, or phenomenon” (p. 410). In this dissertation, however, both content knowledge and subject matter are used interchangeably in light of what the Indonesian government means by professional competence.

Shulman (1986, 1987) emphasizes the importance of content knowledge as reflected in his categories of teacher knowledge base. Knowing the subject matter they teach is very fundamental to teacher competency because “teachers who do not themselves know a subject well are not likely to have the knowledge they need to help students learn this content” (Ball, Thames, & Phelps, 2008, p. 404).

The vital role of content knowledge has also been recognized in language field.

Yates and Muchisky (2003) assert that, in order to be competent, it is central for language teachers to understand how languages are organized and learned. While knowing content knowledge alone would not assure one's effectiveness as a teacher, it is safe to argue that one will not be able to teach, e.g. English, if he/she does not know English. Thus, for Yates and Muchisky (2003), "the relative place for language teacher knowledge about language and how languages are learned is at the core of whatever the language teacher does and wherever the language teacher is situated" (p. 145).

In general, according to Ball et al. (2008), professional competence covers knowledge of the subject that teachers teach including its organizing structure. Specific to language field, it includes "the knowledge teachers have of the subject matter [...] declarative knowledge - the teacher's knowledge about the language, for example, the ability to articulate the rules of the language" (Johnston & Goettsch, 2000, p. 446). In a similar vein, Reeves (2009) argued that English as a Second Language (ESOL) teachers should possess linguistic knowledge in order to facilitate learners' ability to communicate meaning. More specifically, the subject matter knowledge of ESL includes the history of language teaching methods, second language acquisition, sociolinguistics, phonology, morphology, syntax, discourse analysis, theories of language, and critical applied linguistics (Liu, 2013; Richards, 2011). In short, knowledge of the subject matter is the disciplinary knowledge that teachers incorporate in their daily teaching practices, which comes from readings, classes, professors, and teacher training programs (Golombek, 1998; Liu, 2013).

Johnston and Goettsch (2000) argue that one of the basic issues that remains unresolved in the ESL field is the need for language teacher to know about language – the

subject matter they teach. Data in their study of ESL knowledge base of language teaching indicate that, at least, knowledge of grammar of English played a significant role in teachers' teaching. Although it would gain ultimate pedagogical impact when combined with other knowledge and skills such as knowledge of pedagogy and of learners, knowledge about language, English, was still crucial for effective language teaching (Johnston & Goettsch, 2000).

Yate and Muchisky (2003) made a strong argument concerning the urgent need of English-language teachers to be highly competent in the subject matter knowledge. They said: "Ignoring the core subject areas of language and SLA research will, we believe, cause pre-service teachers to be less prepared to teach ESL/EFL and will cause the field to lose any coherence as a separate discipline" (Yate & Muchisky, 2003, p. 144). Importantly, linguistically competence and being knowledgeable in second language acquisition (SLA) would enable teachers "to provide attention to all levels of language", Yate and Muchisky (2003, p. 144) concluded.

Teacher Quality and Pedagogical Competence

Another dimension of teacher quality emphasized by Indonesian government is pedagogical competence. Pedagogical competence deals with teacher ability in terms of managing student learning, which involves understanding of educational concepts and foundation, curriculum and syllabus development, instructional practices, and learning evaluation (Government Regulation No. 74/2008). Other researchers (Golombek, 1998; Ingvarson & Rowe, 2007) relate pedagogical competence to *what teacher should be able to do*, and how to make sense of his/her teaching. Two main components of pedagogical

competence are: instructional practices and classroom management. A handful of studies (Foorman et al., 2006; Gersten, & Baker, 2000; Hamre & Pianta, 2005; Roehrig, Turner, Grove, Schneider, & Liu, 2009; Stronge, Ward, Tucker & Hindman, 2007; Wenglinsky, 2002) have investigated teachers' pedagogical skills in terms of instructional practices. Another group of studies (Fenwick, 1998; Jones & Vesilind, 1995; Martin, & Sass, 2010; Putman, 2009; Rosas & West, 2009; Weinstein, 1998) examined pedagogical skills in terms of classroom management. The next section discusses the ability of teacher in terms of instructional practices.

Instructional Practices

Educational researchers have highlighted the multidimensional nature of instructional practices. Instructional practices take in the provision of explicit high-quality teaching experiences and practices, dynamic classroom time that allows more opportunities for teaching and learning, intensive scaffolding and feedback to students about their progress, stimulating instructional format, and engaging content of teaching (Foorman et al., 2006; Hamre & Pianta, 2005). Also, effective classroom instruction shows evidence of both oral language engagement and intellectual or cognitive (content areas) engagement (Gersten & Baker, 2000). In short, instructional practices refers to teaching experiences and practices orchestrated by teachers that provide learners with effective and conducive learning opportunities containing teaching materials designed and instructed in motivating ways and that incorporate learner-friendly scaffolding and constructive feedbacks. However, according to Roehrig et al. (2009), only a truly competent teacher can translate these effective instructional practices into routine

classroom. The following paragraphs further elaborate on instructional practices by referring to the studies of teachers' instructional practices.

Three studies (Stronge et al., 2007; Roehrig et al., 2009; Gersten & Baker, 2000; Foorman et al., 2006) show some components of effective instructional practices. For example, Strong et al. (2007) found that effective teachers provided more complex instructional practices that emphasized meaning instead of memorization, demonstrated numerous instructional strategies using various materials and media, and gave more differentiated student assignments than ineffective teachers did. Also, high quality teachers asked 7 times more high-level questions – application, analysis, synthesis, and evaluation – than unaccomplished teachers. In Roehrig et al.'s (2009) study, accomplished teachers performed instructions that emphasize process, and applied problem solving strategies such as use of literacy teaching strategies, and modeling instructional strategies.

Consistently, Gersten and Baker (2000) found that high quality teachers of elementary and middle school English language learners (ELLs) performed three features of effective instructional practices including use of visuals to reinforce concepts and vocabulary, incorporation of cooperative learning and peer-tutoring strategies, and modulating of cognitive and language demands. Specific to reading and spelling, Foorman et al. (2006) found that effective teachers appeared to spend more time in phonemic awareness and alphabetic activities than in such non instructional practices as disciplining students, interrupting instruction with long transitions or being absent from classroom.

So far, the previous discussion has focused on characteristics of effective instructional practices. Some researchers also investigated the impact of the successful instructional practices on student learning, and argue that the benefits of effective instructional practices could be significant for student academic experience and performance. As evidence, Wenglinsky's (2002) study shows that students from schools who engaged in hands-on learning and unique problem-solving activities scored higher on the mathematics assessment than those who did not. Another study (Hamre & Pianta, 2005) found that when placed in classrooms offering high instructional support (focused literacy instruction, high quality feedback, and the engagement of students in discussion of academic concepts) children whose mothers held less than a 4-year college degree gained similar achievement to children whose mothers were more educated at the end of school year. By way of contrast, academic performance of students at high demographic risk was significantly below their counterparts with low demographic risk when studying in classrooms with low instructional support. Thus, Hamre and Pianta (2005) conclude that high-quality instructional practices are greatly beneficial to increasing the academic gain of children with lack of socioeconomic resources. Foorman et al. (2006) confirm that there was a strong positive correlation between word reading (letter-word) outcomes and ratings of teaching effectiveness. Importantly, teachers employing effective practices reduced the incidence of disruptive behaviors; while effective teachers encountered one disruptive behavior every 2 hours; ineffective teachers faced one disruptive behavior approximately every 12 minutes (Stronge et al., 2007).

In sum, the studies reviewed in this section have suggested some features of effective instructional practices. Drawing upon the findings of the aforementioned

studies, supportive instructional practices encompass at least five elements: engaging and relevant teaching materials, dynamic content format and activities, effective time allocation, scaffolding, and constructive feedbacks. When featured by these elements of effective instructional practices, a classroom would most likely promote a conducive environment for students to learn – lack of disruptive behaviors (Stronge et al., 2007) – and subsequently improve their achievement (Foorman et al., 2006; Hamre & Pianta, 2005; Wenglinsky, 2002). However, high quality of instructional practices is not the only determining factor for success in student learning. Classroom management has also a facilitative role. The elements of instructional practices emerged in the studies mentioned above intersect with a teacher’s ability as a manager. For instance, effective teaching, time allocation, and motivating classroom activities rely on a good quality of classroom management. The following segments discuss classroom management as one trait of teacher quality.

Classroom Management

Educational researchers have explored the role of teacher ability in terms of classroom management in supporting student learning. Effective classroom management is the condition for good learning environment, which supports students’ academic achievement (Rosas & West, 2009). Classroom management refers to “teachers’ effort to foresee the activities of the classroom, including learning, social interaction, and student behavior” (Martin, Yin, & Baldwin, 1998, p. 6). This infers that teachers are deemed to make beforehand plans and preparations in order to be able to anticipate and in turn administer their classroom activities; these activities deal not only with student learning

but also with interactional activities, social interaction between teacher and students or among students, as well as student behavior. As a multi-faceted construct, classroom management is made up of behavior management and instructional management (Martin & Sass, 2010). While behavior management takes into account social interaction including student behavior and teacher manners, instructional management is pertinent to teaching and learning activities overlapping with teachers' instructional practices. Classroom management and discipline are frequently used interchangeably, even though the two terms are not tantamount. Discipline deals with "the structures and rules describing the behavior expected of students and teacher efforts to ensure that students comply with those rules" (Martin & Sass, 2010, p. 1). In contrast, behavior management includes pre-planned efforts to prevent misbehavior and teacher's response to it (Martin & Sass, 2010). In short, classroom management is the umbrella term that mirrors teacher's discipline, communication, and instructional methods as attempts to conduct daily instructional activities for desired pedagogical objectives. The following paragraphs present empirical evidence concerning classroom management practices from related literature.

Examining how secondary school teachers consider and use strategies in classroom management, Fenwick (1998) identifies three aspects of teachers classroom management; the first is managing space, including organizing objects, coordinating people's movement, creating the central structures, determining practice and values, and shaping the community that unfolds in a classroom. The second element is managing energy, and it encompasses balancing the various dynamics of young learners' emotions and physicality to create a psychologically safe place, while at the same time, stimulating

students' interest and maintaining students' engagement in classroom activity. The last aspect is managing the teaching self, which includes the ability to shape a strong but flexible teacher identity in relation to students. Teachers in the study claimed that the ultimate goal of classroom management was to create classroom as a safe place (like home) for their students. In Putman's (2009) study, the common themes of classroom management that came into surface were more teacher direction, student-centeredness, promoting student responsibility, establishing respectful relationship. In addition, structuring classroom and administration of consequence or rewards were found to be important for a successful management plan.

Educational researchers have made attempts to study how teachers could accomplish effective classroom management – behavior management and order (e.g. Martin & Sass, 2010; Weinstein, 1998). Both studies found that behavior management and order were achieved through such managerial strategies as establishing rules, forming a reward structure, and providing opportunities for student input as well as establishing rapport. Order encompassed rules, procedure, rewards, dealing with discipline problems, and authority (Weinstein, 1998). Ways used in formulation and implementation of classroom rules could indicate whether or not a teacher is an effective manager, and, in order for rules to be effective, students are to be motivated to follow the rules (Martin & Sass, 2010).

While studies by Fenwick (1998), Martin and Sass (2010), Putman (2009), and Weinstein (1998) explored concept and aspects of classroom management in in-service teachers' classroom, two studies (Jones & Vesilind, 1995; Rosas & West, 2009) focused on the concept and aspects from pre-service teachers' point of view. Jones and Vesilind

(1995) found that, at the outset, the student teachers concerned more about their authoritative roles and being liked by students; for them, these two aspects were the most crucial part of classroom management. Toward the end of their program, their concepts of classroom management shifted to (1) relationships among class management variables – rules, consistency, organization, planning, parent, (2) fairness and flexibility, and (3) relationships with students. The student teachers in this study were able to positively shift focus from themselves to their students. However, although both pre-service and in-service teachers were confident in classroom management, pre-service teachers appeared to be less confident than experienced counterparts in terms of dealing with an unruly student to on-task behavior (Rosas & West, 2009). Importantly, while experienced teachers promoted student learning by establishing routines and supervision of students' performance, novice teachers tended to rely on their control and survival skills in managing class and behavior (Rosas & West, 2009).

In sum, the concept of classroom management is very rich and fluid beyond controlling routines and discipline; it is a practice without language (Fenwick, 1998). Classroom management is not simply about disciplining students, but it includes many aspects that are critical for achieving targeted instructional goals. Drawing upon the findings, classroom management ranges from behavior managements (rules and order enforcements, giving rewards and punishment) to establishing rapport and respectful relationships with students. Teachers may have their own opinions about managing their classrooms. Some teachers manage their classroom by putting emphasis on teacher direction and student-centeredness, and promoting student responsibility (Putman, 2009). Others manage through space, energy, and the teaching self (Fenwick, 1998). Teaching

experience appears to influence the perception and the ways teachers implement their classroom management (Jones & Vesilind, 1995; Rosas & West, 2009). Novice teachers tend to perceive themselves as the main element of successful classroom management, and rely heavily on their authoritative roles (teacher control) and strive hard to being liked (survival skill) by their students. As the teachers gain more teaching experience, they change their management focus from themselves to students by establishing routines and supervision of students' performance. This positive shift of effective teaching concept is the sign of their psychological maturation (Jones & Vesilind, 1995). Whatever the beliefs underlying the way teachers administer their classrooms, the ultimate goal of classroom management is to establish a conducive, safe, and secure learning environment, making classrooms like home for students.

Teacher Quality and Certification

The review of related literature in the previous sections suggests that teacher quality is foundational to teaching and learning. In fact, the critical role of teacher quality could exceed the importance of standards, funding, and class size (Geringer, 2003). Thus, attempts to improve the standard of education and students' academic achievement should start with advancing the quality of teachers. Teacher professional development through certification programs has been argued as one of the ways to achieve this goal. A growing body of literature has explored the role of such professional development programs in improving the quality of teachers.

In particular, a group of studies (Coskie & Place, 2008; Kelley & Kimball, 2001; Miller, 2010; Scheetz, & Martin, 2006; Stronge et al.'s (2007) looked at the effect of the

program on teachers. Coskie and Place's (2008) case study indicates that teachers learned about literacy instruction from participating in National Board Certification (NBC) process and that they did carry over into a second year some of the key ideas about literacy teaching and learning they acquired. All of the teachers in the study reported to become more purposeful about their teaching practices subsequent to the certification process. Comparing NBC and non-NBC teachers of deaf students in terms of characteristics around matters of teaching style, teacher attitudes, teacher beliefs, and general teaching practices, Scheetz and Martin (2006) found, despite some similarities between NBC and non-NBC teachers in regard to teacher behaviors and commitment to well-founded pedagogical principles, that NBC teacher appeared to be "very much focused on active reflection on practice, rising to a professional challenge, and professional collaboration" (p. 80). In Stronge et al.'s (2007) study, NBC teachers appeared to be stronger than their counterparts, especially in the areas of cognitively challenging assignments, clarity of grading criteria for assignments, and planning practices.

Miller (2010) examined the effects of certification and education level on teachers' perception of teacher quality (instructional practices, classroom management, teacher efficacy, teacher leadership). Surveying both 202 national board certified and 500 non national board certified K-12 teachers in Wyoming, she sought to find out the teachers' perceived importance and frequency of engagement on items associated with the four correlate areas of teacher quality. This study found that national board certified teachers reported more frequent engagement on the indicators of teacher quality than non-national board certified teachers did.

Another study (Kelley & Kimball, 2001) explored factors influencing teacher decisions to participate in NBC, the effect of attaching financial incentives to the process, and the impact of certification on the teacher, school, and district. Data from interviews with certified teacher, teacher candidate, superintendent, principal, other teachers, and union leader across five districts in the US identified three factors that appear to influence teacher decision to pursue NBC: financial incentives and fee support, affirmation and recognition of excellence, and professional growth and career advancement (most were combination of these). As the most influential factor, financial incentives elevated the awareness of teachers joining the process and helped maintain the high quality of their daily teaching performance. Importantly, the teachers reported becoming more confident in their teaching ability because certification process provided them with opportunities to revisit and review literature foundational to their teaching practices.

Another group of studies (Goldhaber & Anthony, 2007; Stronge et al., 2007; Vandevort et al., 2004) looked at effect of certification on quality of teacher from student performance and outcome. Vandevort, et al. (2004) compared the academic performance of elementary students of 35 NBC teachers to those of non-NBC teachers in 14 Arizona school districts. Analyzing four-year results of the Stanford Achievement Test (SAT) of grade 3 – 6 students' reading, mathematics, and language arts, the study found that “students of NBCTs averaged 2.45 points greater adjusted gains in scaled scores on the SAT-9 per year than did students of non-NBCTs” (p.34). The mean difference of effect size across the subject areas for all of the years was over +0.12, indicating that the effect of having an NBC teacher for students is significant.

NBC teachers' students continued to show better academic performance than the academic gain of non-NBC teachers (Goldhaber & Anthony, 2007; Stronge et al., 2007). Conducting statistical measures on the 1996/97 – 1998/99 academic year of teacher- and student-level administrative records of North Carolina Department of Public Instruction (NCDPI), Goldhaber and Anthony's (2007) study showed that the academic gains produced by NBC teachers' students went above those produced by non-NBC teachers' students by about 4% of a standard deviation in reading and 5% of a standard deviation in math. The results suggest that the NBC process was valuable to distinguishing between effective and ineffective teachers, i.e., teachers who were nationally certified appeared to be more effective than unsuccessful applicants to the program. Consistent results were also shown by Stronge et al.'s (2007) study, in which 47% of the board certified teachers' students fell in the upper quartiles of 3 and 4 (in math achievement analyses) and 61% of the board certified teachers' students fell in the upper quartiles of 3 and 4 (in reading achievement analysis).

In sum, empirical evidence drawn upon the above studies reveals that professional development through certification indeed exerts a positive effect on teacher quality. In terms of effect on student outcome, students taught by certified teachers gain learning outcome above those taught by non-certified teachers (Stronge et al., 2007; Goldhaber & Anthony, 2007; Vandevort, et al., 2004). In terms of effect on teachers, certification process provides opportunities for teachers to review their instructional practices and classroom behaviors. After participating in the process, they become more purposeful about their teaching practice, changing instruction to allow students more choice in classroom activities (Coskie & Place, 2008). Also, certification process has made the

teachers more confident in their teaching ability as the results of reviewing literature underlying their teaching practice (Kelley & Kimbal, 2001), and motivate them to perform more high-quality instructional practices and classroom management (Miller, 2010). The next section provides more evidence concerning the influence of certification on teacher learning.

Certification and Teacher Learning

Previous section presents empirical evidence concerning the influence of certification programs on teachers and the academic outcome of certified teachers, and shows evidence that the programs provide positive effects both on teachers pursuing the programs and their students' learning. Further review on research on certification and teacher quality locates six studies (Burroughs et al., 2000; Gaddis, 2002; Hunzicker, 2006; Lustick, 2002; Lustick & Sykes, 2006; Pool et al., 2001) that looked specifically at the learning experience that teachers gain from the certification process. The following paragraphs synthesize the findings of the studies.

Data from the studies indicate that teachers attain a great deal of learning experience as they participate in NBC programs. For example, examining the influence of NBC on teacher and student learning, Hunzicker (2006) found that the NBC process had a positive influence on teacher and student learning. The most common type of teacher learning was modification, which included orchestrating the whole of effective teaching, teaching with intentionality, reflecting upon and analyzing teaching practices, and increased professional confidence. In addition, Hunzicker's data suggest three aspects of effective instructional practices: teaching higher order thinking skills, teaching

metacognition, process and problems solving skills, and standardized test. This is supported by Gaddis' (2002) study, in which all of teachers reported to have experienced learning in regard to teaching as they completed their portfolios.

As a rigorous process, NBC provides unique challenges to teachers participating in the program. As found by Burroughs et al. (2000), teachers pursuing NBC faced three levels of discourse difficulties: the writer's attitudes toward the task of writing (writing apprehension and tacit knowledge), the actual content of the writing (negotiating standards), and the underlying values of the certification discourse (sampling logic and role of evidence). In fact, three of the four teachers successful in their pursuit of NBC in Burroughs et al.'s (2000) study were those who were able to negotiate the third level of difficulties, the discourse community of NBC. Therefore, they argue that pursuing NBC required teachers to move from one discourse community to NBC discourse community involving "crossing borders using written articulation and explicit examination as the 'passport'" (p. 368).

As teachers face challenges and dilemmas during their NBC portfolio preparation and completion, they must make a decision on how to resolve the problems. Gaddis' (2002) study exerts that teachers' decision-making was influenced by two factors: their beliefs of what was best for their students and of what would increase their chance of earning certification. They therefore created such strategies as questioning themselves or reflection, studying NBC materials and talking to others when they analyzed the NBC criteria. Importantly, certification candidates who reflected critically tended to learn more or deeper than those who did not.

Despite a great deal of learning teachers experienced from certification, not all the learning experience translates well into their actual classroom. Pool et al.'s (2001) study found considerable variations in the routine teaching practices and quality of teaching and learning across 6 NBC teachers' classroom; two teachers were judged as ineffective, two teachers were considered as very effective, and two teachers were assessed as average. In particular, the daily teaching practices of the ineffective teachers featured "problems with classroom management, clarity in explaining expectations for behaviors, structuring content, lack of emphasis on higher order thinking" (p. 44).

While the findings of the aforementioned studies suggest that teachers learned a great deal from joining NBC, none of them clearly indicate why the varied level of learning exist and why some of the NBC teachers do not put into practice their learning experience into their daily teaching practices. Although it indicates that teachers who were able to adjust to NBC discourse had a better chance of earning certification (Burroughs et al., 2000) and ones who recognized the core of certification philosophy and process showed evidence of accomplished routine teaching practices (Pool et al., 2001), factors causing some teachers to learn from the NBC process more than the others and implement their learning experience in their classroom still remain elusive. Some researchers (Lustick, 2002; Lustick & Sykes, 2006), however, attempted to answer this question by further investigating teacher learning from the certification process. The following sections present the main findings of the studies.

Types of Certification Candidates

The most important finding of Lustick's (2002) study is the four types of NBC candidates (Type A, B, C, and D candidates), describing the level of their teaching practices before and after certification in light of NBC standards and their likelihood of earning certification. He argues that this framework can help understand the teachers' learning experience from NBC. Type A candidates were the teachers who approached the certification process in close alignment with NBC standards of accomplished teaching practices. These teachers "wanted to affirm their perceptions and knowledge regarding the complexity of task involved in teaching and learning" and recognized the uncertainty of their profession and managed it as a resource rather than an obstacle to achieving their goals with students" (p. 9). They accomplished all their goals and obtained the justification as well as confirmation they were looking for over the course of their certification process.

Type B candidates were ones who approached certification with teaching practices that were not really close to NBC standards. Learning intensively during their certification, these teachers "described the process as 'life changing' and 'remarkable', and finished their certification as an effective teacher" (p. 9). Certification process could change their prior "beliefs, values, and ideas" of teaching as a linear and easy routine to that of teaching as a multifaceted and indefinite duty (p. 9).

Being the most of the identified types, type C candidates were teachers who approached their certification process with rigid teaching practices established from their extended and fruitful teaching service. They were keen on learning new things and applying them to their classroom. Although they learned from their certification process,

they were not judged as accomplished teachers. Some characteristics of Type B could also be applied to this type of candidates.

Type D candidates were ones who approached their certification with minimal alignment with the standards of NBC teaching practices. Their minimal alignment and prior beliefs, values, and ideas of teaching as a simple and certain profession remained unchanged until the end of their certification journey. These teachers may be able to stimulate student learning but “their approach, ideas, values, and beliefs” were not in line with NBC standards (p. 9). They had a feeling of opposition and doubt toward the certification program.

Teachers' Learning Response

While Lustick (2002) proposed types of NBC candidates, Lustick and Sykes (2006) identified three kinds of teachers' learning responses: dynamic, technical and deferred. Dynamic learning refers to “self-reports of immediate, meaningful change in a teacher's beliefs, understandings, and actions in classroom (p. 25). The most important element of this learning response is that teachers translate their learning experience acquired from the certification process to their classroom to bring about and improve learning in students. Half of the teachers involved in Lustick and Sykes' (2006) study fell into this category.

The second learning response, technical learning, applies to “an emphasis on acquiring techniques useful in obtaining certification, but does not necessarily carry over into teaching itself” (p. 26). In other words, teachers attempted strategies and methods in order to pass certification but not necessarily to improve their quality of teaching and

student learning. Teachers attempted such efforts as “inventing lessons that they never did before” to satisfy the assessors who evaluated their portfolios, and “developing good strategies for passing the tests, for writing the way the ‘readers want you to write’,” and selecting “artifacts, decisions regarding lessons, actions taken during the taping of a class, and the details of how to analyze student work” (p. 27). About 25 percent of the teachers interviewed in Lustick and Sykes’ (2006) study went into this group.

The last category of learning response is deferred learning, which “holds out the possibility for genuine influences on practice at some future time” (p. 28). Teachers might need some time to reflect upon their NBC learning experience and put it into practice in their actual classrooms. This deferred learning may also be pertinent to uncertainty, that is, teachers are unsure “if learning took place as a result of National Board certification,” and NBC teachers might recognize the product of learning sometime in the future (p. 28). Approximately 25 percent of the teachers taking part in Lustick and Sykes’ (2006) study were classified into this group.

Teacher Certification Program in Indonesia

Since a decade ago, the Indonesian government has made efforts to increase the quality of its teachers. The stipulation of the national education system law and the teacher law is the cornerstone of these efforts. Both laws mainly prescribe the urgency of development and management of Indonesian teacher quality. Specific to teacher quality, the laws have mandated three key features: minimum academic qualification, teacher competence, and teacher certification. With regard to the academic qualification, the laws state that teachers must hold at least a four-year college degree (S1 or D-IV) in the

subject matter they teach. In terms of competence, Indonesian teachers must possess four competencies – professional, pedagogical and personal as well as social competencies.

Teachers qualify for teaching when they hold at least the minimum required academic qualification and competencies mentioned above. Teacher certification programs serve to ensure that only excellent teachers are eligible for the teaching profession (Jalal et al., 2009). This program could improve the standard of teaching and student academic achievement through three main ways – behavior, upgrading, and attraction channels (see De Ree et al., 2012; Chang et al., 2013). In terms of the behavior channel, certification could increase teachers' motivation and sense of conviction in teaching as teachers get a monthly additional allowance equal to their basic salary after they earn certification. In terms of the upgrading channel, teachers have the opportunity to undertake a bachelor's degree funded by government in order to qualify for the certification program. And, in terms of the attraction channel, certification would attract the brightest high school graduates to enter teacher-training programs because of the significant salary that the profession offers.

The currently enforced teacher certification program is for in-service (incumbent) teachers, targeted to finish by 2015. Afterwards, pre-service teachers must take one or two semesters of Graduate Teacher Professional Training or PPG prior to starting their actual teaching service. Table 1 below provides the annual quota of in-service teacher certification from 2007 to 2015.

Table 1 Cumulative Targets for In-Service Teacher Certification Program to 2015

Year	%	Primary Education	Secondary Education	Number of Teachers	Number of Cumulative Teachers	Unit cost for certification process	Unit cost for professional incentives
2015	100	191,267	39,335	230,602	2,306,015	461,203	41,508,270
2014	90	191,267	39,335	230,602	2,075,414	461,203	37,357,443
2013	80	191,267	39,335	230,602	1,844,812	461,203	33,206,616
2012	70	191,267	39,335	230,602	1,614,211	461,203	29,055,789
2011	60	191,267	39,335	230,602	1,383,609	461,203	24,904,962
2010	50	191,267	39,335	230,602	1,153,008	461,203	20,754,135
2009	40	382,531	78,672	461,203	922,406	922,406	16,603,308
2008	20	219,957	50,796	270,753	461,203	541,506	8,301,654
2007	8.5	162,577	27,873	10,450	190,450	380,900	
Total		1,912,667	393,348	2,306,015			

Source: Directorate of Teacher Profession (2008)

The first implementation of in-service teacher certification program in 2007 was accomplished through portfolio assessment (see Jalal et al., 2009). This portfolio instrument comprised of 10 items grouped into three main components as depicted in Table 2 below. A candidate had to address all of the components and submit original or legalized documents. The designated certifying universities, called LPTK, assessed the completed portfolio using a scoring system or rubric. In order to pass and receive the Educator Certificate, a candidate had to meet the benchmark score of 850 points.

Table 2 Grouping the Portfolio Elements

A Qualifications and Main Tasks (minimum total score of 300 and no element in this group can be zero)		
1.	Academic qualifications	525
3.	Teaching experience	160
4.	Lesson planning and presentation	160
		Total 845
B Professional Development (minimum score of 200; 150 for teachers assigned to special areas)		
2.	Education courses and training	200
5.	Appraisal by superior and supervisor	50
6.	Academic achievements	160
7.	Professional development works	85
		Total 495
C Professional Support (cannot be zero)		
8.	Participation in scientific forums	62
9.	Experience in education and social organizations	48
10.	Relevant recognition and awards in education	50
		Total 160

Source: Jalal et al. (2009); MOEC Regulation No. 18/2007

If a candidate was unable to meet the minimum required benchmark score, he or she had to take PLPG (see MOEC Regulation No. 18/2007). PLPG was a 90-hour training course aimed to improve teacher's competence and professionalism. This remedial training course consisted of 30 hours of theory and 60 hours of teaching practicum. It expectedly provided teachers with various experiences such as peer teaching, observation, and feedbacks on teaching practice. Certifying universities developed training materials in accordance with the competencies required by Teacher Law. Teachers were assessed through observations and performance test as well as written competency test at the tail end of the training. Teachers who passed the tests received the Educator Certificate and those who failed could retake the exam up to two times; if a candidate failed a third time, he/she had to take further training in his/her

district office and could take certification program again in the following year. The following figure illustrates the (initial) process of in-service teacher certification through portfolio assessment.

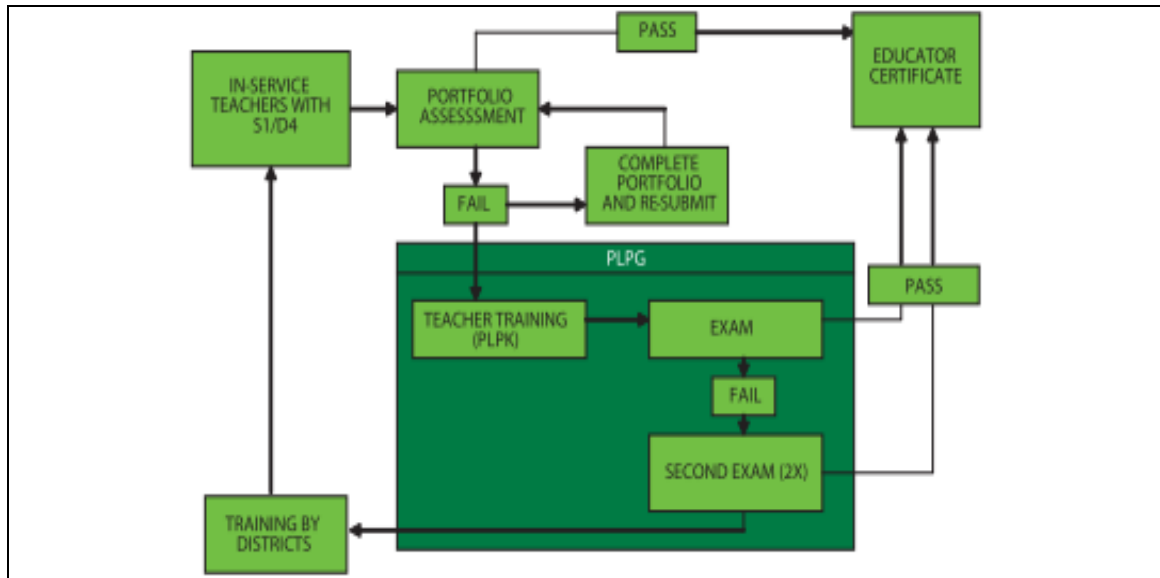


Figure 2 Process of In-Service Teacher Certification

Source: Jalal et al. (2009)

While central government and MOEC stipulated the Annual Quota for candidates for teacher certification, local governments in accordance with its authority specified certification participants based on the set quota (MOEC Regulation No. 18/2007). The Directorate General for Quality Improvement of Teachers and Education Personnel (QITEP) or PMPTK spelled out the criteria for participant selection. To be eligible for in-service teacher certification program through portfolio, a teacher had to:

1. Hold a four-year degree (S1 or D-IV) from an accredited study program
2. Teach in public schools within the Department of National Education

3. Be a civil servant (PNS) who teaches in an education unit run by local government or be a teacher assigned to teach in a community education unit
4. Be a non-civil servant teacher with the status as permanent school-hired teachers in private schools (Guru Tetap Yayasan - GTY) or be a teacher assigned by local government to teach in education unit run by the local government
5. Have at least five years of experience teaching in a school or in different schools within the same foundation
6. Have a unique identification number for teachers and teaching personnel (NUPTK). (Dasuki et al., 2008, p. 11)

Recent Changes

To ensure that the certification program improves teacher quality, MOEC has made some changes and revisions in terms of the management and the implementation of the program as stipulated in MOEC Regulation No. 05/2012. According to this regulation, teachers can earn certification through three pathways: direct issuance of the Educator Certificate (PSPL), portfolio assessment (PF), and PLPG. One change is that certification program candidates have to pass the UKA before they qualify for PLPG. In line with the regulation, MOEC makes further revisions for the implementation of the 2013 in-service teacher certification (see 2013 In-service Teacher Certification Guidelines, Rosyidi et al., 2013).

In particular, according to the new regulations, all certification candidates have to take the online competency test administered by the local government (city/regency). The

exam questions are based on the certification field of study referring to the competencies (pedagogy and profession) mandated by law. This competency test score is one of the requirements for candidates planning to pursue their certification in 2013 and after. More precisely, certification candidacy is based on: (1) the order of priority of determination of the participants (e.g., teachers' achievement, teachers' location of teaching), (2) standing of age, teaching experience, functional rank/class, and (3) the competency test score (see Rosyidi et al., 2013 for more detailed information). Then, teachers choose one of the certification pathways they wish to participate – PSPL, PF, or PLPG – depending on self-preparedness in term of professional aspects, and readiness and completeness of the needed documents.

PSPL certification candidates must have the academic qualifications of a master's degree or higher and be at least in the functional group (Golongan) of IV/b or IV/c. Candidates choosing the PF pathway have to complete portfolio components and attach original or legalized documents (see Table 2 for the PF components). Candidates deciding to take PLPG as their certification pathway have to take the UKA first. If they pass the test, they can proceed to join a 90-hour training course in LPTK and, if they don't, they are referred back to their districts for further training or independent self-development. Participants failing both PSPL and PF pathways have to take UKA and, after passing the test, join PLPG; otherwise, they have to take further training or independent self-study in local government and can enroll in certification program in the following year. All PLPG participants have to pass the final competency test in order to earn the Educator Certificate; they may retake the final exam twice if they are not successful on their first attempt; if they still fail, they have to take further training or

independent self-study in their district office and can enroll in the certification program the following year. UKA is a written test that measures both pedagogical and professional competencies of certification candidates; candidates need to meet the pass score of 30 out of 100 in order to be qualified for PLPG (De Ree et al., 2012). MOEC raised the cut-off point for the UKA because the passing score of 30 was too low. Figure 3 below illustrates the flow of in-service teacher certification program for 2013 and beyond.

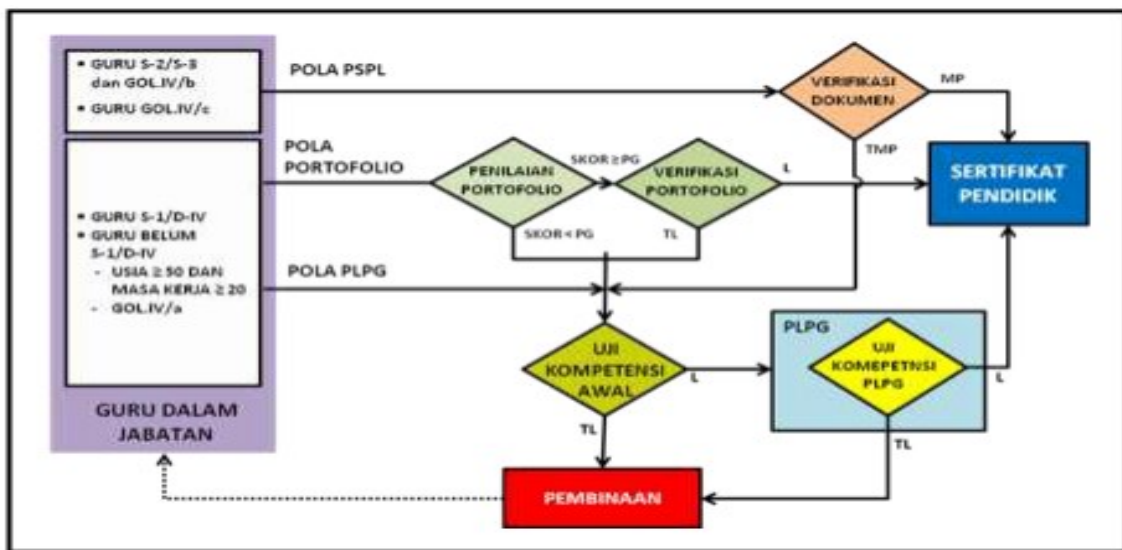


Figure 3 The Flow of 2013 and Beyond In-service Teacher Certification Program
Source: Rosyidi et al. (2013)

With regard to pathways to certification, data provided by MOEC in 2012 shows that most certification candidates earned their certification through PLPG. The following figure illustrates the number of teachers certified between 2007 and 2011, and the pathways they undertook.

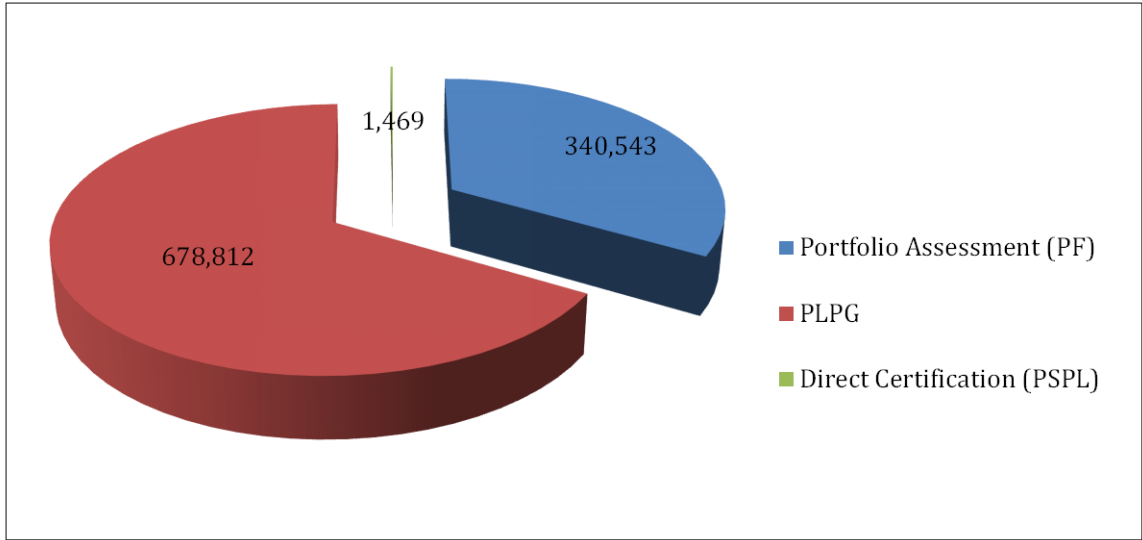


Figure 4 Pathways to Teacher Certification
Source: MOEC (2012)

Figure 5 below specifically depicts the most recent process of teacher certification through PLPG pathway drawn upon figure 3.

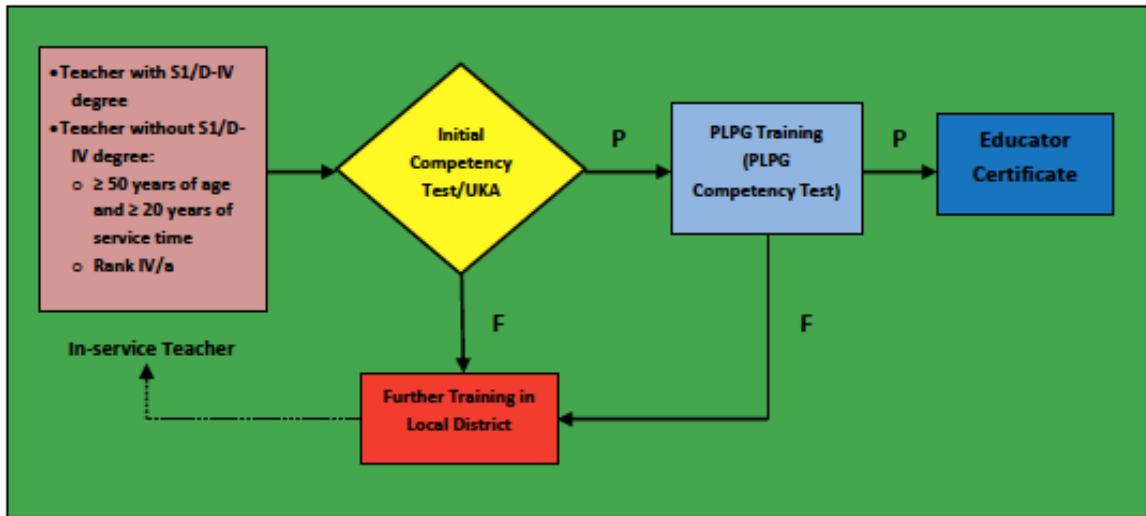


Figure 5 The Flow of In-service Teacher Certification through PLPG Pathway

Teacher Certification through PLPG Pathway

As briefly described previously, PLPG is a 90-hour training course aimed to improve teachers' professional, pedagogical, personal, and social competencies. Book Four of in-service teacher certification (Rustad et al., 2012) provides detailed information about PLPG process and implementation. According to the guideline, PLPG is conducted on the basis of study program by the appointed LPTKs (certifying universities or teacher training institutions) in collaboration with supporting higher education institutions, which have study programs relevant to the PLPG participants. PLPG lasts ten days with a total of 90 hours of lessons (46 hours of theory and 44 hours of practicum), where 1 hour of lesson is equal to 50 minutes. Participants go into a study group (Rombongan Belajar) of a similar study program or area of expertise; however, if necessary, a study group can be formed based on a cluster of field of study. Comprising about 30 participants and being coached by 2 facilitators, each study group is broken into 3 smaller groups of 10 teachers during peer teaching. The PLPG learning process is in the form of workshop using eclectic teaching methods and multimedia. Learning strategy takes into account the participants' UKA score and, most importantly, motivates the participants to improve their teaching competency.

The hosting LPTKs plan and design PLPG teaching materials in the form of book or modules by considering the four mandated competencies – professional, pedagogical, personal, and social competencies. The teaching materials should encourage participants to be an autonomous and active learner and must include learning objectives, the intended competencies, explanation of materials, exercises, evaluation, answer keys, and references.

The workshop scenario takes up development of teaching and learning instruments. Facilitated by two instructors, participants first conduct orientation and discuss models of syllabi, lesson plans, student worksheets, teaching aids and assessment tools. Then, they select a standard competency and basic competency to be developed later into a set of teaching and learning instruments; each participant develops two sets of teaching and learning instruments, each from different basic competencies. Subsequently, under supervision and guidance of instructors, each participant develops two sets of (1) syllabus, (2) lesson plan, (3) design of teaching materials, (4) teaching media and (5) student worksheets and assessment tools. Finally, each participant makes a presentation and reflection on the workshop.

At the end of PLPG, teachers take a final competency test comprised of written and performance (practicum) tests. The written test measures professional and pedagogical competencies, while the performance test measures professional, pedagogical, personal, and social competencies as a whole. Instructors/facilitators conduct ongoing evaluation toward the four competencies through observations over the course of the training process. A performance test is conducted through peer teaching, during which time each participant performs peer teaching twice, and the second peer teaching is the performance test. Both performances are to measure participants' teaching ability. Each participant is allotted 30 minutes of teaching using the lesson plans created during the workshop followed by feedbacks from PLPG instructor (the first peer teaching); while in the second peer teaching, participants are assessed using a scoring rubric but receive no feedbacks after their performance. Thus far, more than a million of teachers have earned certification but little is known if the program indeed improves the

quality of Indonesian teachers. The next section provides evidence vis-à-vis the effect of certification program on Indonesian teacher quality.

Findings of Studies of Teacher Certification in Indonesia

Published studies investigating how teacher certification programs improve the quality of teachers in Indonesia appear to be limited. Thus far, the writer is able to locate four studies investigating this issue: De Ree et al. (2012), Fahmi et al. (2011), Hastuti et al. (2009) and the Indonesia TIMSS Video Study reported in Chang et al. (2013). The findings of all of the studies suggest that rather than improving the quality of Indonesian teachers, the certification programs instead have increased the welfare of the teachers. The following paragraphs provide a synopsis of the studies and their major findings.

In order to find out the general perceptions of teachers and other related stakeholders about the influence of certification on the quality of teachers and learning, Hastuti et al. (2009) examined the implementation of 2007 teacher certification programs in six districts and cities in three provinces: Muara Jambi Regency and Jambi City (Jambi Province), Majalengka Regency and Bekasi City (West Java Province), and Melawi Regency and Singkawang City (West Kalimantan Province). Their primary data were elicited through in-depth interviews with teachers, school principals and authorities in Education Departments and certifying universities, and analyzed qualitatively. They collected teachers' assessed portfolios and PLPG examination test score as secondary data, and analyzed these quantitatively using simple descriptive statistical measures. The findings of the study indicated that the impact of certification on increasing of teacher quality still remained unclear. Although some teachers believed that monthly professional

allowance might increase their focus in teaching, other teachers felt uncertain if the program increased their teaching quality. The program however motivated them to upgrade their competence and academic qualifications through participation of professional development activities and S1/D-IV program.

Studies by Fahmi et al. (2011) and De Ree et al. (2012) examined the effect of teacher certification on students' learning outcomes. For this purpose, both studies compared the academic gains of certified teachers' students to that of non-certified teachers' students. In particular, Fahmi et al. (2011) surveyed teachers in two regencies in West Java province and used two different impact techniques, Propensity Score Matching (PSM) and Difference-in Difference (DD) to determine the impact of certification on student's performance (national exam score) on two subjects: Indonesian Language and Mathematics. The study revealed that teacher certification appeared to have no significant impact on Indonesian student's academic gains as the academic gains of certified teachers' students were relatively similar to those of non-certified teachers' students.

Exploring the influence of certification on teachers' teaching behavior and their student learning, De Ree et al. (2012) studied 90,000 students and 3,000 core subject teachers (class teacher in primary school, and math, biology, physics, Indonesian and English-language teachers in junior high schools), who were randomly divided into control and treatment groups. The researchers administered subject knowledge tests to both students and teachers, and conducted teacher interviews (both test and interviews were conducted three times between November 2009 and April 2012). Utilizing Randomized Controlled Trials (RCT's) in their quantitative data analysis, De Ree et al. (2012) concluded that although certification has led to some changes in teachers'

teaching motivation and teaching behavior, it did not improve the academic performance of students, consistent with Fahmi et al.'s (2011) findings.

Unlike the three studies aforesaid, the TIMSS video study (reported in Chang et al., 2013) examined what happens inside classrooms of both certified and non-certified Indonesian mathematics teachers. It involved 205 eighth grade mathematics teachers and over 6,000 students in total. Utilizing a mixed method design, the study's data collection relied primarily on video-tapings of classroom activities, and was supported by surveys on teachers and students as well as schools, students learning outcome, teacher interviews, stimulated recalls, and a mathematical scenarios game. The video-tapings were taken in two phases – 2007 and 2011 – to identify possible changes in terms of teaching practices before and after the teachers earned their certification. The study found that there were no significant differences between certified and non-certified math teachers' teaching practices. The teachers tended to use more teacher-centered activities (exposition) than such student-centered activities as discussion, problem solving, practical work, and investigation that arguably help students focus on mathematical problems and promote student engagement and participation. The study also found that the academic performance of students of certified teachers was relatively similar to that of students of non-certified teachers. Therefore the study concluded that certification seemed to fail to generate positive changes in teachers' routine teaching practices.

The findings of the abovementioned studies have raised doubts about the role of teacher certification program in improving teacher quality in Indonesia, driving positive changes in classroom, and increasing student academic outcome. However, this researcher has some reservations with certain aspects of the studies as follows. While

their studies are recent, Fahmi et al. (2011) and De Ree et al. (2012) looked at the impact of certification on teacher quality in Indonesia solely through the national exam results of students. The exam, which is standardized across the nation, has been criticized for how well it measures the academic outcome of students due to some administration and implementation issues such as leakage of examination questions and the presence of answer keys. Hastuti et al.'s (2009) study explored the early implementation of teacher certification programs in Indonesia; the findings of the study may not be relevant enough to be used to judge the current certification program since MOEC has revised and improved the format and design of the program. It is argued that these revisions could drive positive changes to effectiveness of the program in improving the quality of Indonesian teachers participating in the program. The TIMSS video study examined what happens inside Indonesian mathematics teachers' classrooms only; its findings may not be representative to describe the daily teaching practices of teachers of other subject matters. Importantly, none of the studies specifically scrutinize Indonesian teachers who are undertaking certification program through PLPG pathway, a 90-hour training course during which teachers are supposed to learn knowledge and skills pertinent to professional knowledge and pedagogical skills. This study was conducted to look closely at the current implementation of Indonesian certification program by taking into account teachers' perspective and learning experience as they are taking the program and how their learning experience are translated into their classroom.

Chapter Summary

The findings of the studies reviewed above have indeed justified the critical role of certification program in improving teacher quality. One interpretive tool, learning leverage, identifies three elements of teacher certification program (rigor, reward, and risk) that could be a catalyst for teacher learning. It is helpful to elucidate why the majority of teachers who have pursued the program report that it was a powerful learning experience (Hunzicker, 2008a, 2011). Yet, the conclusions were mostly built upon a certification program grounded in North American culture and ideology. Since many societies and governments designed and implemented their own teacher certification program, it is argued that each certification process and its contexts including the characteristics of teachers and students are not necessarily similar. To evaluate the implementation of the program, each country and interested parties have to attempt their own evaluative studies. In a case of Indonesia, all of studies (De Ree et al., 2012; Fahmi et al., 2011; Hastuti et al., 2009; the Indonesia TIMSS Video Study reported in Chang et al., 2013) indicated that teacher certification program appeared to have failed to improve the quality of teachers and to increase the academic performance of students, contrary to the findings of teacher certification studies in the U.S.

The review of literature also indicates that studies that examine the influence of certification program on teacher quality are mostly conducted in U.S. context. Similar types of research, particularly ones that look specifically at teacher learning from PLPG certification program, remain scarce in Indonesian literature. More importantly, none of the studies investigate the influence of certification on the quality of EFL teachers in Indonesia. Taking into account the aforementioned gaps, this dissertation examines the

learning experience that English-language teachers in Indonesia acquire from PLPG certification. The learning leverage interpretive tool is used to examine the influence of the program on teacher learning and evaluate the rigor, reward, and professional risk of PLPG. The findings of this dissertation would enrich the existing literature from certification program in the Indonesian context, provide fresh evidence concerning the role of certification in improving the quality of English-language teachers pursuing PLPG certification, and explore the learning leverage.

Chapter 3: Methodology

This chapter discusses the methodological framework used in this study. It comprises the research design, the research questions that guided the inquiry, the research participants, the research site, the research instruments, the data collection procedures, ethical considerations, credibility and internal validity, and research procedures employed for data analysis.

Research Design

The present study is hybrid in its design, combining both qualitative and quantitative approaches during data collection and analysis phases of the study. Particularly, the study incorporated “the dominant-less dominant design” (Creswell, 1994; Tashakkori & Teddlie, 1998). Primarily aiming to explore the learning experience a group of English-language teachers acquired from PLPG certification program in Indonesia, the investigator conducted the study mainly under the qualitative approach with a small component of quantitative method. The investigator employed in-depth study on a small number of participants through teacher interviews and observations. Teacher daily logs and such artifacts/documents as learning materials, training assignments, certification results, and participants’ final competency test were collected

for analysis as well. The qualitative data were the main focus of this study. The less dominant component, the quantitative method, involved statistical analyses of questionnaire results to elicit a larger group of participants' general perception about their learning experience with instructional practices and classroom management earned from PLPG, and of the teachers' certification results including their initial competency test (UKA). This quantitative data set was intended to support the primarily qualitative component of the study.

This mixed method design was judged to be best suited to this study because the researcher would like to gain a deep yet broad description about English-language teachers' learning experience from PLPG. The dominantly qualitative method allowed the investigator to "retain the holistic and meaningful characteristics of real-life events" (Yin, 2009, p. 4), which in turn enabled him to present a thick description of learning experience that some of the teachers gained from the program (Creswell, 2003). Meanwhile, the quantitative component allowed the researcher to gain general perceptions about learning experience in terms of research-based instructional practices and classroom management provided by PLPG from a larger number of teachers; the participants' PLPG results (final competency) and their UKA score test were to further clarify these teachers' response. Therefore, this combination of research methods provided a deeper insight in order to capture the complete picture of reality.

Research Questions

This study was guided by the following research questions:

1. What happens in a 10-day Teacher Professional Training (PLPG)?
 - a. How is PLPG organized?
 - b. What material is covered?
 - c. What activities do English-language teachers engage in, with what kinds of support and assessment?
2. What do English-language teachers learn during the training?
 - a. What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as observed?
 - b. What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as self-reported?
3. How do these teachers view PLPG as professional development?
4. How do the knowledge and skills learned during PLPG impact these teachers' instructional practices and classroom management?
5. To what extent do English-language teachers believe that PLPG provides them the experiences to learn research based-instructional practices and classroom management?

Research Participants

The study involved English-language teachers registered to pursue 2013 PLPG certification program in a public university in Palembang, South Sumatra Province. Six purposefully selected high school English-language teachers agreed to participate in the

qualitative study. Contacted in the training center right before PLPG began, the teachers who taught English in Palembang city high schools and nearby regencies, which were close to this researcher's proximity, were selected as first choice. The participants worked in high schools from three different regions (Palembang, Banyuasin and Ogan Ilir), each of which were represented by two teachers. Of the participants, four taught English to junior high school students and two taught English to senior high school students. Three teachers were from the first cohort and the rest from the second cohort. The researcher made personal contact with the participants and provided both oral and written explanation regarding the study and their involvement during the study. One participant (senior high school teacher) did not respond when the researcher contacted her for videotaping her classroom teaching activities subsequent to completion of her training. Thus, only five teachers agreed to take part in the videotaping of teaching activities (Pages 125 – 130 provide more detailed information of the participants' background).

One hundred and forty-nine English-language teachers pursuing the 2013 PLPG certification in a public university in Palembang, South Sumatra Province, volunteered to complete a survey questionnaire. The survey respondents were the first and second cohorts of 2013 PLPG certification participants. The researcher invited them to complete the survey at the end of the training right before the closing ceremony.

Demographically, the teachers were between 27 and 50 years old. They had a minimum of a four-year degree of academic qualification (S1 or D4) in English Education or equivalent. They had years of experience in English-language teaching in schools from cities/regencies in South Sumatra and Bangka-Belitung Provinces.

Research Site

The research site was the training centers designated by LPTK, the certifying university, as the locations for 2013 PLPG, and the schools where the qualitative study participants were employed. The training centers were located in a hotel in the city of Palembang. Three rooms were used as the main place for the teaching and learning process. Six more rooms (9 rooms in total) were occupied for peer teaching/teaching performance test. Observations were conducted in one of the three main classrooms where the qualitative study participants had their training and workshops, and in three of the nine rooms where they performed their teaching practicum. Interviews were conducted either in the training classrooms or in some locations around the building in which the participants felt comfortable. Follow up observations were conducted in the qualitative study participants' school, i.e., their actual teaching classrooms. A survey was administered in 1 of the 3 training main rooms, in which the closing ceremony was held.

The writer was born and completed his education, elementary through college, in Palembang, so, he was fairly familiar with the research site and had easy access to it. These indeed helped save time, effort, and funding the researcher had to spend. These were the main reasons behind the choice of the research site.

Qualitative Instruments

The qualitative study data were collected using several instruments: semi-structured interviews, classroom observations, teacher daily logs, and artifacts/documents. The semi-structured interviews were used to elicit the participants' learning experience. These interviews covered various topics such as professional

backgrounds, their knowledge, skills, and behaviors pertinent to teaching and learning, and their learning experience through PLPG, including the challenges and efforts to earn the certification as well as their view about PLPG as professional development. Table 3 below provides sample of the interview questions (Appendix A provides the full list of the interview questions). Interview has been argued to be a valuable tool for data elicitation in qualitative study (Bogdan & Biklen, 2003; Creswell, 2003).

Table 3 Sample of the Interview Questions

Interview 1 (60 minutes)	
Background Information	Teacher's impressions of PLPG experience
1. How long have you been teaching English?	6. How did you become interested in seeking teacher certification through PLPG?
2. Please tell me about your educational background	7. What factor motivates you most to undergo a certification program through PLPG? Can you tell me about other motivating factors?
3. Please describe the school where you teach now.	8. What do you expect to achieve from PLPG?
4. What can you tell me about the people (fellow teachers, school staff) you work with?	9. So far, what are your impressions of PLPG?
5. Do you have anything else related to your professional background and experiences that you want to share with me?	10. Do you have anything to add to today's interview?

Two types of classroom observations were conducted. The first was to document the activities the participants were exposed to and the learning experience they acquired over the course of PLPG. The second was to capture the instructional practices and classroom management these teachers conducted in their actual classroom and to see how the PLPG learning experience continue to impact their teaching practices. Their teaching practices were compared against the learning experience as observed by the researcher and the learning experience as self-reported by the participants during interviews. The Assessment Form of Implementation of Learning (Appendix D2), the assessment form

used by PLPG tutors to gauge the teachers' peer teaching/PT performance, was employed to elicit evidence that these teachers translated their PLPG learning experience in their actual classroom. The assessment form consisted of three main components: the first looked at how teachers motivate and prepare students for learning, the second examined how teachers conduct their teaching and learning activities divided into six sub-components (the mastery of content knowledge, teaching approaches, the incorporation of teaching media, the amalgamation of student-centered activities, assessment, and language use), and the last observed how teachers end their teaching and learning activities (Appendix D2 provides the full version of the assessment form). The research literature has supported the use of observation as a means of data collection in qualitative study (Bogdan & Biklen, 2003; Creswell, 2003).

In addition, teacher daily logs were used to further elicit these teachers' learning experience. The researcher asked the teachers to make a brief daily note about their learning experience, including the knowledge, concept, and skills they learned, and problems and challenges they encountered as well as efforts or strategies they used to deal with the obstacles. Table 4 below shows the daily log sheet the teachers used to record their daily notes (Appendix B provides the full version of the teacher daily log sheet). Journals, like teacher daily logs, have been used as one of data collection methods in qualitative research (Maxwell, 2005).

Table 4 Sample of the Teacher Daily Log Sheet

	Daily Log Day:	Date:
Materials, knowledge and skills you have learned from PLPG		
Problems and Challenges you have encountered		
Efforts and strategies you have made to overcome the problems and challenges		

Finally, to supplement the interviews and classroom observations as well as teacher daily note, the researcher collected artifacts and documents related to PLPG. Artifacts consisted of learning materials the participants received from instructors and works they produced for the training assignments. Documents included the certification results, the participants' UKA and final competency test (written and oral) scores, PLPG instructor and participant rosters, and PLPG schedule, and list of courses offered. Artifacts and documents as data source have been commonly used in qualitative research (Hodder, 2000; Morse & Richard, 2002).

Quantitative Instruments

The quantitative component of this study employed a self-administered survey questionnaire adapted from Marzano (2003) and Owings et al. (2006) to the 2013 PLPG English-language teacher participants. The survey particularly aimed to measure the teachers' perception of the degree to PLPG provided them with experiences to learn

research-based instructional practices and classroom management. The survey had Cronbach's internal consistency reliability estimate of $\alpha = .98$ and $\alpha = .95$ respectively; this reliability coefficient indicated that the survey was highly internally consistent. The content validity of the instrument was confirmed by the field-testing that the participants thoughtfully completed in the survey items (Marzano, 2003; Owings et al., 2006).

The questionnaire consisted of two scales – the instructional practices scale and the discipline and classroom management scale. The instructional practices scale (17 items) measured the overall level of PLPG participants' report to provide them with experiences to learn research-based instructional practices. The discipline and classroom management scale (four items) measured the respondents' perceptions of the degree to which PLPG provided them with learning experiences in regard to the management of student behavior. All the items responses were on a 5-point Likert-type scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*. Participants responded to the statement: *PLPG effectively provides me the learning experiences that teach me to ...* Participants used the space provided below each item if they had comments about their rating (for example, an explanation of why they agreed or disagreed, etc.). Six demographic questions supplemented the survey to collect additional information from the respondents; the first three questions asked teaching responsibility, academic qualification, and UKA score, the fourth question asked gender background, the fifth asked teaching experience including any work related to education, and the last one was an open-ended question asking types of support that would best help respondents to continue to improve their teaching practices. Following is a table that provides a sample of the survey items (Appendix C provides the full version of the survey).

Table 5 Sample of the Survey Items

PLPG effectively provides me the learning experiences that teach me to ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. Research-Based Instructional Practices					
1. Begin my instruction units by presenting students with clear learning goals.					
Comments:					
2. Provide students with specific feedback on the extent to which they are accomplishing learning goals.					
Comments:					
B. Classroom Management					
1. Have comprehensive and well-articulated rules and procedures for general classroom behavior, beginning and ending the period or day, transitions and interruptions, use of materials and equipment, and group work.					
Comments:					
2. Use specific disciplinary strategies that reinforce appropriate behavior and provide consequences for inappropriate behavior.					

In addition to the survey, descriptive statistical measures were also conducted to the participants' PLPG results and their UKA score. These included the written final competency test score, and the performance final test including the participants' initial competency test (UKA) score. These calculations aimed to further clarify the teachers' responses to the survey.

Data Collection Procedures

A letter asking permission to conduct the study and involve English-language teachers participating in the 2013 PLPG certification in a public university in Palembang was sent to the head of South Sumatra Department of Education and to the head of the teacher certification board. After permission had been granted, the researcher came to the training center before the training began to request that the certification committee share the roster of PLPG participants, and, based on the list, made personal contact with the prospective participants. Those who taught in Palembang and other nearby cities and regencies high schools were selected as first choice to participate in the qualitative study;

six teachers agreed to participate in the qualitative study, one of whom dropped her participation during the stage of videotaping of classroom teaching. At the end of the training, all of the 2013 PLPG English-language teacher participants were asked to complete the questionnaire; one hundred and forty-nine teachers voluntarily filled out the questionnaire. Before participating in the study, the qualitative study participants and survey respondents received a brief oral and written overview of the study and signed a consent form stating their voluntary participation in the study. Table 6 below describes the timeline for the research process of this study.

Table 6 Timeline for the Research Process

Date	Activity
The third to fourth week of August 2013	<ul style="list-style-type: none"> - Conducted nine consecutive days of classroom observations in the first cohort participants' training classrooms - Observed about 10 hours per day, in total 90 hours - Interviewed each of the participants 3 times: one at the beginning, one in the middle, and one at the end of PLPG - Administered a survey questionnaire to all of the first cohort participants at the end of PLPG - Collected teacher daily log - Ongoing on-site artifacts/documents collection
The first to second week of September 2013	<ul style="list-style-type: none"> - Conducted nine consecutive days of classroom observations in the second cohort participants' training classrooms - Observed about 10 hours per day, in total 90 hours - Interviewed each of the participants 3 times: one at the beginning, one in the middle, and one at the end of PLPG - Administered a survey questionnaire to all of the second cohort participants at the end of PLPG - Collected teacher daily logs - Ongoing on-site artifact/document collection
Mid of October 2013 to mid of November 2013	<ul style="list-style-type: none"> - Conducted observations in the qualitative study participants' actual classrooms, two times for each teacher - Interviewed each of the teachers, once before and once after the first classroom observation and once after the second classroom observation - Ongoing on-site artifact/document collection
The end of November 2013 to December 2013	<ul style="list-style-type: none"> - Collected PLPG results including final competency test score
December 2013 to April 2014	<ul style="list-style-type: none"> - Transcribed interviews - Transcribed related information from audio-recorded observations - Data sorting and coding
May 2014 to February 2015	<ul style="list-style-type: none"> - Analyzed observation notes and transcripts, interview transcripts, video-recorded classroom teaching, teacher daily logs, artifacts and documents, and surveys - Wrote findings, discussions, conclusions - Revisited introduction, literature review, and methodology sections. - Corresponded with advisor and committees in person and through emails for feedback - Revised the drafts several times with advisor's and committee's guidance

Below is a table that specifies the data collection methods and analytical procedures for each research question. Following up is detailed descriptions and discussions of the data collection procedures in this study.

Table 7 Summary of Data Collection and Analysis

Research Question	Data Collection	Data Analyses
1. What happens in a 10-day Teacher Professional Training (PLPG)? a. How is PLPG organized? b. What material is covered? c. What activities do English-language teachers engage in, with what kinds of support and assessment?	- Observations (notes taking and audio-recording) - Artifacts and Documents	- Observation notes & audio-recorded transcripts: Hatch's (2002) inductive analysis procedures - Artifacts/documents analysis
2. What do English-language teachers learn during the training? a. What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as observed? b. What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as self-reported?	- Interviews (audio-recorded) - Observations (note-taking, audio-recording) - Teacher daily logs - Artifacts/documents	- Interview transcripts, observation note and audio-recording transcripts, and teacher daily log: Hatch's (2002) typological and inductive analysis procedures - Artifacts/documents analysis
3. How do these teachers view PLPG as professional development?	- Interviews (audio-recorded) - Teacher Daily Logs	- Interview transcripts and teacher daily logs: Hatch's (2002) inductive analysis procedures
4. How do the knowledge and skills learned during PLPG impact these teachers' instructional practices and classroom management?	- Interviews (audio-recorded) - Observations (video-recorded)	- Interview transcripts: Hatch's (2002) inductive and interpretive analysis procedures - Videotaped observations: analyzed using the Assessment Form of Implementation of Learning (Appendix F)
5. To what extent do English-language teachers believe that PLPG provides them the experiences to learn research based-instructional practices and classroom management?	- Questionnaire - Documents	- Descriptive statistics

Qualitative Study

Data collection for this qualitative study was comprised of interviews, classroom observations, teacher daily logs, collections of artifacts and documents.

Interviews

The participants were interviewed five times; one was in the beginning of PLPG, the second was in the middle of PLPG, the third was at the end of PLPG before final

competency test, the fourth was after completion of PLPG before and after the first classroom observation, and the fifth was after the second classroom observation. All of the interviews were audiotaped and transcribed verbatim to ease data analysis. Each interview lasted between 20 and 60 minutes and was done in both English and Indonesian language, depending on the participants' preference or convenience. The interviews were aimed to reveal the participants' professional backgrounds, their learning experience from PLPG, and their view about PLPG as professional development, including the challenges and efforts to earn the certification. The interview guides (Appendix A) were used to guide the interviews or as the starting points; further elaboration, addition, and deletion were made as necessary. Semi-structured interview was considered to be best suited to the inductive nature of the study because it would allow the researcher to capture the participants' learning experience and emic perspectives (Strauss & Corbin, 1998).

Classroom Observations

Observations were conducted in the classrooms where PLPG took place. Multiple observations were conducted throughout the training between August and September 2013. The researcher observed most of the activities and lessons in which the participants were expected to participate. These observations aimed to see the process of the 10-day PLPG and chronicle theoretical and practicum activities the participants experienced; in particular it looked at the learning experience the participants engaged in.

Observations were also conducted in the participants' actual classrooms subsequent to their completion of PLPG to find out how the learning experience from

PLPG were translated in the participants' actual teaching practices. The researcher observed each participant's teaching twice; both were conducted in between October and November 2013. The observations were conducted approximately two months subsequent to the teachers' PLPG completion to allow some time for the participants to reflect on and apply the knowledge and skills learned during the certification process because such learning might need time to be put into practice in actual classroom teaching (Lustick & Sykes, 2006). This timeframe also allowed the researcher to review the observation notes and recordings and transcribe the interview recordings to record what learning these teachers experienced from PLPG as observed by the researcher and as self-reported by them. The evidence was compared against the teachers' actual teaching practices. Each classroom observation lasted for up to two hours of lesson or 100 minutes.

Observations in the training centers were audiotaped while observations in the teachers' actual classroom were videotaped. During the observations, the researcher also made notes in a narrative style to capture learning activities, interactions, events, and various aspects related to teaching and learning practices. The researcher utilized the Assessment Form of Implementation of Learning (Appendix D2), the assessment form used by PLPG tutors to gauge the teachers' peer teaching/PT performance, to look for evidence that the teachers translated their PLPG learning experience to their actual classroom. When necessary, he verified relevant events/activities with the participants using video-recorded data. The researcher did not engage in any interactions during the observations.

Teacher Daily logs

The researcher asked the participants to create a brief daily log documenting their learning experiences. They recorded their logs on a sheet prepared by the researcher (Appendix B). Each log included the materials, knowledge, and skills they had learned in the corresponding day, including any problems and challenges they encountered and any efforts and strategies they made to cope with it. The researcher collected the logs at the end of PLPG, before the participant's final interview with the researcher; this allowed some time for the researcher to review the logs, so that he could make clarification and confirmation with the participants during the final interviews, if necessary. Journals such as daily logs can be a good addition to interviews and observations to understand participant's perspectives and behavior (Maxwell, 2005).

Artifacts and Documents

Artifacts were of teaching materials and training assignments; the researcher asked relevant teaching materials used in PLPG from either instructors or participants. The researcher made either hard or electronic copies of the assignments the participants produced. Documents included the certification results, the participants' UKA and final competency test (written and oral) scores, PLPG instructor and participant rosters, and PLPG schedule, and a list of courses offered. Certification results, including the results of final competency tests, were downloaded from the certifying university website. UKA results were requested in the training center before the training began, while final competency test were obtained about a month or so subsequent to PLPG. Both artifacts and documents were compiled for the ease of data analysis.

Quantitative Study

To elicit data for the quantitative part of the study, the researcher utilized a paper-based self-administered survey questionnaire and PLPG results. The procedure included distribution of the survey, including consent form and instructions for completing each section, to all of English-language teachers who participated in the first and second cohorts of 2013 PLPG certification. One hundred and forty-nine teachers voluntarily completed the survey in the training classroom at the end of their training, the first cohort at the end August 2013 and the second cohort toward the middle of September 2013. Completion of the survey took up to 30 minutes and the respondent responses were anonymous. The researcher collected the questionnaire right after completion by the respondents. PLPG results were downloaded in the form of PDF file from the certifying university website about one to two months subsequent to PLPG.

Ethical Considerations

Before participating in the qualitative part of the study and completing the survey, the participants were asked to sign a consent form that gave them brief information about the study and their participation that assured them that any information they provided would be confidential, and that no information that could lead to their identification would be divulged in any reports on the project, or to any other parties, and that all of the data or notes would be available for their perusal. The respondents were also informed that their participation was voluntary, that they could choose not to participate in the project, and that they could withdraw at any stage of the project without being penalized or disadvantaged in any way. All of the participants were made aware that results of the

study were used for qualitative data analysis and statistical purpose only, any data that the researcher extracted from the case study and survey for use in reports or published findings would not, under any circumstances, contain names or identifying characteristics, or in any way be divulge to any other organization.

Participants' qualitative data were assigned a pseudonym, and survey responses were assigned a number and used in the master database. Once entered into computer databases, the entire electronic data file was kept on a password-protected computer to which only the researcher had access. Signed consent forms, qualitative data and completed survey files were kept in a locked cabinet in the office of the researcher's supervisor. The data from the qualitative study and the survey that included personal information will be kept for five years after study concludes.

This study posed no or minimal physical and psychological risks to the participants. Interviews were conducted at the participants' best convenient time and place; interview questions covered topics or themes around their teaching and learning activities that were familiar to the participants. Sensitive questions or topics were minimized and the participants could choose not to respond. During observations the researcher did not engage in any interactions or activity. Teacher daily log were kept brief. The researcher selected survey items that would take minimal time to complete and would create as little disruption as possible to the respondents' training. However, to best avoid the possibility that any respondents might incur psychological distress as a result of participating in the qualitative study and answering survey questions, the researcher had shared the plan with PLPG staff, school staff and administration at each site to alert them the nature of the study activities.

Credibility and Internal Validity

To increase the credibility of the qualitative study, the following measures were employed. First, the study used multiple data resources or triangulation to reduce risk of systematic biases or limitations of a specific source or method, allowing for broader and more secure understanding of the issue being investigated (Maxwell, 2005). Credibility of the study was also achieved through participant validation or “member checks” (Lincoln & Guba, 1985) by sharing the interpretive process with research participants for their reactions, verifications, and approval. Self-reflection was also used to strengthen the credibility of the study’s findings; continual alertness to researcher’s own biases and subjectivity by asking himself a series of questions such as “Where do I not go? Where I have gone less?” would generate more reliable interpretations (Glesne & Peshkin, 1992). To further promote trustworthiness, the researcher asked a colleague who has research skill and experience in this field to audit data collection, analysis, and interpretations (Lincoln & Guba, 1985; Glesne & Peshkin, 1992).

The validity of the survey part of the study was limited by its self-reported format. To enhance the study rigor and increase internal validity, the following measures were employed. First, the survey questionnaire was selected carefully from the literature on research-based instructional practices and classroom management. Second, the researcher implemented uniform procedures for data collection across participants/cohorts. He also looked for and employed input on the survey from English-language teachers who were not in the study, who shared similar characteristics to the study participants, were experts on the topic, and experts in educational research and measurement to increase the content validity and enhance the quality of the survey. Finally, the researcher worked carefully

with the South Sumatra Department of Education, LPTK, PLPG instructors and staff to gain participant cooperation during the study.

Data Analysis

Qualitative Study

Qualitative in nature, the dominant component of this study comprised interview transcripts, observation notes and audio-recording transcripts, teacher daily logs, and artifacts/documents. Concurrent data collection, management and analysis occurred throughout the course of the study (Creswell, 2003; Glesne & Peshkin, 1992; Maxwell, 2005). With detailed descriptive narration and interpretation of the qualitative findings, Hatch's (2002) typological and inductive analysis procedures were employed to analyze the data. Data from interviews were transcribed verbatim and transcripts of audio-recorded observations were made only for particular information necessary to verify the observation notes. The researcher first reviewed the interview transcripts, observation notes and audio-recording transcripts, teacher daily logs, and artifacts/documents to generate tentative ideas about categories and relationships (Maxwell, 2005).

In particular, to answer the first research question, observations notes and audio-recorded transcripts including artifacts/documents were analyzed by following Hatch's (2002) inductive analysis procedures. The researcher began by identifying *frames of analysis*, "a segment of text that is comprehensible by itself and contains one idea, episode, or piece of information" (Tesch, 1990, p. 116). He then made several domains in light of semantic relationships that emerged within frames of analysis, classified salient domains, and gave them a code. Finally, a master outline portraying relationships within

and among domains was created, and data excerpts were attached to support elements of the outline. For instance, it was found that PLPG participants were evaluated through several methods of assessment, thus such word as *evaluate* and *assess* were used to frame my analysis. Then, I assigned the *included terms* and a *cover term* and linked them with the semantic relationship (Spradley, 1979, p. 114). The included terms refer to the members of the category, and a cover term labels “the category into which all the included terms fit” (Hatch, 2002, p. 165). Following is a domain example created to ease and make sense of the analysis.

Included Terms	Semantic Relationship	Cover Term
Peer assessment		
Participation assessment		
Workshop process assessment	are ways to	evaluate PLPG participants
PTK proposal assessment		
PT assessments		
Final written competency test.		

Figure 6 Domain Example

To answer the second research question, interview transcripts, observation notes and audio-recording transcripts, teacher daily logs, and artifacts/documents were analyzed using Hatch’s (2002) typological analysis procedures. Two main categories of teacher quality defined by the Indonesian government, professional competence and pedagogical competence (Government Regulation No. 74/2008), served as the initial basis for analyzing the data. Subsequently, I looked for patterns, relationships, themes within typologies, and coded entries according to the patterns identified. For example, I identified that a “text genres” theme as part of the knowledge that all of the participants

reported to have learned from PLPG. One participant, Ahmad, said from the PLPG module he learned short and long functional texts. Another teacher, Risa, said, “we learned those [English-language skills] skills based on texts: short and long functional texts, and interpersonal texts.” Amir reported to become more understanding of text genres: short functional texts, long functional texts and the interpersonal texts. Finally, after findings the relationship among the patterns identified, I wrote the patterns as one-sentence generalizations and included relevant data excerpts to support the generalizations.

Procedures for data analysis employed to answer the first research question also served as the basis for analysis of data for the third research question. That is, I utilized Hatch’s (2002) inductive analysis procedures to analyze the interview transcripts.

To answer the fourth research question, video-recorded data together with interview transcripts and documents were analyzed and compared against the data analyzed to answer the second research question. In particular, the learning the teachers experienced from PLPG as observed by the researcher and as self-reported by them was compared against their actual teaching practices using the Assessment Form of Implementation of Learning (Appendix D2) to examine how these teachers translated their PLPG learning experience in their actual classroom. Hatch’s (2002) procedures of inductive and interpreted analysis were applied throughout this comparative analysis.

Quantitative Study

Quantitative in nature, the survey and PLPG result data of the less dominant component of this study were entered into an SPSS database for data analysis. Simple descriptive statistical measures were used to analyze survey items and describe demographic information. Response frequencies were computed for all items. Mean and standard deviation were computed for all items on the Instructional Practices and Classroom Management scales. Simple descriptive statistical measures were also employed to analyze PLPG results. Mean and standard deviation were computed for UKA and final competency test results. Frequencies were computed for numbers of teachers passing PLPG, and attempts the teachers made to earn certification including the sections of the tests they repeated.

Chapter 4: Findings

This chapter presents the research findings with regards to teacher learning experience gained from PLPG certification as well as impact on teachers' teaching practices. This study aims to explore the influence of PLPG certification on English-language teachers' learning, particularly the learning experiences these teachers acquired from the training and how these continue to impact their daily teaching practices. Pursuing the 2013 PLPG certification at a public university in Palembang, six high school English-language teachers participated in the qualitative part of the study and 149 high school English teachers completed a survey questionnaire. This study in particular asks the following research questions:

1. What happens in a 10-day Teacher Professional Training (PLPG)?
 - a. How is PLPG organized?
 - b. What material is covered?
 - c. What activities do English-language teachers engage in during the training, with what kinds of support and assessment?
2. What do English-language teachers learn during the training?
 - a. What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as observed?

- b. What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as self-reported?
3. How do these teachers view PLPG as a professional development?
4. How do the knowledge and skills learned during PLPG impact these teachers' instructional practices and classroom management?
5. To what extent, do English-language teachers believe that PLPG provides them the experiences to learn research based-instructional practices and classroom management?

To answer these research questions, five data collection methods were employed: classroom observations, teacher interviews, teacher daily logs, training-related documents, and survey as well as PLPG results. The first four data were analyzed qualitatively in light of Hatch's (2002) typological as well as inductive analysis procedures, and triangulated with the surveys and PLPG results, which were analyzed using simple calculations to present descriptive statistics. Hunzicker's (2008a, 2011) interpretive tool of learning leverage was employed to elicit the six teachers' point of view concerning the leverage of PLPG certification and how it influenced their learning experience and efforts in earning certification.

Research Question 1:

What happens in a 10-day Teacher Professional Training (PLPG)?

This research question is broken down into three subsidiary questions: a) How is PLPG organized? b) What material is covered? c) What activities do English-language

teachers engage in during the training, with what kinds of support and assessment? In order to answer the questions, I mainly drew upon the observation notes and recordings during PLPG, and training documents including PLPG schedule, module and other related artifacts. In the following, I present the organization of PLPG, materials covered in PLPG, and activities, support and assessment.

The Organization of PLPG

In this section, PLPG participants' demographic information, including their grouping and minimum criteria of their admission, faculty qualifications, hours of coursework and workshop, and site of PLPG, are discussed. Demographically, there were 187 teachers participating in the program – 93 joined the first phase of PLPG while the other 94 took part in the second phase of PLPG. Out of 93 teachers in the first cohort, 26 were high school teachers or equivalent, 57 were junior high school teachers, and 10 were elementary school teachers. In the second cohort, out of 94 teachers, 32 were high school teachers or equivalent, 56 were junior high school teachers, and 6 were elementary school teachers. Teachers in each cohort were divided into three groups (A, B, & C) based on the results of their initial competency test (UKA); while high performing teachers in cohort one were placed in group A, high performing teachers in cohort two were grouped otherwise. Each group in both cohorts comprised between 30 and 32 teachers. They had their lesson and activities in the assigned group for most part of the training, but they went into smaller groups of 10 – 11 during peer teaching (PT) session toward the end of the training. In addition to holding a bachelor (S-1/D-IV) degree, or, if not, being at least 50 years of age and having 20 years of teaching service, teachers have to meet minimum

UKA score in order to get admitted in PLPG. The lowest UKA score as shown by the UKA score list of PLPG participants was 21.25.

The instructors of PLPG came from the certifying university, the College of Teacher Training and Education of University of Sriwijaya Palembang, other private universities that administer the English-language education program in Palembang, and the Institute for Education Quality Assurance (LPMP) within the certifying university district. Academically, the instructors held at least a master's degree in English Education, Education or related field, and had at least ten years of teaching experiences in related field (Rosyidi et al., 2013). Sixteen instructors comprised the first cohort of PLPG and eighteen instructors comprised the second cohort of PLPG – some of the instructors in the first cohort also engaged in the second phase of the training (PLPG Schedule and PLPG Instructor Roster). One instructor handled each of the training session, except the teaching instrument workshops and PT, which were facilitated by two and three instructors respectively. More specifically, each of the three PT facilitators was responsible to facilitate as well as assess ten teachers.

PLPG lasted for 10 days: nine days for training and workshop and one day for the final competency test. The first cohort's training was from August 20th to August 29th, 2013 and the second cohort had their training from September 1st to September 10th, 2013. One day prior to the training, the participants were required to arrive in the training center to sign in, get PLPG materials and a room key. Each day, excluding day 10, they had 10 hours of lessons – each lasting 50 minutes. In particular, they had four hours for policy of teacher professional development, four hours for new curriculum information, 30 hours for content knowledge and language teaching strategy enrichments, eight hours

for classroom action research, 20 hours for teaching instrument workshops, and 20 hours for peer teaching or PT (Table 8). Between the lessons, they received three breaks: a 15-minute morning recess, an 80-minute lunch break, and a 15-minute afternoon recess. After dinner was a time for them to learn independently, do individual or group assignments, and take a rest. At the end of the training, the teachers took a final competency test comprised of a 120-minute-national-written-multiple-choice test and an 80-minute-local-written-essay test.

Table 8 Courses Offered in PLPG

Courses	Hours
The policy of teacher professional development in Indonesia	4
Introduction of the 2013 curriculum	4
Content knowledge enrichments and teaching strategy	30
Classroom action research or PTK	8
Teaching set development	20
Peer teaching or PT	20

The certifying university opened a main secretariat office for the 2013 certification organizing committee in Palembang and designated some venues nearby the office as the location of PLPG. The two cohorts had their PLPG in the same site, an inn located at the center of Palembang. It had three auditoriums, each of which could accommodate about thirty people, and a dining room large enough for the participants to conveniently have their lunch and dinner. The committee equipped each hall with a whiteboard, tables, chairs, and an in-focus projector. For PT, two additional rooms were prepared for each group, each which was equipped with a teacher's desk, a whiteboard, about ten chairs, and a fan. The room temperature was quite hot and outside noise could be heard from the room, often causing a distraction. Two administrative personnel were

available in the secretariat office of the training site to provide assistance to instructors and participants.

Materials Covered in PLPG

Program content was another vital aspect of teacher professional education. This study examined the program content by perusing the syllabus – lectures and course offered – and observing the actual teaching of the courses. As offered in the syllabus and recorded in the module, the materials covered in PLPG comprised policy of teacher professional development, introduction of the 2013 new curriculum, and theory and practice of English language teaching and learning. Theory and practice of English language teaching and learning material was divided into two main sections – pedagogical aspects or relevant theories and professional aspects or content knowledge. The materials for teaching instrument workshops (lesson plan or RPP, teaching materials, teaching media, student worksheet, and assessment instrument) and classroom action research or PTK were also supplemented. The following paragraphs describe each of the materials in brief.

Policy of teacher professional development materials aimed to help teachers understand the currently employed policy of teacher professional development as well as education in Indonesia. In line with the desired competency standards, it covered several essential topics: the essence, principles, and types of sustainable teacher professional development as well as teacher competency test and its effect; the meaning, requirements, principles, stages of implementation, and conversion value of teacher performance appraisal; the essence and realm of coaching and development of teachers, especially

with regard to professionalism and career; the concept, principles, and types of reward and protection given to teachers including their welfare; and the essence of professional ethics of teachers.

The next course introduced the new curriculum, known as the 2013 Curriculum, which was still in the pilot stage in some schools and planned to be implemented in schools across the country in the academic year of 2014/2015. The course covered the rationales of the curriculum change, including the supportive regulations challenges as well as the demands, and the element changes – particularly the use of the scientific approach, which prescribes classroom teaching and activities to be oriented around the cycle of observing, questioning, associating, experimenting, and building networks. It further discussed the new curriculum's prescription on the teaching and learning of English-language courses to (1) put emphasis on competence to use language as a communication means to convey ideas and knowledge, (2) familiarize students to read and comprehend the meaning of texts as well as to summarize and express them using their own language, (3) get students accustomed to systematic and logical as well effective text composition through text-composing exercises, (4) introduce students to the rules of appropriate composition in relation to the process of drafting the text (in line with the circumstances of who, what, and where), and (5) enable students to express themselves and their knowledge with convincing language in a spontaneous way. In essence, the new curriculum endorsed students' creativity attained from the scientific as well as contextual process of language teaching and learning, which allow students to observe, question, associate, experiment, and build networks.

Aimed at increasing teachers' mastery of content knowledge and teaching strategies, theory and the practice of English language teaching and learning course included both pedagogical and professional aspects. The pedagogical aspect covered theories of language and language learning, foreign language teaching methods, principles of English instructional design, language teaching media, and language learning evaluation. The professional aspect described the content knowledge, including English functional texts for teaching language skills – listening, speaking, reading, and writing – and grammatical structures. The teaching of English as a foreign language in Indonesia was very much based on a genre-based approach, i.e., the four language skills were taught according to texts, very much inspired by Celce-Murcia, Dornyei and Thurrell's (1995) concept of communicative competence. In line with the basic competence for secondary school students prescribed by the current curriculum, speaking and listening materials consisted of various texts serving interpersonal functions such as introducing, apologizing, thanking, complimenting, congratulating, wishing good luck, and showing sympathy, care/concern, condolence, anger, annoyance, happiness, disappointment, and boredom, and some speech acts serving transactional function of language, including ordering/commanding, requesting, promising, threatening, warning, complaining, refusing, and blaming. Reading and writing materials introduced two types of text: short and long functional texts. Short functional texts consisted of announcements, advertisements, memos, invitation letters, labels, postcards, and notices. Long functional texts were comprised of 13 texts: narrative, recount, descriptive, procedure, report, anecdote, hortatory, spoof, explanation, discussion, news item, review,

and analytical exposition. Grammar and structure materials encouraged teachers to teach grammar implicitly based on functional texts, the long functional texts in particular.

The teaching instrument workshops aimed to improve teachers' ability to design and develop teaching syllabi and learning tools. It was comprised of guidelines of preparing lesson plans or RPP, competency standards for graduation (SKL) including core competencies (KI) and basic competencies (KD), concept of scientific approach, models of learning, including project based learning and problem based learning as well as discovery learning, and the concept of authentic assessment of the process and outcome of learning.

To improve teachers' knowledge of the concept and application of classroom action research, the classroom action research, or PTK, course covered the basic concept of PTK, planning and implementation of PTK, and PTK writing. The basic concept of PTK described definition and principles of PTK, characteristics of PTK, differences between PTK and classroom research, and benefits and limitations of PTK. The second section explained planning and implementation of PTK, identification of problems or topics, analysis and formulation of problems, improvement planning, implementation of PTK, and methods of designing PTK proposals. The last part described PTK writing, including PTK reports and their components, scientific papers and their components along with samples of PTK proposals and PTK reports.

PLPG Materials as Observed in Actual Training

While scanning course syllabi and modules is one of the preferred ways of determining content for a teacher professional development program, caution should be

made because courses or materials offered in syllabi and modules may not be enacted on actual training program (Feuer, Floden, Chudowsky & Ahn, 2013). The findings of this study support this assertion. As observed, this study indicates that some aspects of the courses offered and listed in PLPG syllabus and module did not actually get taught. As evidence, theories of language acquisition and language learning (e.g. behaviorism, cognitivism, humanism, and constructivism) and learning styles (e.g. cognitive language learning and sensory learning styles as well as personality learning styles) were absent throughout the training. Various methods of foreign language teaching, including inquiry-based instruction and cooperative language learning, did not appear during the observation. While the teachers engaged in the development of assessment instruments during teaching instrument workshops, they did not have the opportunity to learn theoretical aspects of language learning evaluation, such as the differences among evaluation, test, and assessment, and methods of language-learning (four language skills) assessment.

Activities, Support and Assessment

This section presents the research findings pertinent to activities in which PLPG participants engaged including the support they received during the activities and how they were assessed. The study revealed that teachers observed in first (low performing) and second (high performing) cohorts engaged in relatively similar activities with uniform aspects of material substance and teaching and learning methods, and similar types of support (Table 9). The following sections illustrate each of the findings in detail.

Table 9 Activities and Support

Activities & Supports	Cohort 1 and 2
Activities	<ul style="list-style-type: none">• Short lecture• Individual and or group work – discussion• Seminar-like activities: inter-group discussions• Workshops: teaching tool development and PTK proposal design• Performance: teaching practice
Support	<ul style="list-style-type: none">• Prompts, suggestion, and clarifications during training activities• Oral and written feedback during PT and on the assigned tasks• In-class consultations during workshop

PLPG Learning Activities

Throughout PLPG, the participants engaged in various learning activities including seminar, individual works, pair work, group work and workshops as well as performance activities or peer teaching (Table 9). Generally, the activities for most of the materials started with a short lecture of theoretical aspects of the corresponding materials by the instructor followed by individual or group work. Then, each group shared the results of their group discussion to the class; this was a seminar-like activity where each group and individual teacher exchanged personal as well as group points of view about the topic or issue being discussed. For instance: after listening to the instructor's theoretical explanation about policies of teacher professional development in Indonesia, the teachers in groups of five discussed an assigned topic by the instructor for about 90 minutes and presented their discussion results to the class (Observation Recordings, August 20, 2013). In another session, after a short lecture by the course instructor, the teachers in groups reviewed a short functional text taken from a PLPG module, based on

which they created several questions and addressed the questions to the other groups. The course instructor then randomly assigned teachers from the other groups to answer the questions (Observation Notes, August 24, 2013). In another instance, after group discussion and presentation of concepts, types, and teaching methods of interpersonal text, the teachers listened to the instructor's elaboration on concepts and types of interpersonal text, and performed a role-play in light of the social situations stated in PLPG module (Observation Notes & Recordings, September 3, 2013).

In the second half of PLPG, the teachers engaged in workshops and peer teaching activities. They individually developed two sets of teaching instruments within 20 hours over two consecutive days (Observation Notes & Recordings, August 25 – 26, 2013; Observation Notes & Recordings, September 6 – 7, 2013). In the second phase of the workshops, they created a classroom action research or PTK proposal (Observation Notes & Recordings, August 23, 2013; Observation Notes & Recordings, September 4, 2013). Toward the end of their training, they performed peer teaching or PT twice using the teaching instruments created in the first phase of the workshop (Observation Notes & Recordings, August 27 – 28, 2013; Observation Notes & Recordings, September 8 – 9, 2013). Conducted in a small room with fellow PLPG participants as the students, each of the PTs lasted for 30 minutes and were observed and assessed by an instructor.

Participant Support during PLPG

During the training, the teachers received support from the PLPG instructors, mainly in the form of feedback and suggestions relevant to the materials they learned (Table 9). In most of the sessions, the materials were delivered in a student-centered way,

during which the teachers participated actively, with the instructor serving as a facilitator and coach. For example, after giving short introduction and theoretical elaboration, the instructor let the teachers to discuss course materials in-group and as a class, and gave prompts and suggestion, as well as clarifications throughout the activities. With regard to course assignment, in addition to oral feedback, they received written feedback from course instructor and incorporated the feedback in the revised version of their tasks. When developing teaching instruments during the workshops, they had the opportunity to consult with the two instructors in class (Observation Notes, August 25 – 26, 2013; Observation Notes, September 6 – 7, 2013). As developing their PTK proposal, in addition to having a theoretical and conceptual description, they received PTK proposal examples and step-by-step guides for designing a PTK proposal, including techniques and procedures of identifying PTK problems, creating PTK titles and formulating research questions (Observation Notes, August 23, 2013; Observation Notes, September 4, 2013). In terms of PT, the teachers received feedback in their first performance and got assessed in the second one (Observation Notes & Recordings, August 27 – 28, 2013; Observation Notes & Recordings, September 8 – 9, 2013).

Assessment of PLPG Participants

Assessment during and after professional development programs should be intended not only to insure that candidates have a minimum level of knowledge and competency but also to predict their future effectiveness in the classroom (Feuer et al., 2013). PLPG certification employed several methods of assessment, including peer assessment, participation assessment, workshop process assessment, PTK proposal

assessment, performance or PT assessment, and a final written competency test (Table 10). Putting emphasis on teachers' competence as professionals, the last two types of assessment were very much decisive on the passing or failing of certification. While the written final competency test aimed to measure teachers' professional and pedagogical competencies, PT intended to uncover teachers' professional, pedagogical, and personal, as well as social competencies as a whole. These two assessments made up 25% and 30% respectively of the final passing score of PLPG certification. In what follows, I briefly describe the components of the two tests including the minimum score candidates should accomplish.

Table 10 Types of Assessment

Assessment Types	Indicators Measured	Contribution to Final Score
Peer Assessment	Discipline, appearance (neatness and fairness), behavior, cooperation ability, communication skill, commitment, exemplary, passion, empathy, and responsibility.	10%
Participation Assessment	Readiness to learn, perseverance in learning, learning activeness, creativity, and ideas.	10%
Workshop Process Assessment	Responsibility, autonomy, honesty, discipline, work ethic, innovation and creativity, and ability to communicate as well as ability to cooperate.	25% (combined with PTK proposal score)
PTK Proposal	The title, introduction, problem formulation and solution, aims or objectives, significances, literature review, research timeline, references, and language use.	
PT Assessment:		30%
• Lesson Plan	Clarity of learning objectives, selection of teaching materials, organization of teaching materials, use of teaching media, clarity of teaching stages or scenario, fitness between assessment and learning objectives, and completeness of assessment instruments.	
• Teaching Practices	Pre-, whilst- and post-learning activities	
Final Competency Test		25%
• National Test	80 multiple-choice questions: 20 pedagogical knowledge questions and 60 content knowledge question	
• Local Test	2 sections of essay questions: lesson plan development and outline of PTK design	

PT or performance assessment was designed to gauge teachers' instructional practices and teaching instruments and included lesson plan and teaching practice assessment. The former judged the teaching set the teachers used in their teaching in terms of the clarity of learning objectives, selection of teaching materials, organization of teaching materials, use of teaching media, clarity of teaching stages or scenario, fit between assessment and learning objectives, and completeness of assessment instruments, each of which was worth one to two points (Appendix D1). The latter evaluated teachers' instructional practices concerning pre-, during- and post-learning activities; the pre-learning activity covered how teachers motivated learners to learn and introduced the targeted competencies and activities of learning. The during learning activity embraced teachers' mastery of teaching materials, use of educative teaching and learning strategies, application of scientific approach, utilization of teaching media and sources, involvement of students in learning, learning activities that boost and maintain student engagement, and assessment of process and assessment of product of learning, as well as use of language; each indicator had a weight of one to five points (Appendix D2). Teachers should at least have a total score of 65 on the assessment in order to earn their certification.

The final competency test assessed what the teachers have learned during PLPG, specifically measuring teachers' professional and pedagogical competencies. This standardized written test was divided into two sections: national and local tests. The first section contained 80 multiple-choice questions: about 20 questions related to pedagogical knowledge and 60 to content knowledge. Teachers had 120 minutes to complete this national test, which was scored using a computer program administered and supervised

by the central committee of the teacher certification program. The local written test asked essay questions pertaining to pedagogical knowledge. In particular, based on a given teaching scenario, the teachers created a lesson plan (in the first part) and designed an outline for action research – title, research question, and methods (in the second part). The teachers had 80 minutes to complete this local test and local PLPG instructors scored their answers. In order to earn certification, candidates should at least achieve a total score of 60 on the final written test with a minimum score of 42 on the national section.

Summary for Research Question 1

The first research question is: What happens in a 10-day PLPG? It is further broken down into three subsidiary questions: a) How is PLPG organized? b) What material is covered? c) What activities with what kinds of support and assessment do English-language teachers engage in during the training? In terms of the organization, the study found that there were 187 English-language teachers participating in PLPG divided into two cohorts, each of which was grouped into three groups. Involving 16 instructors in the first cohort and 18 instructors in the second cohort, the training lasted for 10 days with a total of 90 hours of learning time. The material covered in the training included policies of teacher professional development, introduction of the 2013 curriculum, theory and practice of English language teaching and learning (divided into professional and pedagogical aspects), teaching set development workshop, and classroom action research or PTK. During the training, the participants engaged in various learning activities such as seminar, individual, pair and group works, workshops and performance activities. The support they received included feedback and suggestions from instructors. To assess

participants' professional development, six assessments were employed. These included peer assessment, participation assessment, workshop process assessment, PTK proposal assessment, PT assessments, and a final written competency test.

Research Question 2:

What do English-language teachers learn during the training?

This research question is divided into two subsidiary questions: a) What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as observed? and b) What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as self-reported? In order to answer the questions, the researcher drew upon observations notes and recordings, teacher interviews, teacher daily logs, and training documents. In the following, the researcher presents the learning experience as observed and as self-reported by teachers during interviews and in their daily log.

Learning Experience as Observed

Based on observation data from the first and second cohorts of 2013 PLPG certification participants, the researcher found that PLPG participants were presented with professional/ content knowledge and pedagogical (teaching) knowledge and skills. The content knowledge comprised text genres, four language skills and grammar; pedagogical knowledge and skills covered approach, design and procedure of language teaching and learning, peer teaching (PT), classroom action research (PTK), and the

policy of teacher professional development in Indonesia (Table 11). In what follows, the researcher describes each of the learning experience.

Table 11 Learning Experience as Observed

Professional/Content Knowledge	Pedagogical Knowledge and Skills
Text genres	Language Teaching and Learning:
Four language skills:	Approach
Listening	Design
Speaking	Procedure
Reading	Peer Teaching/PT
Writing	Classroom Action Research/PTK
Grammar	The Policy of Teacher Professional Development

Professional or Content Knowledge

Text Types or Genres

Data from the researcher’s observations showed that the teachers were provided with text genres, which comprised interpersonal and transactional texts, and functional texts. Instructors presented the texts through group discussions, discussions as a class, and brief lectures. In addition to concepts, they talked about the structure, features, examples and the teaching strategies of the texts. Since the teaching of language skills was based on texts, the teachers were exposed to some of the texts more than once in light of the language skills they discussed. For example, in one session (Observation Notes & Recording, September 3, 2013), the teachers in groups of three to six discussed the concepts of interpersonal texts and types of interpersonal text, and two representative of each group presented the results of their group discussion before the class followed with questions and or comments from other groups. While some groups discussed types of interpersonal texts, including introducing others, apologizing, and expressing angry,

other groups talked about the concept of interpersonal texts. Their understanding was furthered by instructors' elucidation of the concept of and types of interpersonal text.

In another session (Observation Notes, September 4, 2013), the teachers in groups of five to six discussed one of the short functional texts – advertisement, memo, invitation letters, label, postcards, and notice. After sharing the results of their discussion with the whole class and listening to the instructor's related explanation, in groups they discussed the concept of long functional texts and their types. Of the six groups formed, group one discussed the concept of long functional texts and narrative text, group two discussed recount and descriptive texts, group three discussed procedure and report as well as anecdote texts, group four discussed hortatory, spoof, and explanation texts, group five discussed discussion, news items and analytical texts, and group six discussed how to teach long functional text with a focus on reading.

Four Language Skills

As part of professional knowledge, the teachers had several sessions on language skills, including speaking, listening, reading, and writing. The observations revealed that many times they were given the concepts of the skills integrated with strategies utilizing corresponding texts discussed in the previous sections. In some cases, instead of concept of the skills, they were rather provided with methods of teaching language skills.

The PLPG syllabus prescribed listening materials to enable students to understand language aspects (e.g., discriminating sounds of English, recognizing English stress pattern, etc.) and content understanding (e.g., recognizing the communicative functions of utterance, inferring situation, participants and goals, etc.) (Module, pp. 129 – 130). In

light of listening content standards, high school students were targeted to be able to understand and respond to “the meaning of oral interpersonal (for socialization) and transactional (to get things done) texts”, “short functional texts” and “monolog of long functional texts” (Module, p. 129). Observation data during the listening session showed that the teachers were involved in listening practice; they at the beginning were asked to listen to and write down a short text dictated (three times) by the instructor (Observation Notes, August 23, 2013). Then, the teachers in groups of six to eight created a series of questions based on a short functional text of their choice. After brief group discussion, a representative of each group read aloud their chosen text to the class three times while the other groups listened to it carefully with their module closed. Once finished, the other members of the presenting group in turn read the questions they created earlier. The instructor then randomly assigned teachers from other groups to answer the questions (Observation Note, August 23, 2013). The course instructor asserted that, in addition to improving teachers’ listening ability, dictation was a good method of teaching listening skills in class as it integrated listening with other skills: writing (creating the questions), reading (reading text aloud) and speaking (group discussion). The researcher was unable to compare this with observation data from the second cohort because he received no permission from the course instructor to observe the session.

In terms of speaking, the PLPG module required teachers to understand concepts of speaking and types of speaking texts. The observations showed that the teachers started their speaking session by discussing the concept of interpersonal function of language (communication strategies, politeness and range of formality, pragmatic competence, speech acts, and model of communicative competence) in groups of five to

six, and sharing their understanding to the class. They later in the same groups reviewed types of interpersonal texts, created a dialogue of *introducing someone to someone else* as group homework, and performed it in the following day. In the subsequent session, they performed their role-play in front of their fellow teachers, conducted self-reflection upon their own performance, and got feedback from their fellow teachers and instructor (Observation Notes, August 22, 2013). Prior to their performance, they learned ways of addressing people in English or American culture including the use of Madame, Mrs., and Ms. Feedback was given by instructor to the teachers on English or American cultural conventions for addressing people (e.g. Mr. Last Name), use of proper tone when speaking, giving appreciation for student's efforts, and constructive ways of remediating students' mistakes. After their performance, the teachers went over a summary of formal/informal ways of introducing oneself and people to others, overviewed personal information that should not be asked when meeting English or American people for the first time, and functional language such as apologizing and thanking, and finally performed exercise on conversations involving expressions of apology. Teachers in the second cohort relatively had similar types of materials and activities, excluding ways of addressing people and personal information not to be asked in the first meeting with English or American people.

In terms of reading, the PLPG module listed two types of texts for teaching reading: short and long functional texts. Short functional texts, which help readers to comprehend the information contained in the texts quickly, encompassed advertisements, memos, invitation letters, labels, postcards, and notices. Long functional texts were types of essay writing that helps readers "accomplish an everyday task and form culturally text-

types or genres” (p. 222), included narratives, recounts, descriptive, procedures, reports, anecdotes, hortatory, spoofs, explanations, discussions, news items, reviews, and analytical exposition. In the reading course, after discussing short functional texts in groups of five to six, the teachers received the instructor’s brief suggestions concerning the importance of integrating the teaching of reading with other language skills such as writing and of ensuring students’ understanding and ability to write short functional texts. Afterward, the teachers discussed concept and types of long functional texts in groups and as class, and ended the session by listening to the instructor’s clarification of definition and concept of the texts (Observation Notes, September 4, 2013).

The instructor started writing by describing to the teachers how speaking differs from writing; while both used words, syntax as well as grammar, speaking relied heavily on sounds and writing counted very much on spelling. He further highlighted that, as written communication, writing was much more difficult than spoken communication because the communicators in writing interaction did not see each other as those in speaking. Thus writers had to write clearly in terms of words, grammar, and spelling so that their readers could understand the message conveyed in writing. Afterwards, the teachers looked at the features and examples of announcements, advertisements, memos, informal and businesses invitations, labels, postcards, and notices (command, warning, information, prohibition). Individually they then composed a short functional text of their own choice and, once finished, wrote it down on white board or copied and pasted it to the instructor’s laptop to be shown to class via in-focus projector for feedback and revisions. The whole class participated in the review and revision of the texts presented (Observation Recording, August 22, 2013). Likewise, during the writing session, teachers

in the second cohort were asked to compose texts (Observation Notes, September 5, 2013). However, they wrote one example of each of the short functional texts and one example of long functional texts in groups of five to six. Each group member was responsible for writing one or two short functional texts and, as a group, they were responsible for composing one long functional text. Once finished, the groups exchanged their works for reviews and assessment focusing on the generic structures of texts including spelling and punctuation. Finally, the reviewing group shared its comments and feedback, and gave a score to the reviewed group.

Grammar

As prescribed by the new curriculum, grammar should be taught implicitly in the context of a text, the long functional texts in particular. In the grammar session, the teachers first looked at the necessity of using authentic sentences based on real (contextual situations or real facts). A real life application of this was when a teacher described his or her school such as when it was built, numbers of teachers employed and etc. (Observation Recording, August 23, 2013). The teachers then analyzed the grammatical structure of the sentences by perusing subject, verb and particles of several sentences taken from the PLPG module (Observation Note, August 23, 2013).

Afterwards, they changed the structure of some sentences prepared by the instructor from active to passive forms or vice-versa, some of which were “My mother took care of me very well,” and “Cultural differences should be taken into account.” They in turn gave their answer and revised their friends’ answer if it was still incorrect, while the instructor provided them with clues and explanation to help them revise the sentence. Once finished

with the activities, the teachers proceeded to review other aspects of grammar such as requesting, direct and indirect strategies, participles, collocations or combination of words, and grammatical rule of make + object + adjective/infinitive without “to”.

The teachers examined other aspects of grammar from a text entitled *Text-based Grammar* from an English newspaper, including the difference between gerund and participle, the most common use of gerund, gerundial phrases such as “treating breast cancer” and “having the lung removed” (the first as subject of sentence and the second as linking verb complement), and causative use of “have” (e.g. I have my hair cut, having the lung removed, I want to have my letter typed). Finally, the teachers individually completed grammatical exercises about gerunds and, after 20 minutes, discussed their answer as a class. Unlike in the first cohort, teachers in the second cohort practiced to create grammatical exercises generated from functional texts and shared their work with other teachers. For example, in groups of two to three, they picked one text from the module, determined the type of the text and created five grammatical exercises from the text. Finally, each group shared their grammatical exercise with other teachers from other groups (Observation Notes, September 2, 2013).

Pedagogical Knowledge and Skills

This study found three elements of language teaching method that were presented to the teachers during PLPG. Those included approach, design, and procedure of language teaching methods. According to Richards and Rodgers (1986), approach dealt with assumptions, beliefs, and theories about the nature of language and of language learning that informs a theoretical foundation for classroom language teaching and

learning; design was pertinent to the form and function of instructional materials and activities in the classroom; and procedure referred to the classroom techniques and practices. The teachers were informed about these elements during two-day workshops on teaching instrument design and development, and incorporated the elements of teaching in their peer teaching (PT). In addition, the teachers had theory of classroom action research (PTK) and created their own PTK proposal. At the early stage of the training, they were presented with information concerning policies of teacher professional development in Indonesia. The following sections concisely describe each of the findings.

Approach

Three approaches – scientific approach, genre-based approach, and grammar teaching approach (cognitive, behavior, grammar consciousness raising approaches) – appeared in the observations. Being the core of the 2013 curriculum, the scientific approach prescribed that the teaching of language should provide learners with classroom-learning activities and tasks that foster their critical (logical and systematic) thinking by giving them ample opportunities to observe, question, associate, experiment, and build networks. Throughout the training session, PLPG instructors informed the teachers about this approach and encouraged them to use it in every aspects of their teaching. For example, during the grammar session, the instructor advised that the scientific approach requires teachers to teach grammar explicitly, i.e., teachers should let students discover the targeted grammatical structures and rules autonomously from the texts discussed (September 2, 2013). Similarly, in the writing session, the instructor

suggested the teachers incorporate the scientific approach in the teaching of writing (Observation Notes, September 5, 2013). The teachers both in the first and second cohorts were scheduled to learn this approach more during the introduction of 2013 curriculum course. However, the researcher was not able to observe the session in the first cohort due to administrative constraint. When he observed the course session in the second cohort, the researcher found that the instructor did not teach related materials.

A genre-based or text-based approach was the core of previous curriculum, which was still employed in Indonesian schools at the time of the study conducted. This approach prescribed the teaching of English (language skills) based on text. That is, speaking and listening skills were taught in light of transactional and interpersonal texts, and reading and writing skills, including grammar, were taught based on short and long functional texts. Within this approach, syllabus and lesson units were developed around text types/genres and its fundamental goal was to help students achieve literacy through mastery of text types or genres. As observed, throughout the training, listening, speaking, reading and writing as well as grammar courses were taught around text types or genres. For example: in the reading session, the teachers in groups of five to six discussed short functional texts, and practiced the strategies of teaching the texts (Observation Notes, September 4, 2013). In another session, they were trained how to teach grammar and structure, and create some exercises from long functional texts. For example, when teaching reading and writing skills based on narrative and recount texts, the instructor suggested that the teachers make grammatical exercises about past tense because the two types of text were written in past tense, and focus students' attention on verbs (direct/indirect speech) in the texts by asking them to observe and analyze sentences in

the texts, take out some of the sentences as examples, and write their own sentences with similar structures (Observation Notes, September 2, 2013).

Finally, the teachers were taught several approaches to teaching grammar: cognitive approach (deductive method), behavioral approach (inductive method), and grammar consciousness raising approaches. In particular, they focused on definition, and strengths and weaknesses of the approaches. For instance, they were informed that the behavioral approach, which encourages students to autonomously discover the targeted grammatical structures and rules, usually worked with highly motivated learners but not with learners with low motivation and, even if it was workable, it could take the students long to find the structure/rules (Observation Recording, August 23, 2013). Then, they were presented with grammar consciousness raising approach that prescribes the explicit teaching of grammar for most of English-language learners.

Design

In terms of design, this study found that the teachers were presented with theory and practice of teaching instrument design and development. They designed and developed five components of teaching instrument including lesson plans or RPP, teaching materials, teaching media, student worksheets, and assessment instruments during the workshops. The workshops in both the first and second cohorts ran relatively in a similar manner. They briefly explored types of learning and teaching activities, teacher roles, learner roles, and the function of instructional materials. In light of the new curriculum, junior high school teachers designed teaching instruments for 7th grade students, and senior high school teachers created teaching instruments for 10th grade

students. Working in several big groups, each teacher created two sets of teaching instruments. The instructors preferred them to create their teaching instruments in handwriting in order to prevent them from simply submitting teaching instrument they have prepared from home. While they were working on their teaching sets, the instructors walked around the class to provide feedback and suggestions. Once finished, the tutors checked the teachers' works in turn and had them revise their work according to the feedback given (Observation Notes, August 25 – 26, 2013; Observation Notes, September 6 – 7, 2013).

The instructors provided the teachers with explanations and samples corresponding to the components of teaching instruments they were assigned to make, either prior to or whilst they were creating the instrument. For example, the instructors elaborated briefly core competencies (KI) and basic competencies (KD) prescribed by curriculum before the teachers created student worksheets (Observation Notes, August 26, 2013). In another instance, while the teachers were creating their teaching media, one instructor suggested to the teachers several sources of media samples such as student and teacher book (printed material), *KangGuru* website, *e-dukasi.net* and *tv-edukasi* (Observation Notes, August 26, 2013). As the teachers were designing their assessment instruments, one instructor explained to them two types of assessment: assessment for learning (process) conducted during learning activities, and assessment of learning (product) performed at the end of a lesson (Observation Notes, September 7, 2013).

Procedure

In terms of procedure, the teachers were presented with three teaching stages (pre, whilst, and post) of learning activities, integrated teaching of language skills, educative teaching strategy, application of scientific approach, and student-centered learning activities. These elements were included in a peer teaching assessment form. Before performing peer teaching, the teachers reviewed the assessment forms and watched videotape that incorporated the features (Observation Notes, September 3, 2013). They were told to incorporate the procedures in their peer teaching.

As stated in the peer teaching assessment form, the teachers should incorporate a clear and systematic teaching scenario, well-organized into pre-, whilst-, and post-learning activities. In the pre-learning activity, teachers should prepare students to learn by linking current with previous teaching materials, addressing students with challenging question(s), and stating the targeted objectives and planned activities, as well as demonstrating something related to the material. In the whilst-learning activity, teachers should show a thorough mastery of lesson content, implement relevant and effective teaching strategies using interesting teaching media, involve students in learning, and assess the processes and products of learning. In the post-learning activity, teachers should reflect upon and/or summarize the materials students had just learned, give oral or written tests, collect students' works as a portfolio, and give follow-up by providing direction for future activities or enrichment tasks.

The teaching of integrated language skills, educative teaching strategies, applications of the scientific approach, and student-centered learning activities were the core classroom techniques and practices in whilst-learning activity. Throughout the

training and as stated in the peer teaching assessment form, the teachers were informed that classroom teaching practices should promote the integration of language skills, be contextual, direct effective learning behavior, train students' logical and systematic process of thinking, and foster as well as sustain students' active participation. For example, speaking skills should be combined with listening, and reading skills should be integrated with writing. Grammatical structures and rules should be taken from texts (Observation Note, August 23, 2013; Observation Notes, September 2, 2013). In order to cultivate students' scientific ways of thinking, the teachers were encouraged to create classroom activities that cycled through observing questioning, associating, experimenting, and networking (Observation Notes, September 5, 2013).

Peer Teaching

PLPG participants performed peer teaching (PT) at the end of the training, after completion of teaching instrument workshops. This was the opportunity for them to put into practice the knowledge and skills learned throughout PLPG. For PT, each class was divided into three smaller groups of around ten teachers, where each group went into different teaching rooms and was facilitated by one instructor. Each teacher performed PT twice: in the first one, they received feedback but no grade, while in the second one, their performance was scored without feedback. They might use the same teaching instrument for both PTs and, if they decided to do so, the same instruments to be used in the second PT had to incorporate the feedback they received in their first PT. Using the teaching instruments created during their two-day workshops, each teacher had 30 minutes for each performance. Fellow teachers served as students. Prior to performing

PT, they were informed of the indicators of PT assessment, which would appear in their PT performance.

Classroom Action Research

The classroom action research (PTK) workshops started with the instructor's short lecture and ended with creation of a PTK proposal. The teachers were first informed of three important aspects of PTK during this course: the concept of PTK, design of PTK, and the making of PTK proposal (Observation Notes, August 23, 2013; Observation Notes, September 4, 2013). PTK's goal is to improve teaching practices and professionalism and started with their own classes. Possible PTK topic included teaching methods, teaching strategies, learning models, evaluation procedures, changes in attitudes and values, teaching media, learning environments, teaching materials, and curriculum. In terms of design, PTK was based on cycles of planning, implementation of action, observation, and reflection, which ended when the minimum completeness criteria (KKM) were achieved. The planning stage comprised of problem identification, alternative problem solving, designing teaching media and materials, developing RPP and student worksheets, formulating hypotheses, determining indicators of targeted outcomes, developing observation instruments, and action result tests. Implementation of action and observation covered conducting teaching and learning process according to the scenario and observation. Analysis and reflections included data reduction and exposure as well conclusions. Reflections were guided by targeted outcomes and problems that might have hindered them.

After a short explanation, the teachers created their own proposals starting with a formulation of the problem in line with their RPPs or based on their reflections on instructional materials. In the first cohort, the instructor provided sample PTK titles. Teachers then practiced creating their own. Proposal design was informed by a scoring rubric available in module and an example prepared by instructor. Over the course of proposal writing, the instructor provided guidance and suggestions and checked the teachers' proposal drafts. Once finished, the teachers submitted their proposal drafts for assessment by an independent evaluator. The assessment was part of determination of their certification result.

The Policy of Teacher Professional Development

At their beginning of PLPG, the teachers were informed about the policies regarding teacher professional development (Observation Notes and Recording, August 20, 2013; September 1, 2013). According to the syllabus and module, the material covered (1) the general policy of teacher professional development within the Indonesian Ministry of Education, (2) the essence and principle as well as kinds of continuous development programs of teacher professionalism and the teacher competency test, including its effect, (3) the meaning of teacher performance assessment, (4) the significance of teacher development and education pertinent to their professionalism and career, (5) concepts and kinds of appreciation and protection for teachers, and (6) the ethics of the teaching profession, including its application in class and in society (Observation Recording, August 20, 2013). However, only some aspects of the listed materials got taught by the instructor in the first cohort, and these included teachers'

minimum qualification mandated by the Teacher Law, the main duties as teachers, the establishment of the Honorary Council of Teachers or *Dewan Kehormatan Guru* by the Indonesian Teachers Association (PGRI), and teacher competencies. Throughout the session, teachers in the first cohort discussed the majority of the materials in groups and as a class.

In the second cohort, the teachers were presented with the reasons behind educational reforms initiated by the government, such as public skepticism of teachers' competency, ineffective teaching practices, inability to use technology, and related regulations (the National Education System Law (No.20/2003), the Teacher Law (No.14/2005), and the Government Regulation (No 19/2005), and eight national education standards. These are content, process, competence of graduates, teacher and educational staff, facility, management, funding, and evaluation standards (Observation Recording, September 1, 2013). They were further informed of pathways to teacher professional development comprising workshops (trainings, school partnerships, long distance learning, tiered and special trainings, short courses in the Educational Institution of Teaching Personnel – LPTK, internal coaching at school, further education) and non-workshops (discussions, seminars, research, writing a book, producing instructional media). Finally, the teachers were informed about three important topics – career development, teacher protection and recognition, and professional ethics (Observation Note, September 1, 2013). Like teachers in the first cohort, they discussed the materials in groups and as a class.

Section Summary

The observation data indicated that the teachers were presented two types of knowledge and skills: professional/content knowledge, and pedagogical knowledge and skills. Professional knowledge comprised text genres, four language skills and grammar. Pedagogical knowledge and skills encompassed approach, design, and procedure of language teaching methods, peer teaching (PT), and classroom action research (PTK) as well as teacher professional development policies. The following section reveals the findings concerning the learning experience teachers reported to have learned from PLPG.

Learning Experience as Self-Reported

This section discusses the findings pertinent to the learning experiences the teachers reported to have had from PLPG. Supplemented with training-related documents, data were based on teacher interviews and teacher daily log, through which the teachers self-reported their experience. Discussed next are demographic information of six PLPG participants, UKA and PLPG preparations, and learning experiences in terms of professional knowledge and pedagogical knowledge and skills. This section ends with a discussion on the problems and challenges the participants encountered during their certification process, including their coping strategies for problems and challenges.

Participants' Demographic Information

Following are profiles of the six qualitative study participants.

Agus

Agus has taught English since 2003. He completed his elementary through senior high school education in Palembang. While pursuing his middle school education, he studied English for almost 6 years at a language institute in Palembang. After high school, he earned a Bachelor's Degree in English Education at a public university in South Sumatra Province. When participating in this study, he taught English at a private senior high school located in the center of Palembang City. The school had nine classes: four 10th grade classes, three 11th grade classes, and two 12th grade classes. There are about 22 teachers teaching at the school. In addition to teaching at this school, Agus was also teaching English at a vocational high school, also in Palembang. His relationship with his fellow teachers and school staff was good, and he hardly ever had any problems with them.

Ahmad

Having taught English for about 17 years, Ahmad was 1 of the most senior teachers participating in the 2013 PLPG. Since 1996 he had taught English at a private junior high school (owned by 1 of the largest Islamic organizations in Indonesia) in Palembang, as a permanent school-hired teacher. Between 1998 and 2002, he also taught English at a vocational school in Palembang but then decided to quit due to time constraints. In terms of educational background, he finished his elementary education in 1975, junior high school education in 1979, and senior vocational (technical) school in

1982. He continued his higher education in 1991 at a private teacher's college, majoring in English education, and earned his degree in 1996. Following this, he was invited to continue teaching at his current school. As one of the favorite schools with an "A" accreditation located in Palembang, this school comprised three floors, had 600 students, and employed seven administrative staff and 54 teachers, 5 of whom were English-language teachers. He maintained a good relationship with administrators and his fellow teachers of all content areas. Among the English-language teachers at his school, Ahmad was the first to get the opportunity to undergo the certification program. In addition to teaching, Ahmad was also appointed to take care of school library, which was equivalent to 12 hours of teaching, as he had a licensure or diploma for this duty earned from the University of Padang through the long distance learning pathway. In terms of professional development, Ahmad had participated in a number of trainings and workshops, for instance, the British Council program on English language teaching in Palembang and the Teachers' Work Program, known as PKG.

Lisa

Lisa had taught English for 9 years in several schools and in a polytechnic institute. She began her service as a public employee teacher in 2008 by teaching English in a senior high school in a remote area in Banyuasin Regency. Two years later she moved to teach English in a high school in the capital of the regency. Her elementary through higher education was in Palembang. She got her Bachelor Degree in English Education in 2005. Between her senior high school and higher education, she attended an English course in a language institute in Palembang. Located near government offices

and two villages, the school at which she was teaching was established in 2010 and had a total of 272 students distributed into nine classes: three 10th grade classes, three 11th grade classes, and three 12th grade classes, with each class consisting of about 30 pupils. Out of 53 personnel employed in the school, 48 were teachers (18 were civil servant teachers) and five were administrative staff (one was a public employee). Out of 5 English teachers, 2 were public employee teachers. Some of the content-area teachers had earned certification, but none of the English-language teachers had. To encourage her students to learn English, she incorporated fun activities, e.g., asking students to create a descriptive text through Facebook or e-mail, participating in a special blog, through which her students could share anything they wanted to (e.g., things closely related to classroom materials, pictures with illustration, funny stories) as long as they inserted some English words in their writing; if the content was little bit private, her student should send it to her by e-mail attachment.

Risa

After completing her high school education, Risa in 1999 continued her education by majoring in English Education at a well-reputed private university in Palembang; she earned her Bachelor's Degree in 2004. Having almost 9 years of teaching experience, Risa started her service as a non-permanent school-hired teacher at a private school in Palembang in 2004. Passing a civil servant test in 2010, she then taught English at a junior high school in Ogan Ilir Regency. This newly established public school located in a village in the District of Inderalaya consisted of six classes, two cohorts of about 30 students for each grade, most of whom had little or even no knowledge of English. At

school and in class, they spoke their mother tongue, the local vernacular. There were 15 teachers at the school, including one principal, three non-permanent teachers, and one administrative staff. Relationship among teachers and between teachers and staff was good. Of the teachers, three – principal, vice principal of curriculum, and science teacher – had earned certification. Additionally, there were two certified teachers from other schools, who worked there to meet the minimum number of teaching hours required to receive their certification allowance. According to Risa, she got a lot of support and insight from other teachers, particularly from the vice principal of curriculum, prior to the PLPG. They advised her to bring necessary documents and artefacts (e.g., books, curriculum, syllabus, lesson plan) to the training center and to be relaxed during the training.

Bambang

Bambang finished his elementary and middle school educations (junior and senior high school) in Tulung Agung District in East Java. Then, he moved to Palembang and pursued his higher education majoring in English Education at a school for education and teacher training at a private university in Palembang. He earned his degree in 2004. He had taught English for almost 10 years in some schools in Palembang; after teaching English for 7 years in a favorite elementary school in Palembang, he commenced his service as a public employee teacher in 2010 in a public school in the District of Inderalaya Selatan in Ogan Ilir. The school employed 26 teachers, some of whom were contractual teachers, and four administrative associates. The school was quite large with 14 classes, each with about 32 students. Four vice principals – curriculum, student life,

facilities and infrastructure, and public relation – helped the school principal run the school. He always tried to maintain a good relationship with his colleagues because he believed he could learn from them, although some of them did not act professionally. 10 to 12 of them had already earned their certification, and about half of them accomplished their certification through the portfolio assessment pathway. He had good ties to Department of Education staff, and he was usually the first to have information about training, workshop, and related activities. At the end of the interview, Bambang asserted that in order to be a better teacher, he had to always learn (read over and over) and try something new.

Amir

Amir completed his elementary through high school education in Tulung Agung, Malang. He completed his three-year college degree in English at State Islamic Institute (IAIN) Faculty of Education in Malang. He had taught English for about 27 years in different schools and educational institutions. After teaching English in some educational institutions in Java, he then taught English at a private senior high school in Palembang, serving as an Institutional English teacher at 1 of the Indonesian Teachers Association (PGRI) junior high schools in Palembang in 1993, and 2 years later joined a PGRI junior high school in Banyuasin Regency, where he remains. Owned by PGRI, the school employed 37 contractual teachers, including one institutional teacher and two public employee teachers, and had about 650 students grouped into 14 classes with about five cohorts for each grade. Two vice principals (curriculum and student affair), a treasurer, three administrative staff, and one counseling teacher assisted the principal. While the

relationship among teachers in the school was just normal, he had experienced many kinds of conflict/contrast with others about, for instance, the implementation of semester examination and new student admission (PSB), but he managed to handle the conflicts. He came to school only when scheduled to teach and remained at home otherwise, taking care of and educating his children.

Table 12 Teacher Demographic Information

Teacher	School Site	Grade Taught	Teaching Service
Agus	Urban	10–12	10 years
Ahmad	Urban	7–9	17 years
Lisa	Suburban	10–12	9 years
Risa	Suburban	7–9	9 years
Bambang	Suburban	7–9	10 years
Amir	Suburban	7–9	27 years

UKA Preparation

In order to qualify for PLPG, teachers had to take UKA (initial competency test). Initially (up to 2011) administered in a paper-based format, and now available in an internet-based form, UKA is comprised of a series of multiple-choice questions to measure teachers' professional and pedagogical competencies. Reading prior to the test was the preparation teachers made for UKA (Table 13). For example, knowing the schedule of the test a week prior to its actual implementation, Agus reviewed not only materials of his teaching field but also materials of other fields of study such as civics, Indonesian language, and others as informed by his friends. Agus said that before UKA he read briefly books of almost all subjects before and after his teaching duties; for

English he read his own book collections and focused more on grammar, i.e., tenses (Interview 2, August 23, 2013).

For their preparation, Ahmad, Lisa, and Risa reviewed UKA sample questions. Risa took the test in an internet-based format in 2013, and Ahmad and Lisa took a paper-based UKA in 2011 and 2012 respectively. All of them got UKA sample questions from the Internet. But, Ahmad specifically mentioned that he got UKA sample questions from SERGUR (Teacher Certification Program) website and only focused on reading questions related to English-language subject. In addition to reviewing sample questions, Lisa read previous PLPG module she borrowed from her colleagues, and Risa reviewed her English textbooks. Another teacher, Bambang, read several related sources such as his classroom teaching materials, teaching media, PTK, and teaching methods literature. Amir made a more rigorous effort in order to get sources from the Internet to facilitate his UKA reading preparation; every three days he asked his daughter to help him browse the Internet for related information about the PLPG certification program. Many times, he said, his daughter found useful information, such as the place where PLPG would be administered, teaching materials, the test and its techniques. From that, Amir reported to have learned a lot of useful information about PLPG certification and UKA in particular (Interview 2, September 5, 2013).

In addition to reading related sources obtained from the Internet, the teachers (Agus, Lisa, Risa and Amir) shared with their colleagues who had earned certification through PLPG pathway. For example, Lisa asked her fellow teachers who already took UKA questions related to UKA and PLPG, and, from them, she learned the four traits of teacher competence: professional, pedagogical, social, and personal competencies

(Interview 2, August 26, 2013). From sharing with her certified colleagues, Risa found that UKA questions were closely related to what teachers do in class (Interview 2, September 5, 2013).

However, since the information these teachers gathered was not only from their fellow certified English-language teachers but also from certified teachers of other disciplinary fields, some of the information (i.e., information from teachers of other teaching subjects in particular), misled them. For instance, Agus read various textbooks on other teaching subjects only to discover that UKA questions were related only to teaching English language. Thus, he had to rely on his prior knowledge in answering the test questions (Interview 2, August 26, 2013). Another teacher, Ahmad, pointed out that his preparation was not optimal as he mistakenly thought that UKA questions were in Indonesian language, instead of in English; he therefore struggled in understanding and answering the test questions (Interview 2, August 26, 2013).

Table 13 UKA Preparation

Participants	Preparation Method
Agus	<ul style="list-style-type: none"> • Reading: almost all of teaching subjects • Sharing with fellow certified teachers
Ahmad	<ul style="list-style-type: none"> • Reading: UKA sample questions
Lisa	<ul style="list-style-type: none"> • Reading: UKA sample questions, previous PLPG module • Sharing with fellow certified teachers
Risa	<ul style="list-style-type: none"> • Reading: UKA sample questions, English textbooks • Sharing with fellow certified teachers
Bambang	<ul style="list-style-type: none"> • Reading: his classroom teaching materials, teaching media, classroom action research (PTK), and teaching methods. • Sharing with fellow certified teachers
Amir	<ul style="list-style-type: none"> • Reading: various certification and UKA information gained from internet • Sharing with fellow certified teachers

PLPG Preparation

Together with other requirements, MOEC ranked teachers based on their UKA results to determine whether or not they qualified for taking PLPG. The Department of Education (Diknas) in cities and regencies relayed this information to school principals, who in turn informed their teachers. Agus, Lisa, Risa, and Bambang confirmed that Diknas had released the list of PLPG participants a week (four to five days) prior to the actual implementation of PLPG. Once knowing their participation in PLPG, they furnished the prerequisite PLPG documentations, such as diplomas and teaching appointment letters to the office. Having completed the dossiers, they made preparation for PLPG (Table 14).

Table 14 PLPG Preparation

Participants	Preparation Method
Agus Ahmad	<ul style="list-style-type: none">• Seeking PLPG information from fellow certified teachers• Reviewing previous final competency test questions• Enriching his English vocabulary – reading synonym/antonym and idiomatic expressions dictionaries• Making and reviewing his teaching set such as syllabus, lesson plan, and teaching materials;
Lisa Risa Bambang	<ul style="list-style-type: none">• Seeking PLPG information from fellow certified teachers• Seeking PLPG information from fellow certified teachers• Seeking PLPG information from fellow certified teachers• Reviewing PLPG basic materials downloaded from internet
Amir	<ul style="list-style-type: none">• Studying PLPG information obtained from internet• Buying various educational books• Asking his daughter studying in a university in Palembang to bring him any information about PLPG.

They mainly prepared for the training by seeking related information from their colleagues who had participated in PLPG. For example, from his fellow teachers, Agus knew PLPG procedure and that he had to be proactive during the training in order to become a more professional teacher. Lisa and Risa learned from their colleagues what to

prepare and bring to the training, the activities they would engage in, and what materials they would be exposed to. In particular, receiving her colleagues' suggestions and support, Lisa became more confident in pursuing her PLPG certification. She said:

I would survive as long as I give my best, join all PLPG materials and activities, complete all assignments, and listen to and incorporate instructors' feedback.

Importantly, PLPG is a professional development program. This is not a test.

Even if there is a test at the end, it is to evaluate what I have learned from PLPG.

(Interview 2, August 26, 2013)

Bambang received general information from his fellow teachers such as PTK, PT, and final competency test. In addition to sharing with friends, he downloaded and reviewed basic materials of PLPG from the Internet. He made preparation long before the release of PLPG implementation. Rather than consulting with his fellow teachers to prepare for PLPG, Ahmad prepared by reviewing previous final competency test questions and enriching his vocabulary (reading synonym/antonym and idiomatic expressions dictionaries) as well as making and reviewing his teaching instruments such as syllabus, lesson plans, and teaching materials; reflecting upon his first PLPG attempt, Ahmad believed that his failure was due to insufficient preparation, and he thus studied hard in order to earn certification on his second attempt. Failing to join PLPG in the previous year, Amir continued to prepare for the 2013 PLPG by searching for and studying related information, buying various educational books, and asking his daughter, who was studying in a university in Palembang, to bring him any information about PLPG when she returned home. In spite of several delays of UKA implementation, Amir never gave up believing that his turn to take PLPG would come soon, and he kept

studying at home, without wasting energy on protesting or demanding reasons behind the delays. He asserted:

It is not my business when government would implement UKG/UKA [...] my business is to teach every day. I was ready for the test any time [...] Not all teachers were successful; there were 4 unsuccessful teachers and 5 successful teachers including me. I am not afraid of the demands and challenges of PLPG because I have read a lot. It is not a matter for me. I can manage and utilize my time wisely. (Interview 2, September 5, 2013)

However, the teachers said that they did not have much time to prepare for PLPG because they were notified of their participation just four to five days prior to the implementation of the training. They spent most of the days to complete the required PLPG documentations. Lisa said “I did not have time to make reading preparation before coming to PLPG site” (Interview 2, August 26, 2013). Similarly, Bambang said that he did not really prepare for PLPG because a few days prior to the training he was busy completing and submitting PLPG requirements; it took him about four days to complete the process as he had to go from one to another place to meet some people in charge of PLPG (Interview 2, September 5, 2013).

Importantly, the teachers did not receive PLPG module and materials prior to the training as scheduled in PLPG implementation process (see 2013 In-service Teacher Certification Program Guideline, Book 1). One teacher, Lisa, mentioned that she got PLPG module/materials after she arrived at the training location, a day before the actual training. This study researcher’s observation also confirmed that the local PLPG

committee just handed out the module to PLPG participants when they arrived in the training location.

Professional or Content Knowledge

This section presents the content knowledge that the teachers reported to have learned from PLPG. By and large, the teachers agreed that PLPG was very useful because it provided them with the opportunity to enrich their professional competence. Content knowledge included text genres, four language skills (listening, speaking, reading, writing), and grammar (see Table 15). Some of them (Lisa, Bambang, Risa, Agus) said content knowledge was the most significant thing they learned from PLPG. According to Lisa, unlike curriculum or other materials that she could learn outside PLPG (e.g., from the Internet), she needed someone to help her understand content knowledge (language skills) (Interview 2, August 26, 2013). Importantly, according to Bambang, learning language skills based on texts was something that he did not have before (Interview 2, September 5, 2013). The following parts briefly discuss each of the content knowledge.

Table 15 Learning Experience as Self-Reported

Professional/Content Knowledge	Pedagogical Knowledge and Skills
Text Genres	Language Teaching and Learning:
Four Language skills:	Approach
Listening	Design
Speaking	Procedure
Reading	Peer Teaching/PT
Writing	Classroom Action Research/PTK
Grammar	The Introduction of 2013 Curriculum
	The Policy of Teacher Professional Development

Text Genres

During interviews, the teachers reported to have learned text genres from PLPG. As evidence, Ahmad said from PLPG module he learned short and long functional texts (Interview 3, August 28, 2013). Another teacher, Risa, said, “we learned those [English-language skills] skills based on texts: short and long functional texts, and interpersonal texts” (Interview 2, September 6, 2013). The reports of learning text genres were consistent with Amir’s acknowledgement that he became more understanding of such text genres as short functional texts, long functional texts and the interpersonal texts (Interview 2, September 5, 2013). For Bambang, PLPG had taught him how to teach English in light of interpersonal and functional texts, and, from it, he got exposed to different kinds of texts (Interview 2, September 5, 2013). Bambang’ daily log (September 3, 2013) mentioned that he learned concept, definition, types of interpersonal and transactional texts.

Four Language Skills

In terms of listening, two teachers – Lisa and Risa – reported to have learned the structure of listening and how to teach the skill well. For Ahmad, listening materials delivered by PLPG instructor were very useful for insights into how to effectively teach listening. He further admitted that teachers usually taught listening using sentences with some missing words and took listening materials from textbook only. From PLPG, Ahmad learned a more interactive way of teaching listening: using multimedia equipment like audiotape (CD), recorded materials, and song (Interview 2, August 23, 2013).

In terms of speaking, the teachers reported to have learned speaking based on context or texts. For example, Agus recounted that after listening to the instructor's brief explanation, he and other teachers in groups were asked to review one chapter in PLPG module about speaking, create speaking texts in line with the examples given in the chapter, and practice it; he also learned various speaking skills, such as introducing and apologizing (Interview 2, August 23, 2013). This was consistent with Lisa who reported to learn types of speaking texts and good pronunciation and the importance of careful pronunciation. She said, "if we mispronounce English words, students may misunderstand the lesson being taught and they will learn wrong pronunciation too" (Interview 2, September 6, 2013). According to Ahmad, PLPG had taught him that speaking activities and materials should encourage students to speak through roleplaying, looking for partners, and observing school environment based on a created situation.

In terms of reading, Lisa reported that she learned how to conduct reading lessons and use activities to engage students. Lisa said: "I do not want what I teach is not clear to my students. I do not want to just ask my students to open their textbook to certain pages, read, and do exercise. PLPG helped me understand [form of readings, ways of teaching reading, and reading activities]" (Interview 2, August 26, 2013). Another teacher, Agus, recounted that, over the course of reading session, he read short and long functional texts, wrote a sample of the texts, and presented the texts before the class. Thus, after having the reading materials, Agus felt determined to continue improving his reading proficiency and skill to teach reading (Interview 2, August 26, 2013).

The teachers also reported to have skills for teaching writing. For example, Lisa said she reaped important writing-related knowledge and skills such as the structure and

content of the texts and strategies to compose texts – announcement and advertisement texts – from PLPG (Interview 2, August 26, 2013). Consistently, Risa reported that she practiced how to make texts that were understandable to readers using good structure and grammar (Interview 2, September 6, 2013).

Grammar

In addition to four language skills, teachers said they improved their knowledge of English grammar. As evidence, Agus specified several aspects of English grammar and structures, such as gerund, participle and tenses; during the grammar session he was also asked to complete grammar assignments: completing sentences with appropriate words – verb, noun, etc. (Interview 2, August 23, 2013). In particular, learning that such verbs as “try” and “like” could be followed by both gerund and infinitive, he said, “These are new knowledge I learned from PLPG. So, I should remind my students about the information when I later teach them gerund” (Interview 2, August 23, 2013). This experience of learning English grammar was supported by Ahmad’s report that from PLPG he learned several aspects of grammar including gerund, verb phrases, active/passive, and that two gerunds could be used simultaneously (Interview 2, August 23, 2013).

Pedagogical Knowledge and Skills

This section presents the pedagogical knowledge and skills that the teachers reported to have learned from PLPG. The knowledge and skills included approach, design and procedure of language teaching methods, peer teaching (PT) and classroom action research (PTK), 2013 curriculum, and policy of teacher professional development

in Indonesia (see Table 15). The following sections briefly describe each of the learning experience.

Approach

During PLPG, teachers had the opportunity to review various teaching approaches. These included contextual learning, genre-based approach, cognitive approach, discovery learning or scientific approach, inquiry learning, problem-based learning approach, and project-based learning approach. For example, Ahmad reported: “We learned a number of teaching approaches such as contextual learning and cognitive behavior.” Importantly, he gave credit to these materials because it refreshed his memory; the last time he learned it was when he was pursuing his bachelor degree many years ago (Interview 2, August 23, 2013). Types of teaching approach learned from PLPG, according to Amir, included inquiry, discovery, problem-based, and project-based approaches (Teacher Log 5, September 5, 2013). Importantly, Amir said teachers should take into account five learning stages when teaching English: observing, questioning, associating, experimenting, and networking (Interview 3, September 8, 2013). Furnishing further evidence of learning teaching approach, Agus said that the new curriculum adopted the discovery learning method, which endorsed student activeness and teacher’s role as facilitator, and the teaching of language skills should be based on interpersonal and functional texts (Interview 2, August 23, 2013).

Design

In terms of design, the teachers recounted that they learned theory and practice of teaching instrument development. Teaching instrument involved lesson plan or RPP,

teaching materials, instructional media, student worksheets and assessment instruments. The teachers created instruments in line with the new curriculum guidelines during two days of workshops right before they performed their PT. Two instructors gave a brief introduction and explanation of how to design the teaching instruments, list of indicators they had to follow and complete when developing their teaching instrument, and samples of teaching instruments.

From the workshops, teachers reported to have learned theory and practice of developing teaching instruments. For example, Agus said: “We specifically made lesson plan, student worksheet, teaching materials, and assessment instruments” (Interview 3, August 28, 2013). Despite his confusion with regards to student assessment, Agus learned that assessment was done by systematically involving certain indicators and points (Interview 3, August 28, 2013). Prior to PLPG, he admitted that he had little knowledge of how to design teaching instruments. He said: “Frankly, I do not understand how to make lesson plan, syllabus and things like that (the framework and guideline), what is meant by basic competencies; therefore I still use traditional or old teaching practices” (Interview 2, August 23, 2013). In line with Agus, with PLPG tutors’ clear explanation, constructive feedback and advice, Ahmad reported acquiring knowledge and skills needed to develop RPP, teaching materials, teaching media, and became capable of creating the teaching instruments. Bambang practiced designing lesson plan based on the new curriculum: learning how to set up plan for learning activities in class, selecting teaching materials and media, and creating student worksheets as well as designing methods of assessing students’ learning process and achievement.

The consistency across the teachers' daily logs indicates that designing and developing teaching instruments was a focus in their training. For example, Lisa wrote that she learned to develop syllabus, lesson plan, and teaching materials (Teacher Log 6, August 25, 2013), and create student worksheets, instructional media, and assessment instruments (Teacher Log 7, August 26, 2013). Amir's daily logs also reported that he learned how to make lesson plan and learning materials, prepare teaching media (Teacher Log 6, September 6, 2013), and create student worksheets as well as instructional media (Teacher Log 7, September 7, 2013). Despite his appreciation of the workshops, Amir devalued the format of the workshops that prescribed teachers to write down the given RPP samples and their components, ranging from four to five pages. To him, rewriting the sample was counterproductive as he said: "I can just copy it" and "learn it little by little," (Interview 3, September 8, 2013).

Procedure

Some teachers reported to have learned effective teaching practices from PLPG but did not elaborate. For example, Agus mentioned to have learned instructional strategies and classroom management. Lisa reported that she had the opportunity to put into practice new teaching methods. Risa also in general mentioned to have learned "how to teach students English effectively by preparing good teaching instrument and improving teaching methods so that students feel motivated to learn and interested in lesson to be discussed" (Interview 3, September 8, 2013). Bambang mentioned strategies for teaching grammar in an integrated way by combining it with other aspects of

language skills (Teacher Log 2, September 2, 2013). Another teacher, Ahmad, explained how effective teaching practices should be:

To begin lesson, teachers should give students general information related to the materials of the day, review previous materials in brief, and connect it to the current topic. To end class, teachers should inform students the use or application of the materials learned in their lives. These stages, according to Ahmad, would well prepare students to study and in turn boost their motivation. (Interview 3, August 28, 2013)

Peer Teaching

At the end of PLPG, teachers performed two peer teachings (PT) during which they put into practice the teaching instrument they created in two-day workshops. The teachers stated that PTs were an invaluable experience for several reasons. First, they forced teachers to prepare in advance teaching instruments and reading materials of the day. For example, Lisa reported that the demands and challenges of PT pushed her to make a rigorous preparation, such as reviewing ways to open and end class, studying teaching strategies and materials, and sharing with fellow participants (Interview 3, August 28, 2013). In addition, PT was very useful for Lisa because it allowed her to implement the teaching instruments created during the two-day workshop and the professional knowledge studied at the first phase of PLPG (Interview 3, September 8, 2013). Another teacher, Agus, said that he prepared a teaching instrument during the two-day workshops and translated it in his PT performance (Interview 3, August 28, 2013).

For Ahmad, PT was beneficial because it required him to adjust his teaching practices, i.e., teaching approach in light of PLPG standards (Interview 3, August 28, 2013).

Another invaluable aspect of PT, according to the teachers, was the feedback given by PT assessors after their first PT performance. They were expected to incorporate the feedbacks in their second PT. For example, Agus said, after his first PT performance, the PLPG instructor suggested that he avoids teaching grammar using S+V+O formula because it might lead students to think that all sentences had to always have the structure, which was not always the case because sometimes a sentence might not have object. Incorporating the feedback, he used the S+V+etc (Object, Adverb, or Preposition) formula in his second PT. Another teacher, Ahmad, was asked to manage his teaching time wisely because his first PT implementation exceeded the allowed time; i.e., the instructor suggested that he shortens his pre-learning activity and gave more time on whilst-learning activity (Interview 3, August 28, 2013). For Amir's first PT, the instructor advised him to revise his pre-learning activities (greeting and attendant list control, telling the objectives), and to include speaking skills such as spelling and drills (Interview 3, September 8, 2013). After his first PT performance, the instructor recommended to Bambang to use simpler or "easy" words in his teaching; reflecting upon his first PT, Bambang realized that he used English words that were beyond the level of his students (Interview 3, September 8, 2013).

In summary, PT was very useful because it provided teachers with the opportunity to receive feedback from instructors concerning how they taught and conducted their class. They felt that the feedback allowed them to improve their teaching practices (Bambang, Interview 3, September 8, 2013). In other words, PT gave the teachers actual

teaching experience and an avenue to receive constructive feedbacks, making them aware of their teaching strengths and weaknesses. As evidence, after performing PTs, Lisa realized that she had potency as a teacher but needed to work harder to improve her teaching practices, pedagogical knowledge, grammatical structures and rules, and pronunciation (Interview 3, August 28, 2013).

Classroom Action Research

Another aspect teachers reported to learn from PLPG was classroom action research (PTK). To some teachers, this was a new or relatively new area. For example, Amir, the most experienced teacher participating in this study, admitted that he never had a chance to learn PTK prior to PLPG. Amir said:

This is the first time for me to join this kind of *diklat* [workshops] because the *diklat* I joined several years ago, in 1997, 1999, and 2001 were about PKG [Teacher Performance Assessment], English-language teaching development, curriculum workshop, the policy of teacher management, not about PTK. I learn something because this is completely something new to me. (Interview2, September 6, 2013).

For Lisa, although she knew PTK a little bit prior to PLPG, she agreed that PTK was one of the most significant things she learned from PLPG because, unlike previous trainings and workshops she attended that just gave theoretical information about PTK, PLPG provided her the experience to learn both PTK theory and practice: “We were asked to create PTK proposal”, she (Interview 2, August 26, 2013) said. Likewise, according to Agus (Interview 3, August 28, 2013), PTK was important because he got the opportunity

to design PTK proposal, which he never had in his previous professional developments. Having learned how to conduct PTK, Bambang accounted PTK as a useful tool for teachers to evaluate their teaching practices and student learning – a medium of self-reflection (Interview 2, September 5, 2013). Cited the importance of PTK, Risa was concerned with the scarce availability of PTK workshops or trainings for teachers, which she believed was one of the main reasons why teachers had poor knowledge and skill about PTK (Interview 2, September 6, 2013).

In addition to making PTK proposal, subsequent to PLPG, the teachers were able to mention the definition and purpose of PTK. As evidence, Agus said “PTK is classroom action research where teachers investigate problems in their classrooms that potentially impede or hinder teaching process and students’ learning” (Interview 3, August 28, 2013). In Lisa’s words, “PTK is classroom action research aimed to improve students’ learning and teacher’s teaching, and to measure how well the teaching methods used work, i.e., students understand what a teacher has taught” (Interview 2, August 26, 2013).

The Introduction of 2013 Curriculum

The teachers expressed that PLPG had offered them essential information pertinent to 2013 curriculum, opening their horizon about the current teaching paradigm and the thinking behind the new curriculum. For example, after having the session, Bambang said he knew what approach to use in teaching and how to deliver teaching materials based on text examples. Likewise, Agus said: “in general, what I learned from the new curriculum was that it adopted the discovery learning approach where students were encouraged to be active (to look for knowledge) and teachers positioned themselves

as a facilitator helping students to actively learn” (Interview 2, August 26, 2013).

Similarly, according to Risa, the new curriculum prescribed student-centeredness in the teaching of English where teachers assisted students in playing an active role and taught language skills in an integrated way, and subject lesson should promote students’ good attitude. Similar to Risa, Amir concluded that (1) the new curriculum emphasized nurturing student’s attitudes, which he believed was one of the major issues that frequently hindered his teaching, and (2) it prescribed teachers to autonomously look for teaching materials from various sources, and he believed this would encourage teachers to be diligent and responsible for their teaching. Another teacher, Ahmad, recognized the practicality of the curriculum; i.e., teachers needing to develop teaching instruments, and search for media and materials in light of the targeted theme (Interview 3, August 28, 2013).

However, some teachers pointed out several drawbacks of the new curriculum. For instance, Lisa pointed out that, in spite of its relative similarities, the new curriculum differed from the previous one in terms of RPP format and the starting point; i.e., in the previous curriculum teachers started from teaching materials while, in the current one, teachers started from syllabus. Lisa argued that the new curriculum was more convoluted than the previous one:

Now we have to include core competency [responding and practicing the teachings of religion]. I do not know how and where to enclose the core competency in teaching materials. I think it is easier to start by looking for teaching materials than creating syllabus; what if we have syllabus but no materials. (Interview 2, August 26, 2013)

In line with Lisa, Amir in his daily log (September 1, 2013) highlighted the difficulty of implanting the religious values and good attitudes included in the new curriculum to teaching materials and classroom activities.

The Policy of Teacher Professional Development in Indonesia

All of the teachers reported to have learned about teacher professionalism at the beginning of PLPG. For instance, Agus reported that he became aware of a detailed picture of an ideal teacher; in his opinion, a good teacher not only delivered instructional material but possessed personal qualities – there are things that he should and should not do (Interview 2, August 23, 2013). Ahmad became aware of the Teacher Law, which recognized teachers as professionals with the primary tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students (Teacher Log 1, August 20, 2013). Having learned the material, Ahmad emphasized one of the core characteristics of a professional teacher: being well prepared before teaching. Two things Lisa learned from the course were that teaching according to legislation was a profession and thus teachers had to undergo certification and that a professional teacher was expected to perform effective instructional practices (Teacher Log 1, August 20, 2013). As professionals, teachers should ensure the correctness as well as clarity of the subject lessons instructed to students because often students took for granted what their teachers taught to them, Agus added (Interview 2, August 23, 2013).

Preparation for Final Competency Test

To face the final competency test, the teachers prepared in several ways (Table 16). First, they read the PLPG module. For example, Bambang planned to focus on

certain definitions, and Lisa on the key points. Amir read the guidelines, outline, and chapters (subtopics) in PLPG module. Secondly, the teachers met in study groups with their fellow PLPG participants, i.e., sharing each other knowledge and information pertaining to the test. For example, Risa discussed the areas or topics commonly asked in the test with her colleagues who had taken PLPG previously and with her PLPG classmates and roommates. Bambang shared with fellow participants, information from an online national final test that he'd heard was similar to UKA (aka UKG); however, he said he would treat the information with caution because it might not be correct. From his colleagues, Agus learned that the final test would be in English-language.

Table 16 Final Competency Test Preparation Method

Participants	Preparation Method
Agus	<ul style="list-style-type: none"> • Group study
Ahmad	<ul style="list-style-type: none"> • Recalling previous knowledge • Maintaining physical health
Lisa	<ul style="list-style-type: none"> • Reading PLPG module • Maintaining physical health
Risa	<ul style="list-style-type: none"> • Group study
Bambang	<ul style="list-style-type: none"> • Reading PLPG Module • Group study
Amir	<ul style="list-style-type: none"> • Reading PLPG module • Recalling previous knowledge

In addition, the teachers recalled their prior knowledge acquired from their teaching experiences, PLPG preparation or from previous PLPG attempt. For example, Amir recalled the knowledge and experiences he got from his years of teaching service. Recalling his previous PLPG experiences, Ahmad knew the general picture of the final test: the local test was in essay format, the final test covered four teacher competencies, function of curriculum, use of curriculum, and PTK. Finally, as part of their final test

preparation, Ahmad and Risa in particular mentioned maintaining physical and mental health.

Demands and Challenges of PLPG

As PLPG is a rigorous and demanding process, the participants reported several problems and challenges during their PLPG endeavor. Table 17 below shows the problems and challenges.

Table 17 Demands and Challenges of PLPG

Participants	Demands and Challenges
Agus	<ul style="list-style-type: none"> • Understanding PLPG materials delivered by instructors • Understanding PLPG conceptual/theoretical materials
Ahmad	<ul style="list-style-type: none"> • Understanding grammar and listening • Understanding theories of language materials
Lisa	<ul style="list-style-type: none"> • Speaking in English, especially during PT • Conducting PT
Risa	<ul style="list-style-type: none"> • Understanding PTK concept • Making PTK proposal
Bambang	<ul style="list-style-type: none"> • Making PTK proposal in a limited amount of time • PLPG instructors' divergent opinion pertinent to technical terms/aspects of RPP
Amir	<ul style="list-style-type: none"> • Having no laptop • Having little no knowledge in operation of laptop

For instance, Agus encountered difficulty getting the gist of materials delivered by PLPG instructors. He said: "I am not really able to grasp the points mentioned by instructors when they talked too long" (Interview 2, August 23, 2013). Three major things contributing to this problem, according to Agus, were the high level of content difficulty, use of complicated language by the instructors, and time limitation. Liking demonstrative activities such as discussion and sharing, Agus considered conceptual/theoretical materials and tasks such as designing teaching instrument as the most difficult aspect of PLPG (Interview 3, August 28, 2013).

For Ahmad, areas of difficulty of PLPG were related to grammar and listening. He attributed grammar difficulty to inadequate reading practices, and listening challenges to age-related poor hearing (Interview 2, August 23, 2013). Additionally, consistent with Agus, Ahmad considered language theory the most difficult. He attributed this to the instructors' use of language and the time limitation. In particular, Ahmad complained that the choice of language used by the instructors in explaining the material was hard to follow and suggested they use Indonesian language when describing important and difficult points of the materials, like some instructors of other materials did (Interview 3, August, 23, 2013).

Lisa found speaking in English her most challenging component, especially conducting PT in English. She said: "I am not afraid of making RPP, syllabus or others but of how to explain my teaching materials in English" (Interview 2, August 26, 2013). Her low speaking proficiency made her shy and anxious about performing PT in front of the instructor and fellow candidates. Her high level of anxiety in facing PT was indicated by her cry during the interviews with this study researcher. When asked the most difficult thing about PLPG at the end of PLPG, Lisa consistently considered PT as the most demanding part. She said: "The most demanding assignment was speaking in English during PT [...] I was afraid of making pronunciation and grammatical mistakes because I am not good at speaking" (Interview 3, August 28, 2013). She shared that her poor speaking proficiency might be due to lack of opportunities to speaking English.

Risa regarded PTK as the difficult part of PLPG because she had little knowledge and experience about it. Unfortunately, according to Risa, she had a very limited amount of time to study PTK concepts and make the PTK proposal. She said: "One day was not

enough to create a PTK proposal (Interview 2, September 6, 2013). Therefore, while becoming more knowledgeable of the structure of PTK proposal and method of conducting PTK, she admitted that her PTK proposal was far from being perfect because it still contained a lot of mistakes and weaknesses. In addition to time limitation, Risa complained that PTK instructor did not clarify, which aspects of the proposal would be assessed until the session was almost over, shocking her and fellow PLPG participants as they had to make last minute changes to align their proposal with PTK assessment form.

Relatively similar to Risa, Bambang expressed concern about the tight schedule of PTK session. He thought it would be better if they got the theory of PTK first in one day so that they had enough time to study the material and plan their topic and wrote their proposal. This would allow adequate time for the systematic, well-referenced way that was expected of them. They had not been aware of these expectations beforehand, and this contributed to their dissatisfaction with the time allotted (Interview 2, September 5, 2013). Although he reported having no significant problems, Bambang mentioned PLPG instructors' divergent opinions with regard to technical terms/aspects of RPP in 2013 curriculum; that is, where they had to put the stages of exploration, elaboration, and confirmation in RPP while they also had to divide RPP into pre-, whilst, and post-learning activities. The two instructors were still in doubt about which one should be put in the step part (Interview 3, September 9, 2013).

Unlike others, Amir reported to have no difficulty in terms of understanding PLPG materials and assignments. Amir said: "My difficulties are not in those ways but my problem is [that] I haven't got my computer/laptop myself" (Interview 2, September 5, 2013). In addition, according to him, although he had learned how to operate laptop

little by little, he was still unable to operate computer (typing) without the help of others. To put it in his words, “operating computer, typing, looking for information [in the Internet] are all things that are completely new to me” (Interview 2, September 5, 2013). Interestingly, when asked about the most difficult part of PLPG, Amir chose copying RPP in hand writing. He said that it was a boring, troublesome, and useless activity that did not teach teachers to be creative (Interview 3, September 9, 2013).

Ways Used to Cope with PLPG Demands and Challenges

In dealing with problems and challenges encountered during their PLPG journey, the teachers incorporated several strategies. Table 18 below shows the ways the teachers employed to cope with PLPG demands and challenges.

Table 18 Ways to Cope With PLPG Demands and Challenges

Participants	Ways to Cope with PLPG Demands and Challenges
Agus	<ul style="list-style-type: none"> • Sharing with roommates and fellow teachers • Consulting with PLPG instructors
Ahmad	<ul style="list-style-type: none"> • Using dictionary for difficult words • Sharing with roommates and fellow teachers • Consulting with PLPG instructors • Managing time wisely • Spending extra time studying beyond classroom
Lisa	<ul style="list-style-type: none"> • Copying PLPG material to flash drive • Sharing with roommates and fellow teachers • Spending extra time studying beyond classroom
Risa	<ul style="list-style-type: none"> • Memorizing commonly used English instructional terms • Sharing with roommates and fellow teachers • Consulting with PLPG instructors
Bambang	<ul style="list-style-type: none"> • Spending extra time studying beyond classroom • Managing time wisely
Amir	<ul style="list-style-type: none"> • Borrowing fellow teacher’s laptop

Sharing with fellow PLPG participants and roommates was the first strategy used by the participants to cope with PLPG demands and challenges. For example, Agus and

his roommates asked questions and reviewed material they had just learned as well as previewed the next day's material. This helped him comprehend previously learned material and offered insights into what to prepare for the material to come. Similarly, Ahmad relied on his classmates and roommates for help with his grammar and listening weaknesses. Lisa asked her friends to check her pronunciation before conducting her PT. To overcome her little knowledge of PTK, Risa discussed PTK materials with her classmates and roommates. The second method exercised by the teachers to solve their problems was to consult their PLPG instructors. For example, Agus asked his instructors to further explain theoretical materials they taught and, since the instructors were mostly his previous undergraduate study lecturers, he was not reluctant to approach them. Ahmad and Lisa consulted their instructors about the format of RPP and PT. Having consulted her instructor, Risa received useful suggestions about PTK, making her more informed about what PTK is, how to conduct PTK, and possible topics for her PTK.

Careful time management was another strategy the teachers used for relieving the PLPG demands and challenges. By doing so, Ahmad was relatively able to catch up with all of PLPG materials and assignments. Bambang spent some of his sleeping time to look for PTK materials from the Internet and learn it more. Bambang indeed realized the fact that the schedule of PLPG was very tight and relying solely on in-class lesson would not be enough to improve his professional and pedagogical competences; thus he took some portion of his sleeping time wisely to review PLPG materials and do PLPG assignments.

Closely related to time management, some of the teachers spent extra time studying the PLPG module. For instance, Ahmad reread the parts on grammar, listening, and theoretical materials that he had problem with, and looked for further information

about it through the Internet. To comprehend PT materials more, Lisa reviewed the materials multiple times; going over PT materials she had learned in class made her more confident to perform her PT. Likewise, Risa invested extra time to review PLPG module and related books, and to complete course assignments; in particular, to deal with PTK materials and assignment, she went over the stages of PTK, its implementation, and ways to improve students' language skills (e.g., writing skill) to help her make her PTK proposal.

In addition to the abovementioned strategies, some teachers integrated other methods of coping with the demands and problems related to PLPG. For example, when having problems related to vocabulary, Agus consulted his dictionary. To facilitate her PT, Lisa studied and memorized the English instructional terms commonly used in teaching. To compensate for his sight and hearing problems, Ahmad used his flash drive to copy the material taught by PLPG instructors, save it in his computer, and review it later. Ahmad also took notes on the course material and compared them to PLPG module to help him understand the materials more. To deal with his inability to use computer or laptop, instead of projecting his teaching media through in-focus, Amir instead used two printed pictures as his teaching media during PT.

Summary for Research Question 2

The second research question is: What do English-language teachers learn during the training? It is further divided into two subsidiary questions: a) What knowledge and skills (opportunities to put knowledge into action) do these teachers learn during the training as observed? and b) What knowledge and skills (opportunities to put knowledge

into action) do these teachers learn during the training as self-reported? As observed by the researcher of this study and self-reported by the teachers during interviews and in their daily logs, several types of knowledge and skills the teachers learned from PLPG emerged in the study. The learning experiences as observed appeared to be consistent with those reported by six PLPG participants. They included (1) professional knowledge – text genres, four language skills, and grammar, and (2) pedagogical knowledge and skills – approach, design and procedure of language teaching method, peer teaching (PT), and classroom action research (PTK), and the policy of teacher professional development. However, one learning experience, the introduction of 2013 curriculum, came into surface during teacher interviews. It was actually listed as one of the courses offered in PLPG; however, the researcher of this dissertation was not able to observe the course due to administrative reason. The study findings also indicated that the teachers reaped benefits from UKA and PLPG preparations prior to the training and final competency test preparation as these preparations enrich their knowledge and skills, the professional knowledge in particular.

Research Question 3:

How do these teachers view PLPG as professional development?

In order to answer the question, I mainly drew upon data from interviews with six PLPG participants. The participants' PLPG results were also analyzed to clarify their response. The interviews aimed to find out the teachers' opinion pertinent to PLPG as a professional development program with a particular focus on their view with regards to

the interactive dynamics of rigor, reward, and professional risk of PLPG and how these dynamics influence their learning. Related aspects such as teachers' motivation, expectations after PLPG, impressions toward PLPG and the fit between their teaching practices and PLPG standards were first uncovered in brief. In the following, I present the teachers' motivation for getting PLPG certification, expectations after completion of PLPG, impressions of PLPG, self-teaching practices and certification standards, three dynamics of learning leverage of PLPG, and the most influential dynamic as well as learning leverage display for each teachers.

Teachers' Motivation for Getting PLPG Certification

In terms of motivation, teachers sought PLPG certification mainly due to three reasons: to increase their competence, improve welfare, and build a network (Table 19). The following sections describe the three kinds of motivation in brief.

Table 19 Teachers' Motivation for Getting their Certification

Teachers	Motivating Factors		
	Upgrading Competence	Increasing Welfare	Building Network
Agus	Secondary	Primary	
Ahmad	Primary	Secondary	
Lisa	Secondary	Primary	Additional
Risa	Primary	Secondary	Additional
Bambang	Primary	Secondary	
Amir	Primary	Secondary	

Upgrading Competence

The most important motivation for Ahmad, Risa and Bambang as well as Amir for seeking their PLPG certification was the opportunity to upgrade teaching knowledge

and skills. For instance, as the first teacher in his school to earn certification, Ahmad wanted to acquire fresh knowledge and share it to his fellow teachers. More specifically, Risa hoped from PLPG to learn better ways of making teaching instruments such as lesson plan and syllabus and be a better English-language teacher. She said: “I have taught for nine years and I feel ashamed if I do not teach professionally,” (Interview 1, September 3, 2013). Similarly, Bambang acknowledged that, despite his ten years of teaching service, he was still not sure of effective instructional practices. Constantly meeting students with various personalities and characters, he believed that teaching was not a static activity. He further argued that “teaching strategy, activity, lesson, and media I plan for a class might not be applicable for other classes and often time I had to improvise because my plan did not work as it was supposed to. I understand that what I think good for students is not always the case” (Interview 1, September 2, 2013). He was thus convinced that joining PLPG would help him become a more effective teacher. In spite of more than 20 years of teaching experience and being more than 50 years of age, Amir did not want to stop learning; due to time and financial restriction, pursuing PLPG certification was the most feasible way for him to improve his teaching knowledge and experience. For him, “knowledge is more essential than title, although title is also important” (Interview 1, September 2, 2013). Thus he would be very happy to join other teacher professional development programs even if he had to spend his own money. For Agus and Lisa, gaining new knowledge and skills was their second motivation for getting PLPG certification.

Increasing Welfare

All of the participants agreed that salary increase was important. However, Agus and Lisa cited this as their primary motivation for seeking certification. Agus believed that extra income after earning certification would improve his economic conditions. Lisa said she wanted a salary increase to fulfill personal and professional needs, which included buying teaching materials and equipment on which it was not feasible to spend her personal money. She said that she planned “to use some amount of the certification allowance to buy teaching aids and facilities including laptop, in-focus projector and other items for teaching” (Interview 1, August 21, 2013).

Ahmad, Risa, Bambang and Amir did not discount the fact that additional monetary gain was also a driving force in their pursuit of certification. According to Ahmad, everyone should want to increase standard of living. He said: “If I pass this PLPG successfully, I will get additional income and in turn increase my family prosperity” (Interview 1, August 21, 2013). In line with him, Bambang contended that as a professional, teachers should receive a good salary because, being professional required investments. He said teachers had to spend more time, more effort and of course more money to support their teaching, such as buying a laptop, getting internet connection for browsing teaching materials or getting related information, buying and making teaching materials and media.

Building Networks

Building network ties to other teachers in similar fields of teaching was another motivation for the teachers in seeking PLPG certification, at least for Lisa and Risa. Lisa

said that if she had not joined professional development programs such as seminar, training and workshop, she would have become narrow-minded and had no friends. PLPG gave her the opportunity to get to know others and share knowledge, skills, and teaching experiences. Similarly, Risa wanted to meet other teachers in the same disciplinary field during the training to share each other's experiences. By so doing, according to her, she could gain invaluable information and experiences from others concerning how they taught and handled their class, which could be applied in her actual classroom.

Teachers' Expectations after Completion of PLPG

In addition to sharing their motivation for getting PLPG certification, the teachers expressed their expectations after they completed the training. All of them hoped to become an accomplished English-language teacher subsequent to their PLPG. Lisa was optimistic that she would become more confident of herself and her teaching ability because PLPG would push her to learn and try. She hoped to know better how to effectively teach English in class and implement what she had learned from PLPG in her actual classroom. Relatively similar, Risa wished to acquire more effective teaching knowledge and skills and theory and practice of teaching instrument development including lesson plan and syllabus. In addition to increasing his professional and pedagogical knowledge, Bambang expected to learn the 2013 curriculum in a comprehensive way.

In addition, subsequent to PLPG, the teachers wanted to empower others – fellow teachers and school staff in particular – by sharing their PLPG learning experience. For

example, Amir would like to apply his PLPG experiences in class and encourage his colleagues to practice the same thing. He wanted to convince his colleagues that teaching was actually very interesting. Amir stated: “Teaching is very enjoyable, challenging, and artistic too if teachers understand and are able to learn. In class, I sometimes act as a singer, a dancer, a speaker, a parent, and a friend of my students so that my students are open-minded to me and I am open-minded to them too, although sometimes I get angry too” (Interview 1, September 2, 2013). Just like Amir, Ahmad planned to pass on what he got from PLPG to his colleagues, particularly temporary English language-teachers. For him, one of the effective ways to share his PLPG experiences to his school community (teachers, staff, principal, and school foundation) was through meeting, either between principal and English-language teachers or between principal and the whole teachers in the school. Another teacher, Lisa, said: “I want to collaborate with my fellow teachers at school to improve our professional and pedagogical competences by sharing new things I learn from PLPG,” (Interview 1, August 21, 2013).

Teachers’ Impressions of PLPG

At the beginning and end of PLPG, the teachers were asked about their impressions of the program (Table 20). The following sections briefly describe these.

Table 20 Teachers' Impressions of PLPG

Participants	Initial Impressions	Impressions after PLPG
Agus	Impressed by PLPG tutors' instructional practices and classroom management including the materials	Satisfied with the training as he got valuable knowledge and skill
Ahmad	Happy with the work by PLPG committee and tutors/assessor but not with the tight schedule of PLPG	Impressed by knowledge and skills learned but unsatisfied with himself due to his inability to gain content knowledge and teaching methods offered by PLPG maximally.
Lisa	Feeling anxious prior to PLPG, then happy with PLPG organization, supportive PLPG tutors and participants	Impressed by some PLPG instructors who were helpful and informative. Felt unhappy with some of the instructors for their unclear and boring teaching styles.
Risa	Impressed by PLPG tutors' ways of teaching and suggestions	Impressed by PLPG for the knowledge and skills learned from
Bambang	Unhappy with some of PLPG tutors' performance as most of them just transferred the materials	Impressed by the experiences of making lesson plan and doing reflections on his teaching practice
Amir	Happy with PLPG contents and materials but not with the tight schedule of PLPG	Impressed by some of PLPG tutors for their funny, democratic, open-minded, communicative, and humorous ways of teaching including their directness, frankness, and professionalism.

Initial Impressions

Most of the teachers expressed positive impressions about their initial PLPG experience (Table 20). As evidence, Agus acknowledged that his first two-day training was very impressive as PLPG instructors' instructional practice, classroom management, and materials, were outstanding demonstrations of effective teaching practices. Reflecting upon his previous teaching methods and administration of teaching instruments, Agus found many shortcomings in his instructional practices, as echoed by his phrases of "How very stupid I am!" and "Could I be like them [PLPG tutors]?" (Interview 1, August 21, 2013). He promised to put into practice the experience in his actual classroom. Relatively similar, Risa acknowledged to have learned a numbers of things, making her much more open-minded. For example, from instructors' teaching

practices and suggestions, she realized that she should improve her routine teaching practices.

While impressed by the administration of PLPG in class or beyond, Ahmad felt uncomfortable with PLPG time allocation, which was very short and dense, and very exhausting for participants. Consistently, comparing PLPG with the teacher professional development program (PKG) he joined ten years ago, Amir criticized the tight schedule of the program; he asserted: “while the content/materials of PLPG are better than those of PKG, the duration of time is shorter than PKG, which was from 7:00am to 09:00pm,” (Interview 1, September 2, 2013).

Another teacher, Lisa, shared how anxious she was prior to the training due to a lot of inaccurate information about PLPG she got from her colleagues. In fact, after she experienced it, PLPG was not as terrifying as she had thought. She was in fact very happy with the good administration of PLPG, supportive fellow participants, and helpful PLPG instructors. Contrary to Lisa, Bambang criticized PLPG instructors’ performance, claiming most of them just transferred the materials written in module to the participants. He argued: “Actually, what we need is to understand the materials because if the materials are only as written in the textbook or guidebook, we can read it by ourselves. But [what we need are] something we don’t know, something that is far beyond the written materials that I do hope I will get from all of the instructors and PLPG” (Interview 1, September 2, 2013). He did, however, acknowledge the high quality of some of PLPG instructors, who, he said, helped broaden his horizon on how to become a professional English-language teacher.

Impressions after the Program

When asked about their impression of PLPG at the end of the program, despite some criticism, the participants mostly indicated their high appreciation toward their PLPG experience (Table 20). For example, Bambang highly valued the experience of making lesson plans and doing reflections on his teaching practices. He said: “I should always reflect on what and how I taught for the sake of my students’ learning” (Interview 3, September 9, 2013). He argued that many teachers just copied teaching instruments from others and applied them to their classrooms without attempting to make changes to fit their students’ needs and interest. In fact, according to him, each school had different characteristics and problems, and what worked in one school might not work in others. For Ahmad, despite valuable knowledge and skills learned, he noted many offered in PLPG were relatively similar to those of his bachelor’s degree program; he then expressed his dissatisfaction with himself due to his inability to gain a maximum amount of content knowledge and teaching methods offered in PLPG.

Amir, expressed his positive impression toward some of PLPG instructors: one was for his funny, democratic, open-minded, and communicative way of teaching; another one was for his directness, frankness, and professionalism; and the last one was for his humorous style of teaching, giving so many kinds of educating jokes making his class attractive. Another teacher, Lisa, recognized that some of PLPG instructors were helpful and informative.

PLPG also impressed the teachers because it provided them with the opportunity to meet and work together with other teachers in similar disciplinary fields. For example, Agus highly valued the chance of getting to know teachers from other schools and

regions. Amir highlighted the benefit of group works with other teachers and the harmony or togetherness among participants during the training.

Despite the aforementioned positive impressions, the participants also put forward some reservations about their PLPG experiences. For instance, Ahmad commented on the lack of facilities (e.g., the absence of tables and chairs in the bedrooms), which made it difficult to study and do homework after class. Risa complained about the tight schedule of PLPG; there were many things to learn and a lot of assignment to do in a very short period of time. Lisa felt unhappy with unclear and boring teaching styles of some of the PLPG instructors.

Self-Teaching Practices and Certification Standards

When asked in the middle of their PLPG about the fit of their teaching practices with the standards of PLPG, the majority of them claimed that their teaching practices already aligned to PLPG standards. For example, Ahmad claimed so because he already incorporated teaching instruments that aligned with the current curriculum (aka. KTSP curriculum) in his teaching; i.e., he made RPP and teaching materials based on the curriculum. Instead of using one textbook, he used multiple sources selected according to the criteria of SKL, SK, and KD learned from MGMP and PKG training. Importantly, he had put into practice the materials he learned from his previous PLPG such as teaching models in his class. Also, he said that he had learned the exploration, elaboration and confirmation procedure from his previous PLPG.

Another teacher, Lisa, claimed that in spite of her weakness in some areas such as speaking ability, she was good at reading and listening skills. She said that her teaching

practices thus far matched the standards of PLPG. However, she was concerned very much with PT because she had been informed that some of the PT instructors would be very rigorous and highly demanding. For example, she said, last year there was one teacher who passed out during PT because his/her instructor was not nice. She did hope to get supportive instructors in her PT who would give her constructive feedback and suggestions.

Risa was aware that PLPG standards of teaching practices were very high. However, she believed that with the use of the new 2013 curriculum, the teaching and learning process should be more practical. Although she was happy with the new curriculum, she would still use the old curriculum after PLPG because her school did not use the new curriculum yet. However, she would of course integrate some aspects of the new curriculum in her teaching, such as ways to foster students' in-class active participation. In general, she claimed to be able to catch up with the teaching standards of PLPG, which demanded teachers to be creative and learn new ways to motivating students and of making class active. Nevertheless, according to her, motivating students to learn was not an easy thing to do due to a number of reasons – students' demographic backgrounds (culture and economy) and inadequate facilities. Despite the fact that she had implemented creative attempts such as incorporation of teaching aids, she continued to face this issue and she therefore took “Increasing Students' Speaking Ability” for the topic of her PTK proposal, and was deemed to conduct it subsequent to her PLPG.

Interestingly, Bambang, who was one of the strongest PLPG participants, thought that he still needed to improve his teaching practices in order to fit the standards of certification. Although he knew some concepts of teaching, he admitted that he just

taught his class based on knowledge and skills he had learned during his bachelor program and based on the teaching practices demonstrated by his previous teachers or lecturers. Bambang shared that his teaching plan sometimes did not run as well as planned, and he tended to resolve the problems similar to what his teachers or lecturers did or based on his previous teaching experiences. Therefore, he worked hard to catch up with the teaching standards of PLPG.

As one of the most experienced teachers, Amir acknowledged the incompatibility between teaching practices and teaching materials used in his school and those required by PLPG. The teaching practices and teaching materials in his school did not align with PLPG standards because his school and most of his fellow teachers were still practicing the old curriculum. His school principal, according to him, also contributed to the condition because he did not encourage teachers to catch up with the standards of the current curriculum. With regard to teaching practices, Amir admitted that his previous teaching practices were still out of date and not actually so good compared to his fellow teachers' teaching practices because of the fact that at that time he did not use any kinds of modern teaching media because he could not afford to do so. He went on to say that, unlike the other PLPG participants, he had no own laptop/computer, new books, and personal Internet access. As the result, he had not enough information, knowledge, teaching materials, and teaching media, which in turn influenced his teaching preparation and experience.

The last teacher, Agus, confessed that he would only use whole teaching instruments when school principal or supervisor observed his teaching. For example, according to him, when he got informed that in two days his headmaster would supervise

his class, he then prepared his teaching instrument. Otherwise, he just taught based on textbooks and hardly ever incorporated teaching media to his class. In short, he acknowledged that his teaching standards to date might not yet fit the standards of PLPG. However, he was determined to gradually improve his teaching practices to align with the PLPG standards.

The Learning Leverage of PLPG

Drawing on learning leverage interpretive tool (Hunzicker, 2008a, 2011), this section shows the teachers' views of rigor, reward, and professional risk of PLPG and how these dynamics influenced their learning. The following parts briefly describe each of the dynamics, the most influential dynamic, and the learning leverage display for each teacher.

Rigor of PLPG

Rigor is pertinent to the high standards and expectation of PLPG certification program. Agus said that PLPG had standards and expectations that are not easy to align with. For him, these were good for measuring the quality of Indonesian teachers because PLPG was aimed to improve their quality and professionalism. So, teachers, according to him, should meet high standards and expectations of PLPG in order to earn certification. However, the high standards and expectations were not something he was afraid of; he said, "this [high standards and expectations of PLPG] is not something to be afraid of and the most important thing is that I am ready and will keep trying to improve my professionalism and quality" (Interview 3, August 28, 2013). Since failing PLPG after 10

days of struggle was not an option for him, Agus was motivated to study and try harder in order to align himself with PLPG standards and expectations.

For Ahmad, it was his second PLPG attempt and he was aware that his previous failure was mostly due to his inadequate preparation. Learning from his previous experience, he made more thorough preparation and completed all the needed requirements. With regards to the rigor of PLPG, he said, “I am okay with the high standards and expectations of PLPG because I believe I have met the standards and expectations” (Interview 3, August 28, 2013). Ahmad further said that he was not afraid of or stressed by the high standards and expectations of PLPG; these even motivated him to complete PLPG requirements including assignments and rules, and he was thus convinced to have aligned with these standards.

Lisa believed that she would be able to meet the standards and expectations of PLPG. However, she worried about the final competency test at the end of PLPG; not yet knowing what to expect on the test, she predicted that the questions would be related to topics/aspects she learned before relatively similar to UKA. Importantly, Lisa acknowledged that she struggled to meet the high standards and expectation of PLPG, and the process of struggle was very arduous, making her anxious. To align with the standards, she asked PLPG tutors when she had problems or questions, shared with friends/colleagues, and took breaks as necessary. She confessed that she sometimes cried to help her relieve the pressure of PLPG.

Another teacher, Risa, admitted that the high standards and expectation of PLPG became a problem for her. She found that some of her fellow teachers failed on their first PLPG attempt. This indeed decreased her sense of conviction, and she started asking

herself whether or not she would be able to earn her certification. However, since she wanted to align herself with the PLPG standards and expectations, she became more disciplined, responsible, and motivated to study. In other words, the high standards and expectations of PLPG motivated her to study and try harder in order to earn certification.

For Bambang, having a high standard was a good thing because learning started with and required high standards and expectations. For him, as a never-ending process, learning could occur in any time and place. As one of the places for teachers to learn, PLPG should recharge teachers' motivation to teach and improve teachers' professional and pedagogical competencies. The high standards and expectation of PLPG boosted his motivation to learn and much of the learning experiences would appear in the final competency test, which in turn help him earn his certification. However, according to him, motivation came from the teacher him/herself. To put it in his words "motivation is not about what PLPG asks from me but I believe that I have to be responsible for everything I do" (Interview 3, September 9, 2013).

As an experienced teacher, Amir thought the standards and expectation of PLPG did not seem that high. He said that most of his fellow participants had a sense of conviction to pass their PLPG, but they had little motivation to work hard because they thought that they would all pass it at the end. As evidence, those who failed PLPG last year were invited to take PLPG again this year without any test. Although this actually was not a good thing, Amir understood how difficult it was for them, especially senior teachers, who were unable to give their best effort again, to earn certification. For them, according to Amir, the most important thing was perhaps just to undergo PLPG smoothly and not to retake PLPG in the following year. Apart from his sense of conviction to have

met the standards and expectations of PLPG, Amir joined all of PLPG activities, complete the assignments, and read books or materials related to PLPG before going to bed. Rather than wondering about his ability to align with PLPG standards and expectations, he instead worried about his fellow friends' ability to face the final test because he knew that many of them were not sufficiently proficient in English.

Reward of Earning PLPG

Reward from earning PLPG certification included receipt of the title of certified teacher and extra income. Although improving his teaching competence was his main goal of taking PLPG, Agus admitted that receiving additional income and holding the title of certified teacher were very important for him. These rewards of earning certification strongly motivated him to work hard to earn it. However, according to him, meeting the high standards and expectations of PLPG was much more important than getting the title and additional income because his main goal was basically to look for knowledge. Agus emphasized that he did not want to simply pass PLPG and earn his certification without improvement; he hoped to get more knowledge so that after PLPG, when others asked him what he experienced, he could explain the materials and skills he learned.

Getting the title of certified teacher and additional income is very important for Ahmad. First, according to him, teaching thus far had been an informal occupation, but through certification, teaching was formally acknowledged as a profession by institution, government, school, and public. Professional teachers, those who hold the Educator Certificate, would improve the academic performance of their students. In addition to

recognition, certification was the way used by government to increase the welfare of teachers as, once certified, teachers received additional income. The title and the salary increase in particular had to be accountable to institution (Diknas), government, and especially God. Ahmad said, “if teachers cannot account for the additional income earned from certification, they just like stealing money from government” (Interview 3, August 28, 2013). In terms of the additional income, Ahmad said that the salary he earned from teaching was enough for him and family, and the additional income from certification would make his family’s financial situation even better. Holding the title of certified teacher and particularly receiving salary increases motivated him to study in order to earn his certification.

The reward of certification, receiving salary increase, was important to Lisa. She said that the extra income would help her improve her teaching practices in several ways. First, she could use the additional salary to buy teaching equipment such as laptop, printer, and in focus. In addition to support teaching practices, the laptop and printer could be used to make RPP. Additionally, some portion of the extra salary could be used to purchase books and other teaching sources. Buying the equipment and teaching sources using her own money received from her current salary was not feasible because (1) laptop, printer, and in focus were very expensive; and 2) English textbook and related teaching sources often changed or needed to be updated from year to year in line with the demands of the times and the needs of students. Thus the extra salary was very important for Lisa, and it motivated her to give her best effort in order to be successful in the pursuit of her certification.

Similar to Agus, Ahmad, and Lisa, holding the title of certified teacher and receiving additional income were very vital to Risa. It was so, according to her, because, first, teachers holding the certificate of educator were recognized as accomplished teachers. In addition, extra income would improve teachers' teaching practices in the way that she could allocate the extra money to buy new book or create interesting teaching materials/media, which would motivated her students to learn. Thus, holding the title and receiving additional income motivated her very much to pass PLPG. She said, "I want to get the certificate, be acknowledged as a competent teacher, and receive salary increases to improve my teaching practices and family's financial condition" (Interview 3, September 9, 2013).

Bambang held a different view from most of the participants regarding the additional income received from certification. He believed that if he did his profession including all the assignment attached to it in his best way, he would earn good income. He had held this perspective long before being an English teacher. To put it in his words, "I don't say that the additional income is not important but I would say that money will come, income will come if we do everything at our best" (Interview 3, September 9, 2013). With regards to the title of certified teacher, although it was not really important, according to Bambang, it was good if government gave him certification, indicating that he was qualified enough to be a professional teacher. In terms of the monetary rewards of certification, the additional income in particular, on the pursuit of his certification, Bambang admitted that it was hard to say because it was related to money; he stated that even if there were no money he would keep pursuing certification to develop his

competence. However, Bambang frankly admitted that the salary increase would motivate him in the pursuit of his certification and in fulfilling his teaching duties.

For Amir, holding the title of certified teacher was very important in order to gain professional recognition of an accomplished teacher from his colleagues because he did not hold a bachelor degree. He also confessed that salary increase received subsequent to certification attracted him and his fellow teachers to join PLPG certification. He recounted that some of his colleagues had even said: “if after taking PLPG, I just receive salary increase of 300 rupiahs per month, I do not want to join the program” (Interview 3, September 9, 2013). Amir admitted that the salary increase positively influenced his effort to pass PLPG; he could use the additional income to finance his family life, e.g., to fund his second daughter’s higher education. In other words, professional recognition and extra income increased his motivation to pursue certification.

Risk of Not Earning PLPG

Agus considered the risk of not earning certification with the final competency test taken at the end of PLPG. He said not passing meant that he did not understand the test questions, which was mostly due to his poor English proficiency because the questions were all in English. Agus said, “I have to pass tomorrow test. Honestly, I am nervous and afraid to face the test” (Interview 3, August 28, 2013). Thus, he would try hard to study and read the materials given in order to pass the test and PLPG.

Another teacher, Ahmad, said that if he did not pass PLPG, he might consider going back to his previous profession as a technician because not being able to pass PLPG indicated that he was not professional enough to teach. Attempting a second time,

Ahmad did hope to earn his certification because, if he did not, he would be very ashamed to his colleagues and family. Similar to Agus, Ahmad considered the final competency test as the major determiner of the success of his certification. The professional risk of not earning certification boosted him to do independent learning by reading PLPG module and materials and answering the test sample questions from PLPG module. To illustrate the independent learning, Ahmad said, “I practice answering essay questions without seeing the provided key answers and, out of 15, 10 answers are correct. Before I answered the sample questions, I read the corresponding materials for one hour” (Interview 3, August 28, 2013).

Lisa admitted that she was afraid of not earning certification. If she did not pass PLPG, she would feel embarrassed, her self-esteem lowered, and very disappointed that she would have to retake this program, which would consume more effort, time, and sacrifice. To her, what mattered, however, was that she kept trying as best as she could. The risk pushed her to make more efforts; for instance, asking, studying more, and reviewing PLPG materials. However, Lisa asserted that her hope of earning certification was much more than the fear of not earning certification; this fear did not make her down.

Risa said the professional risk of not earning certification made her worried; she heard that if she did not pass PLPG, after 2015 she might have to undergo one-year teacher professional education. Additionally, this risk would badly sadden her because she had given up many things, including living away from her family in order to participate in the 10-day training. However, this risk also brought a positive influence that it motivated her to study hard in order to earn certification.

With regards to the professional risk of not earning certification, Bambang said not passing the PLPG meant that he was not a competent teacher and thus did not qualify to teach. If he still wanted to teach he had to try harder to upgrade his competency because incompetent teachers would not be able to improve students' academic performance. Although he believed that he had tried hard and done quite well since the beginning of PLPG, he would use the remaining time wisely to prepare for the final competency test. If he did not earn his certification, he would feel shame in front of his colleagues because it showed that he was not a qualified teacher. In short, for Bambang, rather than making him down, the risk instead motivated him to study.

If he didn't earn certification, Amir said he would continue his duties as an institutional teacher teaching at his current school while looking for a side job to make ends meet. He added that he would be ready to retake final competency test. However, Amir contended that he had given his best since the beginning of the program by attending every session and being active in class – expressing his opinions and arguments. Amir was pretty confident that he would pass his certification. He said, “So I am sure, if I am not successful, there will be more teachers [other PLPG participants] who would be upset, disappointed or even stressed, something like that” (Interview 3, September 9, 2013).

The Most Influential Dynamic

Indicated by interviews, the teachers perceived rigor, reward, and risk of PLPG as influential factors in their pursuit of certification. Reward was interpreted as “higher salary” by most of the teachers, and also as “professional recognition from colleagues” by

Amir. Risk was defined as “fear of not passing PLPG” and “shame of failure.” Rigor was perceived by the teachers as the “high standard and demands” of PLPG.

Rigor appeared to be a constant factor for most of the teachers - they thought the training was difficult and challenging. However, Bambang and Agus explicitly stated the significant role of risk in their certification experience. For instance, Bambang said that the high standards and expectation of PLPG were very important because certification was given to accomplished teachers only, those who met the standards and expectation of PLPG. Without discounting the value of the reward of certification, Bambang contended that with or without the reward, he would continue to join PLPG to improve his competence. Sharing similar view to Bambang, Agus asserted that aligning his teaching practices with the standards and expectations of PLPG was much more crucial than having the additional income. Responding to this dynamic positively, they became more interested in learning in order to meet or even surpass the standards.

Reward was most influential factor to those who wanted to improve their standard of living; and seek professional acknowledgement from fellow teachers. For instance, despite her worry over the rigor, which challenged her to make arduous efforts to align with the standards and expectation of PLPG, Lisa counted salary increase as most influential dynamic in her certification journey. Because he did not hold a bachelor’s degree yet had a sense of conviction in his teaching effectiveness and content knowledge, Amir considered holding the title of certified teacher as very important for him in order to gain professional recognition of an accomplished teacher from his colleagues.

Risk was important especially to those who felt they would feel shame in front of their co-workers if they did not pass certification. Ahmad was the teacher who was most

concerned with the risk of not earning certification. Motivated by this fear, he became motivated to earn certification on his second attempt.

Among the six teachers, two – Lisa and Ahmad – failed their first 2013 PLPG attempt. Lisa was unsuccessful because her scores on both national and local final competency test did not reach the minimum cut-off score. Ahmad failed because his local final test results did not reach the minimum required score. The following section illustrates learning leverage display for each of the teachers.

Learning Leverage Display for Teachers

Interacting differently with PLPG discourse, individual teacher's response to rigor, reward, and risk would adjust his/her PLPG experience, which in turn influences his/her learning and chance of earning certification (Hunzicker 2008a, 2011). The following examples demonstrate different ways of learning leverage exhibited during PLPG based on PLPG certification experience of Agus, Bambang, Amir, Risa, Lisa, and Ahmad.

Agus

Agus considered PLPG standards and expectation were very rigorous but it was not something he was afraid of; it even motivated him to study hard in order to align more closely with the standards and expectation. As the most influential dynamic in his PLPG experience, rigor was perhaps the longest side of Agus' leverage triangle with reward close behind. Both dynamics of rigor and rewards boosted his motivation to learn in order to earn his certification. While his fear of not earning certification was not

absent, it was slightly insignificant but still beneficial in sustaining his effort to study and review PLPG module as well final competency test questions.

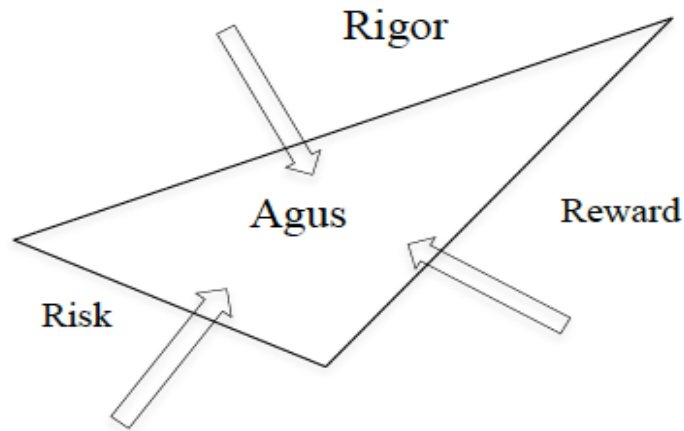


Figure 7 Agus' Learning Leverage

Bambang

In spite of his accomplished teaching practices, Bambang viewed the high standards and expectations of PLPG as an important factor in his certification journey. Motivated by challenge, he was very interested in learning new things and exerted various efforts to meet and even exceed the high standards required by PLPG. Thus the longest side of his leverage triangle was most probably the dynamic of rigor with reward as the second longest side and risk close behind. He did not discount the prestige of holding the title of certified teacher and salary increase, and the risk of not earning certification. However, he believed that he would automatically receive affirmation or recognition if he possessed excellent professional and pedagogical competencies. Confident with his content knowledge and teaching practices, he was not worried about

the risk of not earning certification, which instead helped maintain his effort and determination to align with certification standards even closer.

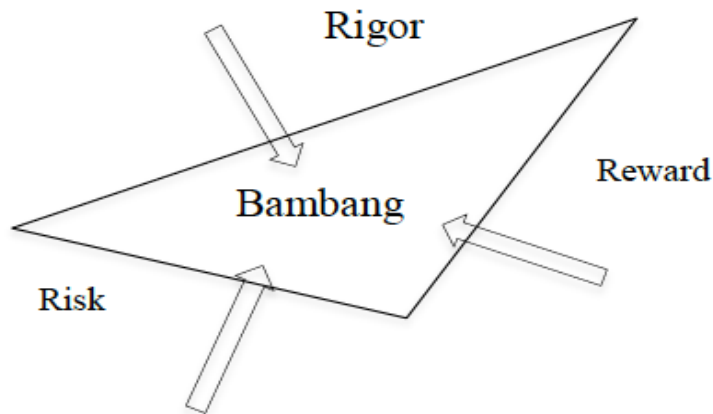


Figure 8 Bambang's Learning Leverage

Amir

Seeking professional recognition, from colleagues in particular, motivated Amir very much to pursue PLPG certification. He would love to prove to his fellow teachers that he is a professional teacher and able to earn the title of certified teacher even though he did not have an undergraduate (S1) academic qualification. At the outset of the certification process, he had a strong sense of conviction that his teaching practices were already in line with PLPG standards but was still interested to learn new professional and pedagogical knowledge and skills from PLPG. Fear of not earning certification was not significantly influential in his experience of learning. Having said that, the longest side of Amir's learning leverage was most likely the dynamic of reward closely followed by rigor, and risk as the least influential dynamic.

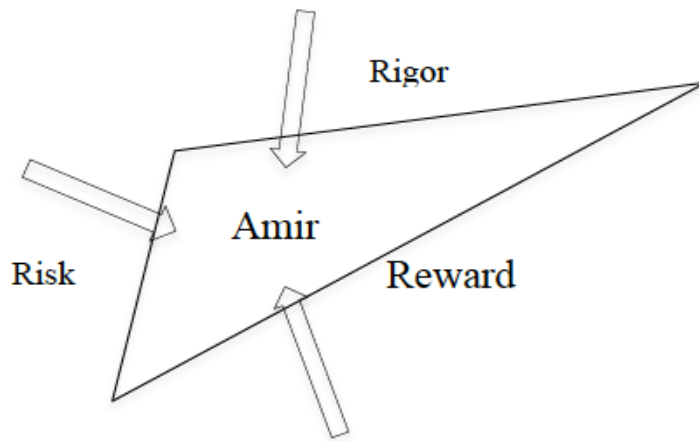


Figure 9 Amir's Learning Leverage

Risa

Risa displayed a relatively similar learning leverage triangle to Amir's. She looked for financial recognition of her teaching profession through PLPG certification. For her, salary increase earned from certification would not only improve her welfare but also teaching practices as she could use some of the money to buy teaching equipment and resources. Thus reward was the longest side of her learning leverage triangle. Closely behind the reward, rigor was her second most influential dynamic, which motivated her to learn in order to match her teaching practices with PLPG standards. Creating the least side of her learning leverage triangle, the dynamic of risk for not earning certification fueled her determination and persistence to attempt every effort to complete PLPG requirements.

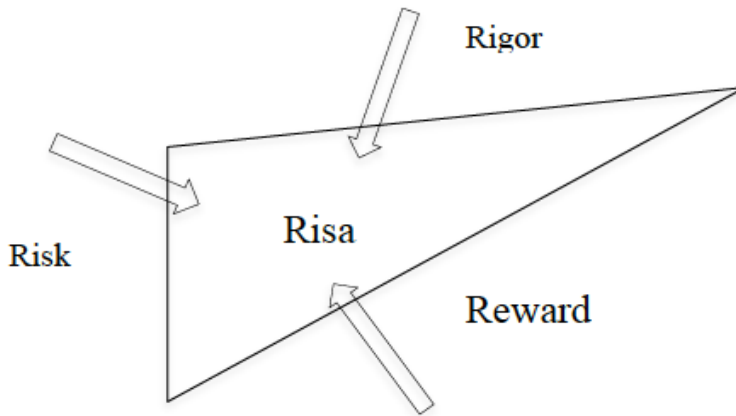


Figure 10 Risa's Learning Leverage

Lisa

The longest side of Lisa's learning leverage appeared to be reward, and this was corroborated during interviews that it was receiving salary increase that motivated her most in her pursuing certification. However, during the process of certification, she was also worried much with the high standards, rigor, of PLPG and responded to it by exercising various efforts to situate her teaching practices within the high standards. At the same time, she had an enormous amount of fear of not being able to meet the standards; although she claimed that her expectation of earning certification outweighed her anxiety of not earning certification, it appeared that risk of not earning certification, which made her overwhelmed with skepticism, was the second longest side of Lisa's learning leverage triangle closely followed by the dynamic of rigor. Despite her strong enthusiasm for earning salary increase and learning, Lisa failed her first certification attempt and had to retake final competency – national and local tests.

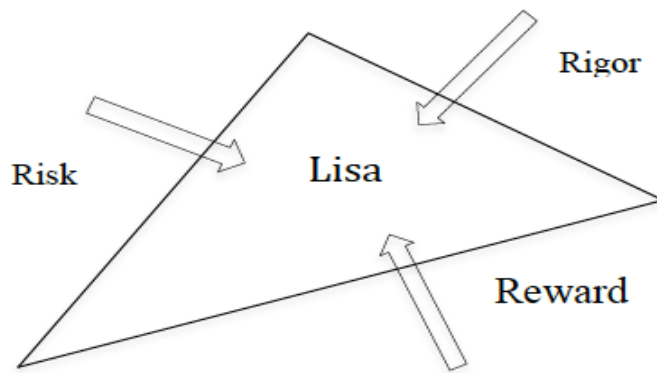


Figure 11 Lisa's Learning Leverage

Ahmad

Ahmad's triangle of learning leverage was different from others. He was interested in learning to align his teaching practices and content knowledge to the standards of PLPG, and valued the prestige of holding the title of certified teacher as well as the reward of earning extra income. Because it was his second attempt, Ahmad was extremely afraid of not achieving certification, which boosted his motivation to do every effort to successfully complete the certification requirements. Thus the dynamic of risk created the longest side of Ahmad's learning leverage triangle, with rigor and reward respectively behind. However, his fueled determination to avoid embarrassment of not earning certification was not enough to make him successful in one of the two components of the final competency test, which is highly decisive in passing or failing certification. Ahmad retook the local final test a month after the training and was successful in earning certification this time.

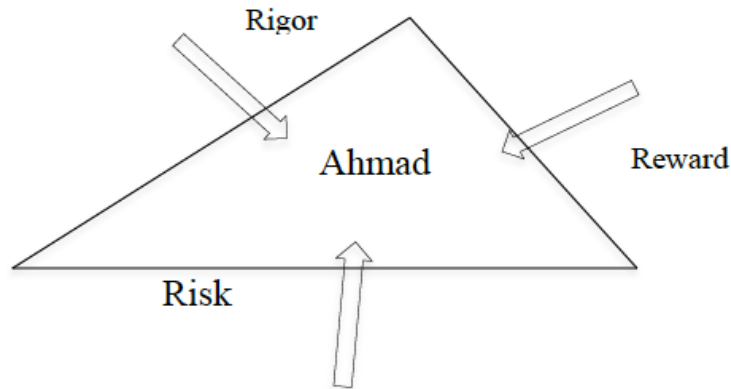


Figure 12 Ahmad's Learning Leverage

Summary for Research Question 3

Research question 3 is: How do these teachers view PLPG as professional development? In terms of motivation, the teachers sought PLPG certification for three reasons: upgrading teaching knowledge and skills, increasing monetary gain and building network. These teachers hoped to become a more competent as well as professional teacher after PLPG and to share their learning experience with their fellow teachers and staff in school. By and large, they had positive impressions toward their PLPG experiences, due to the knowledge and skills learned and supportive instructors and fellow participants. The majority of them claimed that their teaching practices had been in line with PLPG standards. Most of them asserted that the rigor, reward, and risk of PLPG had boosted their motivation to learn. In particular, Bambang and Agus perceived rigor – high standards and expectations of PLPG – as most influential in their pursuit of certification, making them more interested in learning in order to meet or even exceed PLPG standards and expectation. While Ahmad was concerned most about the risk for

not earning certification, other teachers (Lisa, Risa and Amir) counted the dynamic of reward as most important in their PLPG experiences.

Research Question 4:

How do the knowledge and skills learned during PLPG impact these teachers' instructional practices and classroom management?

In order to answer the question, I drew upon a set of ten videotaped classroom observations of five teachers (two videotapes for each teacher). Taken about two months subsequent to PLPG, the videotapes aimed to look specifically at the teachers' daily teaching practices after the training. To analyze each of the teachers' routine teaching practices, I used the Assessment Form of Implementation of Learning; this was the assessment form that PLPG tutors utilized to gauge teachers' PT performance (Appendix D2). The assessment form consisted of three main components: pre-, whilst-, and post learning activity components. The first component basically looked at how teachers motivate and prepare students for learning. The second component examined how teachers conduct their teaching and learning activities divided into 6 sub components, including the mastery of content knowledge, teaching approaches, the incorporation of teaching media, the amalgamation of student-centered activities, assessment, and language use. The last component observed how teachers end their teaching and learning activities.

The findings show that PLPG had a meaningful impact on teachers' actual teaching practices, as evident in most of the five teachers' classroom behavior. However, the impact varied; some of the teachers put into practice a great deal of their PLPG learning experiences, while others did not. Risa, Bambang and Amir appeared to belong to the former group while Agus and Ahmad went to the latter. The following segments illustrate the effective and ineffective quality of teaching and learning practices exercised by the teachers in their actual classrooms.

Risa's Teaching Practices

Pre Classroom Observation 1 Interview

During an interview before classroom observation 1 (October 30th, 2013), Risa admitted that, despite her eagerness, she did not put into practice what she has learned from PLPG in full because the new curriculum was not yet in force within her district and teaching facilities in her school were not supportive. Still adopting previous curriculum, she however incorporated some practices acquired from the training such as giving challenging questions to boost students' motivation and curiosity.

Classroom Observation 1

As observed, Risa displayed some indicators of effective teaching practices. She incorporated scientific approach by providing her students with ample opportunities to observe and analyze the lessons to be learned, and addressing questions that encouraged them to think logically and systematically; as evidence, showing four traffic sign pictures (no smoking, no entry, no cellular phone, and be silent) to students, she asked them to guess the meaning of the signs and in turn think of the purpose of the traffic signs. To

link the lesson content to students' real life experience, she asked her students to recall if they have ever met such traffic signs before. Incorporating appropriate and interesting teaching media, i.e., colored pictures of traffic signs, she engaged students in group activities that facilitated communication among them, and fostered their active participation using encouragement. For instance, by saying "those who want to come forward are good, brave and smart students" as well as compliment to students' effort, for instance, through expression of "smart students" or by asking the whole class to give applause to the performing students. However, despite the fact that she was able to pay considerable attention to every member of the class, she appeared to be little bit uncertain about remediating some students' misconceptions regarding the lesson content and redirecting some students' inappropriate behavior resulting some difficulties with practice, learning equity and time management; thus, she was unable to give her students information about the lesson content for the subsequent meeting before ending the class.

Post Classroom Observation 1 Interview

When asked to reflect upon the class she had just taught, Risa confessed that she had had some problems with time management. She said she spent too much time on whilst-activity, some students' understanding of the lesson content, and few students' inattentiveness to the lesson. Therefore, she did not have enough time to inform students about the following meeting materials at the end of her class. Overall, however, she felt satisfied with her teaching practices because it was running pretty effective without significant classroom management problems. Prior to PLPG, the students' motivation to learn in the class was very low and they often behaved inappropriately during learning

activities. While her students' disruptive behavior was decreasing, their motivation was increasing after she completed her PLPG because the training taught her how to deal with these issues – ways to make them interested in learning.

Classroom Observation 2

The second classroom observation of Risa (October 31, 2013) continued displaying her effective instructional practices. Stating the lesson content and linking it to previous learning material at the beginning of class, she applied the scientific approach smoothly through which she provided her students opportunities to observe, questions, associate, and experiment the material being learned; she addressed her students various challenging questions and stimulated them to try and think systematically and logically. For example, she allowed students to explore a procedural text first through observation of samples of texts in groups and share their idea based on the observation, listen to her explanation, and create their own procedural text in group. However, during post-learning activities, she did not give final test to assess the product of learning as well as follow up activities such as information about material they would learn in the following meeting and homework. Also, as shown in the first observation, some students did not fully engage in tasks and displayed infrequent disruptive behaviors such as shouting and chatting.

Post Classroom Observation 2 Interview

The interview after observation 2 corroborated the weakness exhibited in Risa's teaching practices – some students' disruptive behaviors. Therefore, to maximize their engagement on tasks and active participation, she assigned them to work in groups.

Through this scenario, she hoped that high performing students could help their fellow low performing students. In sum, she argued that the class ran quite effectively as there were no major classroom management problems as there had been before she joined PLPG.

Bambang's Teaching Practices

Pre Classroom Observation 1 Interview

The interview with Bambang prior to observation 1 (November 7, 2013) revealed that from PLPG he learned that, to teach effectively, in addition to reflection upon previous experiences, one needed to amalgamate easy and efficient strategies that allow students to learn by doing. Thus, teachers should spend more time on preparation before teaching – RPP, teaching material, and interesting teaching media. These were things that Bambang learned from PLPG and had implemented in daily teaching practices.

Classroom Observation 1

Bambang demonstrated no obvious weaknesses and many strengths during the classroom observations (November 7, 2013), including effective instructional practices and good mastery of the lesson content as evidenced by rich examples and non-examples used in explanations and discussions with students. After clearly informing his students the lesson content to be learned and its usefulness in their daily life, he directly linked the lesson with students' prior knowledge or experience. Adopting the scientific approach, he asked various higher level questions (why and how) to every member of the class that stimulated them to try, ask, observe, analyze, and reason. The incorporation of various activities such as individual, peer and group works, and performance tasks supported by

appropriate and interesting teaching media such as flash cards and pictures, helped foster students' effective learning behavior and fuel communication among students and communication between students and their teacher. Before ending his class, he asked some students to perform operational sentences (assessment of product), reviewed the material students had just learned classically, and gave direction regarding future class learning materials, including prescribing homework to students. The classroom observation also exhibited efficient organizational and classroom management problems, i.e., classroom routines and rules facilitated students to learning.

Post Observation 1 Interview

Bambang was satisfied with his class because all students were class was active and interested in learning, evidenced by their questions and lively interaction with him and each other. However, he would need to look at the results of test given to students to see the product of learning, i.e., how many students achieved the targeted competencies and how many didn't. He acknowledged that there were some minor inappropriate behaviors but he was able to manage it properly. He stressed that it was important to respond to student's disruptive behavior gently – teacher's reaction and treatment to such behavior should not prevent students from learning and make them reluctant to interact with teacher.

Classroom Observation 2

In his second classroom observation (November 12, 2013), Bambang continued to display effective teaching practices. Among his high quality of instructional practices were systematic and coherent presentation of the lesson content, from easy to difficult,

and incorporation of various student-centered activities such as performing own instructional sentences and analyzing other students' instructional sentences. To make his teaching and learning process interesting and help students understand teaching material easily, he incorporated such teaching media as pictures of adverbs of place. Effectively established classroom management and rules facilitate students to learning. However, one apparent weakness of his teaching was that he seemed to expect students to learn too much in such a short period of time. Consequently, he ran out of time and had no time for final assessment to check the product of learning.

Post Classroom Observation 2 Interview

During the post classroom observation interview, Bambang acknowledged that he misjudged students' understanding of adverbs of place. He thought they already understood the materials as they had learned it before; he suspected that the students' poor understanding might be due to his previous explanation as incomprehensive. Thus he described adverbs of place again during the class and this consequently wasted some of the time he planned for other activities.

Amir's Teaching Practices

Pre Classroom Observation 1 Interview

During the pre-observation 1 interview, Amir asserted to have put into practice a small proportion of the things he learned from PLPG, such as implementation of various kinds of instructional techniques and approaches and incorporation of teaching media; from PLPG he learned that as a teacher he was expected to play numerous roles such as a singer, a comedian, a demonstrator, a father and a motivator. Also, his habit of being

angry in class gradually decreased subsequent to PLPG. Some other things, for instance, giving special attention to handicapped students and learning factors underlying their inappropriate behaviors and backwardness were not practiced yet, Amir further admitted.

Classroom Observation 1

Amir's classroom observation (November 4, 2013) documented a number of effective instructional practices including structuring knowledge for students, and routines for monitoring and providing feedback about learning. As evidence, he organized the lesson content from easy to difficult: allowing students to observe and analyze pictures of someone's hobby, elaborating ways of asking and expressing hobbies, and prescribing students to practice asking/expressing their actual hobbies with peers. Integrating various language skills with speaking as the main focus, he prescribed students to create three dialogues individually using the expressions they just learned during which he provided guidance, scaffolding and feedbacks to each student. In addition to amalgamation of appropriate teaching media, pictures showing one's hobby, he used good and clear oral as well as written (English and Indonesian) languages. However, Amir's abovementioned effective teaching practices were slightly interfered by off-task behavior, such as shouting and chatting by a few students; he seemed to give little attention to this misbehavior.

Post Classroom Observation 1 Interview

The quality of teaching practices synthesized from the classroom observation data appeared well-supported by Amir's interview. He was happy with the class and proud of his students' active participation except for one or two students (handicapped students he

mentioned prior to the observation). From PLPG he learned that teachers should establish good relations and communication with their students, otherwise they would not give attention to teachers, which prevented them from learning. Amir shared that he preferred to use his own teaching materials and student worksheets based on various sources taken from such as the Internet and television shows, which were better suited to the needs and characteristics of his students although the process was tedious. Importantly, Amir appreciated the teaching strategies and theory learned from PLPG because its implementation in his actual teaching increased students' curiosity and active participation in learning.

Classroom Observation 2

Amir's classroom observation (November 11, 2013) indicated a number of good quality teaching practices, particularly in terms of the structuring knowledge for students, and routines for monitoring and providing feedback about learning; for example, during pre-learning activity stage, he asked students to recall the previous lesson and submit their homework, informed them the lesson of the day, (a descriptive text entitled *A Naughty and Lazy Student*) and prepared them for the lesson by asking related questions, showing pictures of lazy and active students, and introducing words related to the text they were about to learn. After allowing his students to explore the topic of the lesson through displaying pictures of lazy and active students and providing elaboration on the lesson content with examples and discussion with students, he assigned them to compose their own short descriptive text in light of what they just learned. Routines for monitoring and providing feedback were conducted well as the students were composing their text.

In doing so, Amir walked around the class giving necessary help such as supplying adverbs of frequency and constructive feedback to each individual student. However, he ended his class without reviewing the material students just learned, prescribing homework or information about the future class lesson. Despite his clear and powerful voice, his speech tempo when describing the material or giving direction seemed to be too fast, making some students struggle to understand some of the lesson content. Also, as appeared in the first observation, his discipline strategies were not very effective in dealing with the two students who were often off-task, conducting inappropriate behaviors such as chatting and shouting.

Post Classroom Observation 2 Interview

During the post classroom observation interview, Amir highlighted his communicative and relaxing teaching strategies. Despite a few inactive students, most of his students were active and addressed him a number of questions pertinent to the lesson content. For him, it was better to have noisy but active students rather than silent/passive students and, he argued that the noisy atmosphere of teaching learning that occurred in his room was natural as asserted by experts because they were children not adults yet, who were active, eager and noisy. Subsequent to PLPG, he became more creative, making his own teaching materials including texts tailored to the situation and the needs of his students. The interview further displayed Amir's belief of traits professional teachers should possess; creativity in teaching preparation including in selecting and developing teaching material, effective ways of teaching strategies, good classroom management, and continuous reflection upon teaching practices.

Agus' Teaching Practices

Pre Classroom Observation 1 Interview

During the pre-classroom observation 1 interview (November 6, 2013), Agus claimed to have put into practice some of the things he had learned from PLPG including coherent implementation of teaching process – pre-, whilst-, and post learning activities and the use of teaching media. For example, during the pre-learning activity stage, he linked the previous lesson to the current one to make sure students recall what they had learned. According to him, it was useless to move on to new lesson content if students forgot what they learned previously. For teaching media, Agus admitted that he did not always incorporate it in his teaching and just used it occasionally in certain classes. Implementing all of the knowledge and skills learned from PLPG, according to Agus, was not always feasible due to lack of facilities in his school. For example, in reading, there were topics pertinent to technology such as computer or laptop, but his school did not have the equipment to be used as a real example. Students' low motivation to learning English was another challenge he faced in teaching English.

Classroom Observation 1

Agus' classroom observation (November 6, 2013) displayed both strengths and apparent weaknesses of teaching practices. His strengths included a good mastery of the lesson content – grammatical structure with gerunds as the focus, coherent implementation of teaching procedures – pre-, whilst-, and post-learning activity stages, and quick and assertive response to inappropriate behaviors. However, a number of essential elements of effective instructional practices were still absent. For example, he

taught grammar in isolation from meaningful context, contrary to the approach he learned from PLPG that grammatical structures and rules should be taught implicitly, connected to the text(s) being discussed. The teaching strategies that allow students to observe, question, associate, and experiment the lesson content were not present and use of teaching media did not appear. Also, he made no attempt to link the material with relevant knowledge and real life application; activities that provided opportunities for students to communicate with either the teacher or each other were very minimal as most of the time they just listened to his explanation and there was no group or peer activities.

Post Classroom Observation 1 Interview

Post classroom observation corroborated Agus' belief in the grammar translation method as the best way to teach the lesson content; he was happy with his teaching practices and believed that students were able to understand the lesson content. He argued that he used teacher-centered strategies, mostly dominating the learning process, because he was teaching grammar. This approach was suitable for such situation. He said that he would apply different strategies if he taught other language skills such as reading. Compared to his previous teaching practices before PLPG, Agus claimed that he now taught English in an integrated way covering the four language skills. However, these claims did not appear in the observation.

Classroom Observation 2

The second classroom observation (November 13, 2013) of Agus revealed some strengths and obvious weaknesses. The strengths included the introduction of the lesson content and the linking of the lesson content to relevant knowledge and students' actual

life (pre-learning activity stage), bi-directional interaction between teacher and students, ending class with review and summary of the lesson content just learned including prescription of homework, and assertive and quick response to inappropriate behavior. There were, however, some major deficiencies in the structure of knowledge and content, and classroom activities. For example, while he described definition of announcement and involved students along the process, he did not portray the structure of announcement text, its content and language features as well as example(s) of the text to the class. Students were not engaged in peer and group activities and thus communication as well as cooperation among students was very minimal. In addition, he did not use teaching media to help him describe the lesson such as sample of announcement text, except a copy of material taken from a module. Also, it was not clear on which language skill the lesson focused, though reading seemed to be the emphasis.

Post Classroom Observation 2 Interview

The post classroom observation interview confirmed the deficiency in the structure of knowledge and content in Agus' instructional practices because the students had not learned about the announcement genre previously, including the generic structure and features of the text. In term of teaching practices, Agus claimed that he had made attempts to implement teaching strategies he learned from PLPG; he used to dominate his class but after PLPG he balanced between teacher- and student-centered activities. However, he did not exhibit this claim in his observed class.

Ahmad's Teaching Practices

Pre Classroom Observation 1 Interview

Ahmad asserted that he had put into practice the teaching strategies learned from PLPG; unlike teacher-centered approach (lecture), student-centered approach with various activities supported with interesting teaching media made his students more active and engaged in learning process. Teachers should facilitate students to learning by allowing them to take active role through peer and group activities during which they could cooperate and share each other's knowledge, and integration of language skills. This started from how teachers introduce and begin the lesson content, he argued.

Classroom Observation 1

Ahmad demonstrated both some strengths and weaknesses during the classroom observation (November 1, 2013). The strengths included the application of educative teaching strategies and engagement of students in the learning process. For example, after briefly introducing the topic of the lesson (interesting places), he connected the materials with real life: interesting places that students had visited in town they lived in. He fostered students' active participation by assigning them to do and discuss tasks (e.g., naming interesting places in their town and stating whether or not they have visited the places) in pair or group and present their answer on whiteboard, and by being open to students' response and answer as well as communicating with them with a smile and appropriate jokes. His apparent weaknesses included low mastery of content knowledge and tentativeness about remediating students' misconceptions regarding lesson content. As evidence, a couple of time he made same basic mistakes when pronouncing selected

words contained in the text (e.g., pronouncing “were” as “where,” and “art” like “earth”). He even made basic mistakes when elaborating on his student’s sentences on the whiteboard: “It crowded because the moslem do activities Tawaf.” Furthermore, he made no attempt to revise or comment on students’ mistakes such as “Ka’bah its also crowded” and “Taj Mahal is a famous tomb and interesting places in India.”

Post Classroom Observation 1 Interview

The interview with Ahmad provided more support for his low mastery of content knowledge and hesitancy remediating his students’ errors that were evident during classroom observation. Not deeply reflecting on practice, he did not recognize his mistakes and even felt happy with the class. Ahmad argued that he did not comment on and revise mistakes by his students because he did not want to kill students’ creativity, as he learned from PLPG. Ahmad apparently had misconception about remediating students’ mistakes. Teachers should always respond to students’ mistakes but in gentle and constructive ways. What he did was not educative because he ignored his students’ mistakes and kept them unaware of them.

Classroom Observation 2

Despite some indicators of effective instructional practices as evident in previous classroom observation, Ahmad’s low mastery of content knowledge and misconceptions about remediating students’ mistakes were repeated in the second classroom observation. Teaching similar lesson content, Ahmad often times incorrectly pronounced words from text such as “river” and “mosque”. He didn’t point out and remediate students’ mistakes

as shown in “Ka’bah is color black and the middle Haram mosque” and “Ka’bah is direction the member Muslim”.

Post Classroom Observation 2 Interview

The interview with Ahmad subsequent to the classroom observation further confirmed his misconceptions about remedying students’ errors. Like in previous interview, when students made mistakes, he argued not to give direct intervention in order not to diminish their creativity and motivation and embarrass them before the class; he claimed to give suggestions eventually (e.g. Correct this! Add this!), but this was not evident in the classroom observation. According to him, this was new thing he learned from PLPG that he had put into practice in his class.

Summary for Research Question 4

Research question 4 is: How do the knowledge and skills learned during PLPG continue to impact these teachers’ instructional practices and classroom management? The study found that PLPG had some impact on teachers’ routine teaching practices. Some teachers practiced a greater amount of PLPG learning experience in actual classroom than others did. As emerged in the classroom observation, some teachers demonstrated: (1) effective instructional practices including the incorporation of scientific approach and student-centered teaching and learning activities, systematic and coherent teaching stages, rich examples and non-examples used in explanations and discussions with students, and smooth routines for monitoring and providing feedback about learning; (2) good mastery of lesson content and structuring of knowledge for students; and (3) efficient organizational and classroom management, i.e., classroom

routines and rules facilitated student's learning. However, despite their claims of having acquired learning experience from PLPG, some teachers still exhibited obvious weaknesses in their teaching practices including: (1) the absence of scientific approach and infrequent incorporation of student-centered activities; (2) low mastery of content knowledge and tentativeness about remediating students' misconceptions regarding lesson content, and (3) ineffective discipline strategies and hesitancy about redirecting students' inappropriate behavior.

Research Question 5:

To what extent do English-language teachers believe that PLPG provides them the experiences to learn research-based instructional practices and classroom management?

In order to answer this research question, I mainly drew upon data from a survey questionnaire completed by 149 English-language teachers pursuing 2013 PLPG at a public university in Palembang at the end of the training. Primarily aimed at finding out the teachers' general perceptions with regards to their pedagogical learning experiences gained from PLPG, the survey questionnaire consisted of an instructional practices scale (17 items) and a discipline and classroom management scale (4 items). Descriptive statistical measures were used to analyze the survey items. Several post hoc statistical measures related to UKA and final competency test scores and PLPG results taken from PLPG documents were also conducted. This section first depicts the demographic information of the survey respondents followed by their UKA score. Their response frequency percentage on research-based instructional practice and classroom

management items is then presented. Finally, types of future support that the survey respondents believe helped them continue to improve their teaching practices, including their final competency test and PLPG results, are presented.

Demographic Information

Out of 171 middle school English-language teachers participating in the 2013 PLPG program, one hundred and forty-nine completed the survey but some did not answer demographic questions. In terms of demography as shown in Table 21 below, about 65% (88) were female and 35% (48) were male. Most of the teachers, 84% (109), held a Bachelor/S1 degree followed by 10% (13) holding a Master's degree and the rest about 6%(8) holding diploma degree. More than half of the teachers, 63% (85), taught junior high school students. In terms of working experiences, about 71% (94) had taught English for 5-10 years and only 9% (12) teachers had taught English above 20 years.

Table 21 Demographic Characteristics of Participants

Characteristic	Percentage	N	Missing
Gender			
Male	35.3	48	13
Female	64.7	88	
Level of Education			
Bachelor/Strata 1	83.8	109	19
Master/Strata 2	10.0	13	
Other	6.2	8	
Level of Teaching			
Junior High School/SMP	62.5	85	13
Senior High School/SMA	37.5	51	
Working Experience			
5-10 years	70.7	94	16
11-15 years	12.0	16	
16-20 years	8.3	11	
21 years and above	9.0	12	

UKA Score

In order to qualify for PLPG, these teachers had to take the initial competency test, UKA; Table 22 depicts UKA score of participants completing the questionnaire (out of 149 teachers completing the questionnaire, one hundred and eighteen reported their UKA score) and Table 23 displays the UKA score of all middle school English-language teachers participating in the PLPG. As shown in Table 22, scores range from 23 to 85. The mean is 47.10, the median (approximate) is 48.00 (or 47.44 when calculated from grouped data), and the mode is 45.00. Although the median is just little bit above the mean, the score tends to be at the low end of the scale, as also proven by the skewness value (0.57). The exclusive range is 62, *H* spread (interquartile range) is 15.58, the variance is 123.63, and the standard deviation is 11.12. This leads us to conclude that the score tends to be variable. As evidence, the middle 50% of the scores has a range of 15.58, suggesting there is a significant dispersion around the median. Therefore, in spite of a low average score there are a number of teachers who have high performance too. When compared to Table 23, the mean of UKA score becomes much lower (43.26) with standard deviation of 12.30. This indicates that most of the teachers who did not furnish their UKA score on the questionnaire were the low performing ones.

Table 22 UKA Score of Participant

		Statistic
UKA Score	N	118
	Mean	47.10
	Median	47.44
	Mode	45.00
	Variance	123.63
	Standard Deviation	11.12
	Minimum	23.00
	Maximum	85.00
	Range	62.00
	Interquartile Range	15.58
	Skewness	0.57

Table 23 UKA Score of All Participants

		Statistic
UKA score of ALL participants	N	171
	Mean	43.26
	Median	42.50
	Mode	33.75
	Variance	151.29
	Standard Deviation	12.30
	Minimum	21.25
	Maximum	85.00
	Range	63.75
	Interquartile Range	18.75
	Skewness	0.51

Level of Learning Experience to Implement Effective Instructional Practices

The majority of the teachers “agreed” or “strongly agreed” that the PLPG is a vehicle for learning instructional practices informed by theory and research (see Table 24). With item mean ranging from 3.98 to 4.25, the strongest components of learning experiences are as follows: “beginning my instruction units by presenting students with clear learning goals” (95.3%), “organizing students into cooperative groups when appropriate” (94%), “ending my units by providing students with clear feedback on the learning goals” (93.2%), “assigning tasks that require students to practice important skills

and procedures” (93.1%), “recognizing students who are making observable progress toward learning goals” (92.5%), “asking students questions that help them recall what they might already know about the content” (91.8%), “providing students with specific feedback on the extent to which they are accomplishing learning goals” (90.6%), and “providing specific feedback on the homework assigned to students” (90.5%). The weaker component of learning experiences with item mean between 3.58 and 3.80 are: “organizing students into groups based on their understanding of the content when appropriate” (69.1%), “prescribing assignments that require students to compare and classify content” (73.1%), and “ending my units by asking students to assess themselves relative to the learning goals” (77.6%).

Level of Learning Experience to Implement Effective Classroom Management

With item mean ranging from 3.92 to 4.03, about 80% or more of the teachers agreed or strongly agreed with each item (see Table 25). More specifically, the teachers perceived PLPG as an effective medium for learning such classroom management as having comprehensive and well-articulated rules and procedures for general classroom behavior, beginning and ending the period or day, transitions and interruptions, use of materials and equipment, and group work (89.8%), using specific techniques to keep aware of problems or potential problems in classrooms (89.1%), responding to inappropriate behaviors quickly and assertively (84.4%), and using specific disciplinary strategies that reinforce appropriate behavior and provide consequences for inappropriate behavior (81.5%).

Table 24 Participant Response Frequency Percentage: Instructional Practice Items

PLPG effectively provides me the learning experiences that teach me to ...	Percentage Responding					M	SD	N
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree			
Begin my instruction units by presenting students with clear learning goals.	0.7	2.7	1.3	61.7	33.6	4.25	0.68	149
Provide students with specific feedback on the extent to which they are accomplishing learning goals.	0.7	4.0	4.7	73.8	16.8	4.02	0.66	149
Ask students to keep track of their own performance on learning goals.	3.4	2.0	10.8	66.9	16.9	3.92	0.81	148
Recognize students who are making observable progress toward learning goals.	1.4	2.0	4.1	72.1	20.4	4.08	0.67	147
Emphasize the importance of effort with students.	1.3	1.3	8.7	65.1	23.5	4.08	0.70	149
Organize students into groups based on their understanding of the content when appropriate.	3.4	11.6	15.8	62.3	6.8	3.58	0.91	146
Organize students into cooperative groups when appropriate.	2.0	1.3	2.7	74.5	19.5	4.08	0.67	149
Provide specific feedback on the homework assigned to students.	1.4	2.0	6.1	70.9	19.6	4.05	0.68	148
End my units by providing students with clear feedback on the learning goals.	2.0	0.0	4.7	71.1	22.1	4.11	0.66	149
End my units by asking students to assess themselves relative to the learning goals.	2.7	3.4	16.3	66.7	10.9	3.80	0.78	147
End my units by recognizing and celebrating progress on the learning goals.	1.4	4.8	11.6	64.4	17.8	3.92	0.78	146
Ask students questions that help them recall what they might already know about the content.	0.7	2.7	4.8	72.1	19.7	4.07	0.64	147
Provide students with direct links with previous knowledge or studies.	0.7	2.1	7.6	78.6	11.0	3.97	0.58	145
Ask students to take notes on new content.	1.4	2.8	18.8	70.1	6.9	3.78	0.67	144
Ask students to represent new content in nonlinguistic ways (e.g., graphic organizers: table, flow chart, thematic map).	2.7	3.4	15.0	66.7	12.2	3.82	0.79	147
Assign tasks that require students to practice important skills and procedures.	1.4	2.8	2.8	82.8	10.3	3.98	0.61	145
Prescribe assignments that require students to compare and classify content.	1.4	3.4	22.1	71.0	2.1	3.69	0.64	145

Table 25 Participant Response Frequency Percentage: Classroom Management Items

PLPG effectively provides me the learning experiences that teach me to ...	Percentage Responding					M	SD	N
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree			
Have comprehensive and well-articulated rules and procedures for general classroom behavior, beginning and ending the period or day, transitions and interruptions, use of materials and equipment, and group work.	0.7	2.0	7.5	73.5	16.3	4.03	0.62	147
Use specific disciplinary strategies that reinforce appropriate behavior and provide consequences for inappropriate behavior.	0.7	4.8	13.0	65.1	16.4	3.92	0.74	146
Use specific techniques to keep aware of problems or potential problems in classrooms.	1.4	2.0	7.5	70.1	19.0	4.03	0.69	147
Respond to inappropriate behaviors quickly and assertively.	1.4	4.1	10.2	70.1	14.3	3.92	0.73	147

Future Support for Teaching Practice Improvement

When asked what types of support would help them continue to improve their teaching practices, the teachers' identified four types as depicted in Figure 13; some teachers listed more than one type of support but only the first item recorded in their list that counted. Fifty-three teachers (51%) believed that professional development-like support, such as training, workshop, and scholarship for continuing study as well as MGMP (Teaching subject conferences for teachers) would help them make continuous improvement on their instructional practices. Forty-one teachers (39%) were convinced that teacher welfare (e.g. salary increase and incentive) would make them more enthusiastic to develop their professional and pedagogical competencies. About 5.8% of them, 6 teachers, gave credence to the importance of supporting teaching/learning environment, supervision from headmaster, and opportunity to share with colleagues for their teaching practice improvement. The rest of the teachers, 4 (3.8%), considered good teaching and learning facilities that would support their instructional practice development.

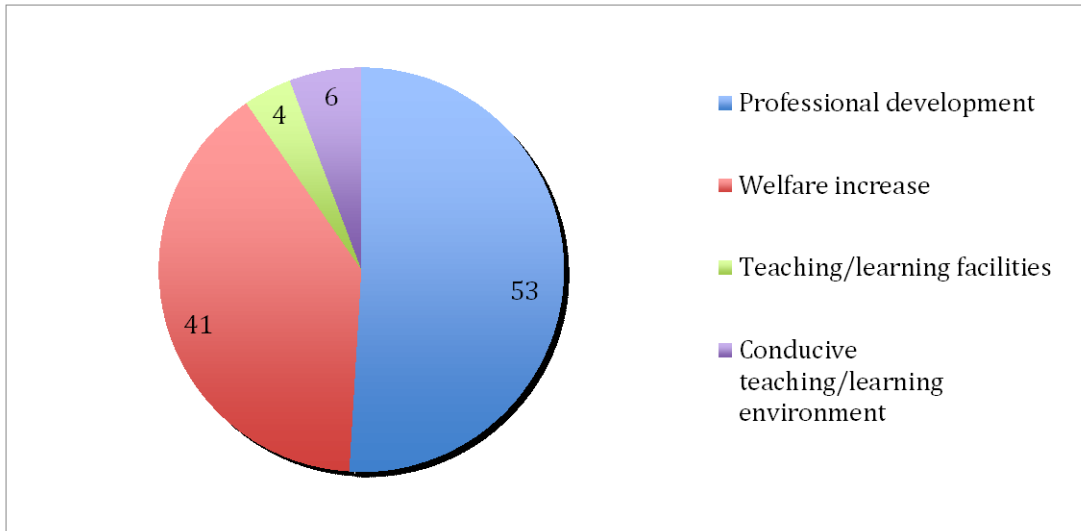


Figure 13 Types of Support for Future Teaching Improvement

Final Competency Test

At the end of the training, the teachers took a final competency exam, consisting of final and local written tests. The national test was comprised of professional and pedagogical questions and was examined and scored by the national certification board using a computer system. Table 26 provides the participants' scores on the national written competency test. The score ranges from 42.50 to 83.75. The mean is 54.34, the median (approximate) is 54.00 (or 53.75 when calculated from grouped data), and the mode is 42.50; thus the scores tend to be at the low end of the scale. The exclusive range is 41.25, H spread (interquartile range) is 11.56, and the standard deviation is 9.15. These facts allow us to conclude that the scores appeared to be quite variable. As an indication, the middle 50% of the scores have a range of 11.56, which signifies that the score around the median is significantly dispersed. When compared to their UKA score, the participants indeed made improvement but the majority of them still had low scores, notwithstanding the presence of some high performing teachers.

The local written test measured the participants' knowledge of teaching methods, in which the teachers had to respond to a set of essay questions in English; local examiners scored their answers. Table 27 below illustrates the participants' performance. The scores range from 61.25 to 95. The mean is 78.15, the median (approximate) is 78.00 (or 77.50 when calculated from grouped data), and the mode is 75.00. The score is just a little bit at the low end of the scale, also proven by the skewness value (0.57). The exclusive range is 33.75, H spread (interquartile range) is 11.25, the variance is 58.27, and the standard deviation is 7.63. This leads us to conclude that the scores tend to be quite variable, as evidenced by the middle 50% of the scores that have a range of 11.25, suggesting there is some dispersion around the median. However, the teachers' performance was much better in the local written test than in the national written test.

Table 28 portrays the teachers' total scores on the final tests (both national and local written tests are combined). The scores range from 60.20 to 89. The mean is 68.57, the median (approximate) is 68.00 (or 67.90 when calculated from grouped data), and the mode is 71.50. As also shown by the skewness value (0.99), the scores thus tend to be at the low end of the scale. The exclusive range is 28.80, H spread (interquartile range) is 8.05, the variance is 34.72, and the standard deviation is 5.89. This leads us to conclude that the scores tend to be not quite variable. As evidence, the middle 50% of the scores have a range of 8.05, suggesting there is no significant dispersion around the median.

Table 26 Participant's Score of National Written Final Competency Test

		Statistic
Participants' score of national written final competency test	N	162
	Mean	54.34
	Median	53.75
	Mode	42.50
	Variance	83.78
	Standard Deviation	9.15
	Minimum	42.50
	Maximum	83.75
	Range	41.25
	Interquartile Range	11.56
Skewness	0.91	

Table 27 Participant's Score of Local Final Written Test

		Statistic
Participants' local final written test score	N	162
	Mean	78.15
	Median	77.50
	Mode	75.00
	Variance	58.27
	Standard Deviation	7.63
	Minimum	61.25
	Maximum	95
	Range	33.75
	Interquartile Range	11.25
Skewness	.20	

Table 28 Participant's Total Score of Final Competency Test

		Statistic
Participants' total score of final competency test	N	162
	Mean	68.57
	Median	67.90
	Mode	71.50
	Variance	34.72
	Standard Deviation	5.89
	Minimum	60.20
	Maximum	89.00
	Range	28.80
	Interquartile Range	8.05
Skewness	0.99	

PLPG Results

In terms of attempts they made to pass the training, the majority of the participants failed in their first attempt, as shown in Figure 14. In particular, 64 teachers (37.40%) were successful on a first attempt, 81 teachers (47.40%) passed in a second attempt, and 17 teachers (9.90%) succeeded in a third attempt. Nine teachers did not succeed – 8 (4.70%) failed due to a low score on the national written test (<42) and 1 (0.60%) failed due to being absent at the time of retest.

With regard to the section(s) of final competency test repeated, of the 81 teachers who endured a second attempt, 54 (66.70%) had to retake local written test section, 25 (30.90%) had to repeat both sections of the test, and 2 teachers (2.5%) had to repeat national written test section (see Figure 15). Out of 17 teachers trying a third time, 7 teachers (41.2%) had to retake local written test section, 6 teachers (35.3%) had to repeat the national written test section, and 4 teachers (23.5%) had to repeat both sections (see Figure 16).

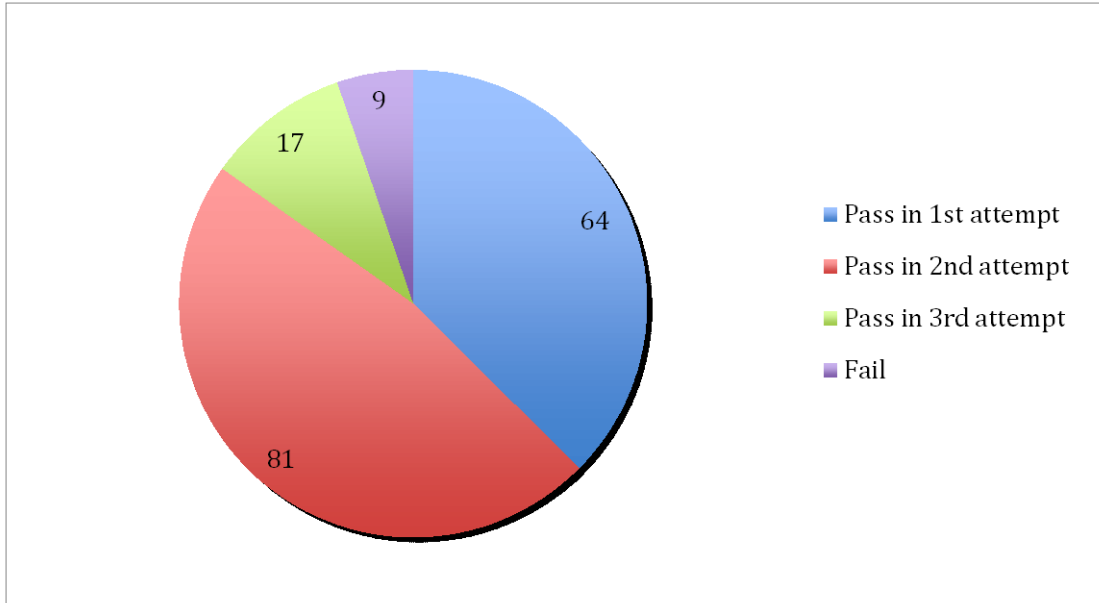


Figure 14 Number of Teachers Passing PLPG

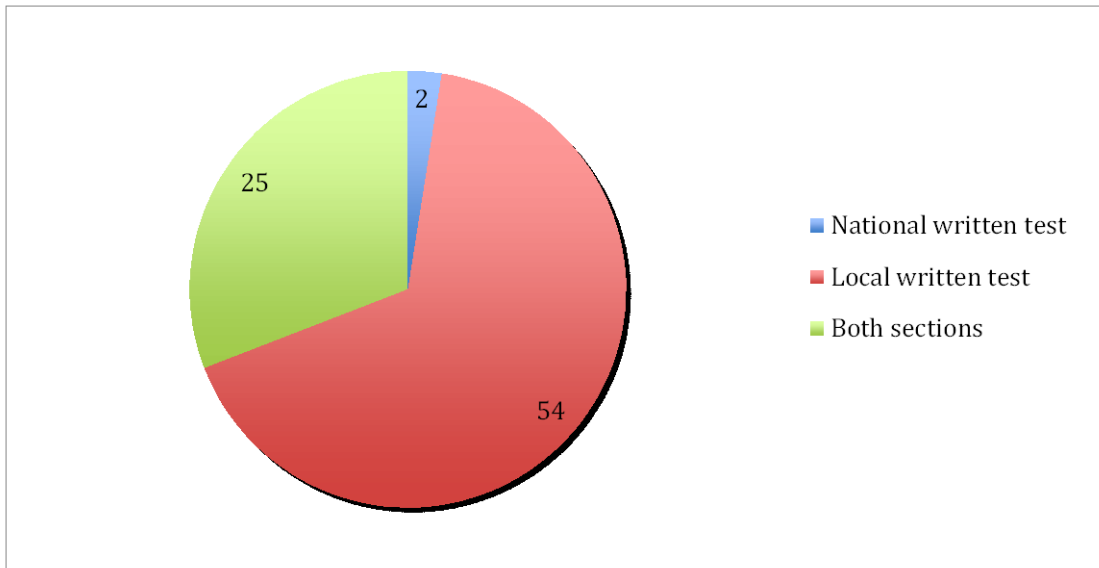


Figure 15 Number of Teachers and Section of Final Test Repeated in Second Attempt

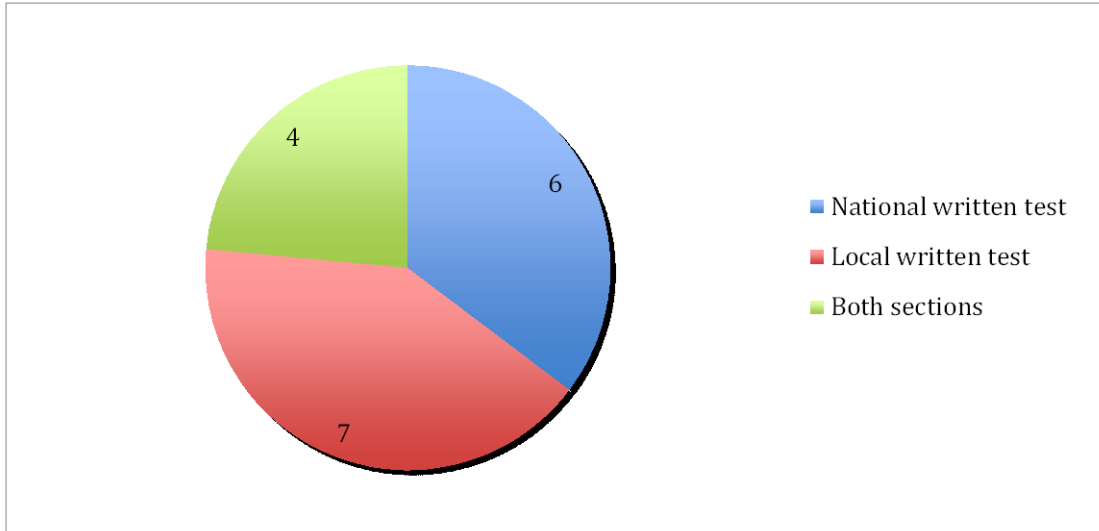


Figure 16 Number of Teachers and Section of Final Test Repeated in Third Attempt

Interestingly, these teachers did perform well on their Peer Teaching as shown in Table 29. The lowest score is 71.50, the highest is 91.10, the mean is 80.02, and the standard deviation is 3.33. These clearly demonstrate the high performance of the teachers, despite the fact that the score tended to be positively skewed (0.75).

Table 29 Peer Teaching Score

		Statistic
Peer teaching score	N	162
	Mean	80.02
	Median	79.40
	Mode	79.00
	Variance	11.08
	Standard Deviation	3.33
	Minimum	71.50
	Maximum	91.10
	Range	19.60
	Interquartile Range	3.63
	Skewness	0.75

Summary for Research Question 5

Research question 5 is: To what extent do English-language teachers believe that PLPG provides them the experiences to learn research-based instructional practices and classroom management? Demographically, most of PLPG participants were female teachers, held a Bachelor or S-1 degree, and had 5 to 10 years of teaching service. The majority of them agreed or strongly agreed that PLPG provided them with experiences to learn research-based instructional practices and classroom management. They further identified four types of support that would sustain their effort to develop their daily teaching practices. These included: continuous professional development, salary increase and incentive, supportive teaching environment, adequate teaching/learning facilities. Compared to their UKA score, the teachers' average score of final competency test increased modestly, but there were still many low performing teachers. As this test score was very decisive in their PLPG pursuit, less than 40% of the teachers were successful on their first attempt; there were about 47% teachers who were successful after a second final competency test, and about 9% teachers were successful the third time. The rest of the teachers, 4.7%, failed their PLPG attempt and had to retake it in the following year. In terms of the section of the test retaken, the majority of the teachers who sit for the test either a second or a third time had to repeat the local written section of the test.

Chapter Summary

This study aimed to explore the learning experiences high school English teachers in Indonesia acquire from PLPG certification program and how the learning experiences continue to impact their actual teaching practices. Despite some apparent weaknesses,

PLPG certification program has provided substantial experiences for the teachers to learn both professional and pedagogical knowledge as well as skills evident by classroom observations, interviews, teacher daily logs, related documents, and surveys. The teachers put into practice the learning experiences in their daily teaching practices in spite of reasonable variability in the quality of their everyday instruction ranging from ineffective to effective teaching practices. Their views of and responses to rigor, reward, and risk of PLPG appeared to have influenced their pursuit of certification, the experience itself, and customized their learning leverage triangle. However, the findings raise doubts concerning the balance of rigor, reward, and risk of PLPG certification program because the element of risk appeared not to significantly fuel candidates' willpower to complete PLPG requirements. In order to provide a powerful learning experience for teachers, professional training like PLPG should incorporate learning leverage, an appropriate balance of rigor, reward, and risk.

Chapter 5: Discussion, Conclusion, and Implications

This study aims to determine the influence of PLPG certification on teacher learning. It looks specifically at what happened in a 10-day Teacher Professional Training (PLPG), what English-language teachers learned during the training, how they viewed PLPG as professional development, and how their learning experience impact their daily teaching practices, and to what extent they believed that PLPG provided them the experiences to learn research based-instructional practices and classroom management. Six teachers participated in the qualitative part of the study, and 149 teachers participated in the quantitative component. All of them were high school English-language teachers pursuing the 2013 PLPG certification in a public university in Palembang, South Sumatra, Indonesia. Data sources for the study included teacher interviews, classroom observations, teacher daily logs, documents, survey questionnaire, PLPG results, and UKA score. In this final chapter, the researcher discusses and summarizes the findings of the study and suggests some implications and recommendations for further research.

Discussion

This section analyzes the actual implementation of the 2013 PLPG certification, examines teachers' learning experience from PLPG, looks into PLPG in relation to adult learning and social interaction, and illustrates the influence of PLPG certification on teachers' routine teaching practices. The last section discusses the leverage of PLPG certification on producing professionally qualified teachers.

PLPG in Practice

Historically, to ensure uniform implementation of PLPG and to achieve the targeted goal of the program, the training program is guided by the in-service teacher certification guidelines prescribed in a 5-book series published by the Ministry of Education and Culture (MOEC). The aspects of these guidelines that are most vividly implemented are the organization of PLPG, the materials covered, the activities chosen, and the assessment of the participants. The materials covered both professional/content knowledge and pedagogical skills of the teachers, both of which are deemed necessary for teachers to achieve a professional level of quality in their duties (Sparks, 2002). The activities featured in PLPG are in line with constructivist theory in that they seek to foster teacher-to-teacher interaction through active, contextualized, and collaborative modes of learning. For example, the teachers engaged in learning-by-doing activities, teamwork, small group collaboration, and study groups. The effectiveness of these in adult learning is supported by Sparks (2002) and Vella (1994). Furthermore, collaboration substantiates the social nature of learning and the richness of each individual's personal experience for learning.

Yet, there were some parts of the implementation that were inconsistent with the guidelines. In particular, Book 1, the Participant Stipulation Guidelines, required the provision of PLPG module or materials to participants long before they were to attend the training program in order to provide them with ample time to review the materials and make substantial preparation (Rosyidi et al., 2013). This was one of the crucial changes made for the 2013 PLPG and beyond. However, as observed by the researcher and reported by the participants, PLPG local committee did not distribute the materials until the participants arrived at the training center, one day before PLPG began. Furthermore, the participants were informed that they were accepted as PLPG participants less than a week prior to the training program, contrary to the schedule prescribed by the guideline, which states that teachers should be informed at least two months prior to PLPG implementation (Rosyidi, et al., 2013). If they had been informed about their participation earlier and received PLPG materials in accordance with the recommended PLPG program guidelines, they would have been able to make more adequate reading preparation for PLPG and competency test. This process of reading preparation has been argued to be vital in improving teachers' quality before and during certification process (Hunzicker, 2006; Kelley & Kimbal, 2001) as it allows teachers to review and analyze their teaching practices, and various teaching approaches and professional knowledge contained in the module.

Another reservation with the implementation of PLPG pertained to the grouping of the participants. Each cohort was assigned into three classes of about 30 teachers based not on the grade they taught, but on their UKA scores. Thus, each class consisted of elementary, junior high and senior high school teachers. While the content knowledge

taught in each level, junior and senior high school in particular, was relatively similar, there were significant differences in levels of difficulty and unique challenges to deal with by the teachers, and thus required them to put into practices different instructional and classroom management strategies. Classifying these teachers this way may have substantially diminished the effectiveness of PLPG in improving the teachers' professional knowledge and pedagogical skills.

Another problematic aspect about the grouping of teachers by UKA scores was that both low and high performing groups received material and instruction of a relatively comparable degree of difficulty and similar support and treatment with no modification for participants with a low UKA score. Unless there are special support and treatment given to the participants with low UKA score, it is argued that it is better to group the participants according to the grade levels they teach regardless their UKA score. Variations in terms of UKA score among the group members would permit effective collaborative learning as the high performing teachers could help their counterparts during peer or group activities. Interaction and collaboration with more capable teachers would optimize the level of potential development of the low performing teachers (Vygotsky, 1978). Effective professional development should encourage teachers to collaborate and continuously assess their own competency (Peckover, Peterson, Christiansen & Covert, 2006). Furthermore, teachers would have grade-level specific experiences and challenges to share, thus increasing the relevance of their collaborations.

Teacher Learning Experience

The findings of the study indicate that, as teacher professional development, PLPG offered teachers substantial learning experience. Both observations and teacher interviews, including document analysis, revealed the aspects of knowledge and skills learned by teachers covering professional and pedagogical competencies, which were the two main traits included in educational researchers' definition of teacher quality (Freeman & Johnson, 2008; Goe, 2007; Goe et al., 2008; Golombek, 1998; Ingvarson & Rowe, 2007; Yates & Muchisky, 2003) and defined by the Indonesian government's definition of an accomplished teacher (Government Regulation No. 74/2008). In terms of content knowledge, the teachers learned four language skills and grammar in light of text genres; i.e., for speaking and listening, they learned interpersonal and transactional texts, and, for reading and writing, they studied short and long functional texts, from which grammatical structures were implicitly derived to serve as the grammar curriculum. Revealed by interviews, the teachers were able to point out aspects of knowledge and skills learned from PLPG and succinctly describe the experience in their own language.

Pedagogical aspects the teachers learned from PLPG encompassed approach, methods, and procedures of teaching and learning English, including teaching styles, design and development of teaching instruments, instructional practices and classroom management, PT practices, and classroom action research or PTK. As part of pedagogical knowledge, they were introduced to the 2013 curriculum with the scientific approach as its core, and the policy of teacher professional development in Indonesia. These were respectively termed as the *knowledge of curriculum* and of *educational goals* by Shulman (1986, 1987). Other aspects pertinent to PLPG that substantially contributed to the

teachers' learning, in particular their increased professional and pedagogical knowledge were the preparations made by the teachers prior to PLPG implementation and before final competency; the preparations include reading UKA sample questions, and (previous) PLPG module as well as teaching resources and sharing with PLPG certified teachers. PLPG participants' responses to the survey questionnaire at the end of the training showed that the majority of participants perceived PLPG as a vehicle for learning such pedagogical skills as research-based instructional practices and classroom management and this chronicled further evidence of learning experience from a larger pool. Also, statistical calculations of all PLPG participants' UKA and final competency test score indicated that there was a moderate increase in terms of professional and pedagogical knowledge.

Despite the modest gain in the final competency test, the teachers in the qualitative study became more confident about their professional competence as the result of reviewing content knowledge, particularly text genre and language skills as well as grammatical structures (Johnston & Goettsch, 2000; Kelley & Kimbal, 2001; Yates & Muchisky, 2003). They also became more purposeful about their instructional practices and planned to implement activities that foster students' active participation and systematic and logical thinking process as the result of having teaching instruments workshop and reviewing teaching approaches (Gaddis, 2002; Hunzicker, 2006). Overall, the benefits the teachers gained from PLPG were fairly consistent with the findings of studies of other teacher certification program (e.g., Coskie & Place, 2008; Kelley & Kimbal, 2001; Lustick & Sykes, 2006; Stronge et al., 2007). Thus the study raised doubts concerning the claims made by previous studies of teacher certification program in

Indonesia (De Ree et al., 2012; Fahmi et al., 2011; Hastuti et al., 2009), which maintained that the certification program has failed to advance the quality of teachers in Indonesia. Fahmi et al. (2011) and De Ree et al. (2012) in particular based their claims on the findings of their study that showed no significant disparity between the academic gains of certified teachers' students and that of non-certified teachers' students. The investigator in the present study argues that the national exam results' might not exhibit the true quality of Indonesian teachers due to various issues concerning the implementation of the exam, among them, leakage of the exam questions and answer keys (Iskandar, 2014; Wahyudiyanta, 2014). It was possible that non-certified teachers' students performed well or even better than certified teachers' students in national exam simply because of the answer keys in their hands. While teacher quality plays a vital role in student achievement (Geringer, 2003), in the case of Indonesia, it appears inconclusive to blame teachers as the sole factor that generates the poor academic performance of Indonesian students. Other aspects such as inadequate facilities and teaching sources could also be the causative factors. Hence, the efforts to improve teacher quality should be hand in hand with attempts to enhance educational infrastructure and ultimately the national education system, which is equally accessible to all Indonesian citizens.

The researcher's observations during the program in both the first and second cohorts corroborated many aspects of the knowledge and skills the teachers reported in interviews to have learned from PLPG. However, the observations also displayed many important aspects of knowledge and skills contained in PLPG module the teachers did not learn (see page 101). That is, some components of the courses or materials offered in the syllabi and module were not enacted in class during training program (Feuer et al., 2013).

This was likely due to the short schedule of PLPG; ten days were far from being enough for the instructors to cover and for the PLPG participants to master all of the prescribed materials. Thus the instructors seemed to pick and choose the materials they thought to be important for PLPG participants to know, but the rationales behind the choices were not made clear (further investigation involving the instructors was urged to do to find this out). This indeed risked the depth and thoroughness of knowledge and skills these teachers learned. This risk could have been reduced or avoided had the participants been given PLPG materials well before they joined the training, giving them sufficient time to prepare. The observations further exhibited variations in terms of aspects of subject content taught by PLPG instructors; i.e., instructor(s) of the same course from the first and second cohorts appeared to teach different aspects of the course. Thus, comparable perception and understanding among PLPG instructors is vital to ensuring PLPG participants acquiring fairly uniform knowledge and skills in accordance with their professional and pedagogical needs.

PLPG, Adult Learning, and Social Interaction

The majority of the teachers who participated in the qualitative part of this study mentioned that they sought PLPG certification because they wanted to improve their content knowledge and pedagogical skills. They were aware that such knowledge and skills are important for quality teaching and their career development. This lends support to adults' characteristics of learning: self-directedness, thoughtfulness about the need of their own learning, and willingness to apply new knowledge and skills. Although they are autonomous learners and possess the ability to solve their teaching-related problems and

challenges, they still need others to help their learning. This is evident by their reports that when they encountered several problems and challenges during their certification process, collaboration and sharing with fellow PLPG participants, and feedback from PLPG instructors were the main coping strategies they employed. Collaboration is the main feature of adult learning theory (Brookfield, 1986). Importantly, their reports also made vivid the effects of a ZPD (Vygotsky, 1978) – assistance from and collaboration with more capable peers and PLPG instructors had elevated their ability to complete certification requirements and align with PLPG standards.

The Influence of PLPG on Quality of Teachers' Routine Teaching Practices

Findings from a set of ten videos recording the routine practices of five certified teachers taken approximately two months subsequent to their PLPG revealed that considerable variability existed in effective teaching practices and the quality of teaching and learning across the teachers' classrooms. Contrary to the TIMSS Video Study reported in Chang et al. (2013), many of the practices observed in the videos exhibited effective instructional practices and classroom management judged by the Assessment Form of Implementation of Learning, which was used by PLPG assessor to evaluate PLPG participants' teaching performance during Peer Teaching or PT. In particular, three teachers were judged as "above average to effective" in the quality of daily classroom practices as they had translated many of the learning experience they said they learned from PLPG to their actual classroom, meeting the qualifications of competent teachers expected by certification program. Their effective quality of teaching and learning included the incorporation of scientific approach, use of challenging questions to boost

students' motivation and arouse their curiosity, good mastery of lesson content, systematic and coherent presentation of lesson content from easy to difficult using various student-centered activities, integration of language skills, amalgamation of teaching media, and provision of feedback and scaffolding, as well as efficient organizational and classroom management problems. The other two teachers were judged as "average to ineffective" by the Assessment Form of Implementation of Learning, characterized by non integration of language skills, lack of student-centered activities, low mastery of content knowledge, and tentativeness in remediating students' misconceptions of lesson content. While this study did not compare the instructional practices of PLPG certified teachers with non-PLPG certified teachers, the findings indeed suggested that PLPG has a positive impact on teacher quality in spite of broad variability in the quality of teaching and learning in the routine practice among the five PLPG certified teachers. These discrepancies in the quality of everyday teaching practices among certified teachers were relatively consistent with the findings of Pool et al.'s (2001) study of the quality of NBC teachers' actual teaching practices.

By and large, classroom observations of routine teaching practices in the teachers' classrooms substantiated data from pre- and post-classroom observation teacher interviews. While pre-classroom observation interviews recorded PLPG learning experience these teachers claimed to have implemented in their actual classroom subsequent to the program, post-classroom observation interviews documented what these teachers' thought of their classes just observed – how it was like before and after PLPG. In some cases, teachers' claims to have implemented new knowledge and skills learned from PLPG in their classroom were obviously not validated by the classroom

observations. In another case, one teacher (Ahmad) asserted to have learned from PLPG to avoid commenting on and revising students' mistakes regarding the lesson content in order not to kill their creativity. This teacher's apparent misconception about remediating students' mistakes pertinent to the lesson content was confirmed by classroom observations and, although he claimed to give intervention eventually, it was not apparent during the observations.

Of the five teachers whose actual teaching was observed, three (Bambang, Amir and Risa) appeared to fall into a dynamic and/or a combination of dynamic and technical learning (Lustick & Sykes, 2006). They demonstrated full reception of PLPG standards and translated the majority of their learning experience into their actual classroom. The other two teachers, Agus and Ahmad, probably came through what Lustick and Sykes (2006) termed as technical learning and/or a combination of technical and deferred learning. That is, they exercised various efforts to align themselves with PLPG standards in order to pass certification but did not necessarily put into practice the learning experience in their classroom teaching practices. Specific to Ahmad, he might experience deferred learning and need more time to reflect upon his PLPG experience and translate the learning experience into his every day teaching practices (Lustick & Sykes, 2006).

At the beginning of their PLPG program, these teachers were asked about their most motivating factors in seeking certification. Teachers whose primary motivation was to improve teaching effectiveness appeared to implement better quality of daily teaching practices prescribed by PLPG than those whose most motivating factor was otherwise. In addition, they were more candid in discussions about learning experienced from PLPG and its implementation in their actual classroom (Pool et al., 2001). Interestingly, one

teacher who cited additional income as a main motivating factor in seeking certification used a variety of ways to delay the researcher from observing her class. The investigator ultimately was not able to observe her class and see the impact of PLPG on her daily teaching practices. Failing her first PLPG attempt, this teacher earned her certification after taking the final competency test a second time.

Despite a great deal of learning experiences from PLPG, translating the experience into their actual classroom is not an easy task for the teachers. They often faced obstacles that obstructed the implementation of the elements of effective teaching, particularly frequent change of curriculum and lack of teaching facilities. They were uncertain about implementing their PLPG learning experience, which had been under the umbrella of new curriculum because their district had not implemented the new curriculum yet. Thus they seemed to pick and choose the learning experience feasible to be practiced in their actual class. As argued previously, no matter how good the teachers were, they would not be able to fully implement and maintain effective teaching quality if they were not supported with adequate teaching facilities and resources. PLPG participants' responses to the survey at the end of their training indicated that they needed adequate teaching and learning facilities and support as well as supervision in addition to continuous professional development to help them continue to improve their teaching practices.

Also, 10-day PLPG was far from being sufficient to ultimately improve the teachers' quality because it was not a program aimed to develop teachers' quality from the scratch. PLPG effectiveness was also contingent upon the competence possessed by the teachers prior to the training. In line with this, Lustick (2002) has suggested four

types of certification candidates that describe the quality of their teaching practices before and after certification and their likelihood of earning certification. Taking into account his notion, only three of the teachers participating in the qualitative component of this study that appeared to fall into Type A and Type B candidates; these were the teachers who approached their certification in close alignment to PLPG standards, learned a great deal during the process of their certification, became more closely aligned with PLPG standards, and earned certification. The rest of the teachers were most likely Type C candidates or somewhere between Type B and C candidates. While demonstrating willingness to learn and try new things from PLPG certification, they were likely not qualified for recognition as accomplished teacher. As evident, two teachers categorized into these types were not successful in their first certification attempt. In short, improving the quality of teaching required well-planned and executed as well as cohesive efforts, including rigorous process of student teacher admission, excellent pre-service teacher education, selective teacher recruitment and continuous in-service teacher professional development (see Abduhzen, 2014).

Leverage of PLPG Certification Program

As previously discussed, teachers may experience three dynamics of learning leverage (rigor, reward, and risk) in different amounts, varying from teacher to teacher as they align with certification discourse in dissimilar manners (Hunzicker, 2008a). Rigor, reward, and risk are the reciprocal driving forces that influence the learning experience teachers gain from certification and such influence can be either positive or negative to their learning depending on the way they interact with the dynamics. In this study, while

the influence of the dynamics on teacher's PLPG journey was reciprocal, some teachers asserted that the dynamic of rigor was most influential in their PLPG endeavor. The teachers who were motivated by this dynamic appear to be most interested in learning and became resolute to satisfy or even surpass the high standards and expectations of PLPG because they were energized by the challenge. Those teachers who cited the importance of the dynamic of reward in their certification journey were more motivated in gaining professional respect from fellow teachers and financial recognition from government – not only was it to increase their welfare but also to improve their teaching practices. The fact that there was a possibility of not earning certification indeed gave fear to some of the teachers. The teachers were aware that the main factor deciding their passing and failing was the final competency test. The one teacher who was most motivated by this fear became more determined to meet PLPG requirements.

While this study indicated that the majority of teachers perceived the elements of rigor, reward, and risk positively influential to their learning (Hunzicker's (2008a, 2011), the effectiveness of learning leverage seemed also to be contingent upon several contextual factors. First, learning leverage would not work well when certification candidates approach the program with minimal alignment to certification standards (Lustick, 2002). Unlike National Board Certification (NBC) in the U.S., PLPG is a mandatory certification for in-service teachers in Indonesia. That is, all Indonesian teachers have to take the program regardless of their quality of teaching prior to the program. Although teachers had to take UKA (the initial competency test) before participating in PLPG, the test appeared to be the means to determine who would join PLPG first and who would join later, instead of the tool to decide whether or not one

qualifies for the certification. The teachers who approached their certification with minimal alignment to PLPG standards would likely face difficulties in meeting the standards and not qualify for recognition as an accomplished teacher. Also, learning is not an instant process but rather develops over time. Contrary to NBC process that takes one to three years to complete, PLPG was administered for 90 hours of training and workshops within 10 days. This short timeframe provides exposure but does not afford the necessary time for teacher to learn well or digest the amount of knowledge nor perfect the skills offered in the program. As shown in the findings chapter, most of the teachers complained about the tight schedule of PLPG, which made their learning not optimal.

In spite of the above reservations, the learning leverage interpretive tool helped evaluate the balance of rigor, reward, and risk of PLPG. An appropriate balance of the elements could lead to substantial learning for teachers (Hunzicker, 2008b). Drawing on the teachers' perspective, this study indicated that one major deficiency of PLPG was attributable to the insubstantial professional risk of not earning certification. As a mandatory program, PLPG certification allows candidates to take the final competency test up to two times within one to two months should they fail their first attempt. Importantly, since the certification was compulsory for incumbent teachers, all of them would earn certification in the end, i.e., if they were not successful at the time they could pursue it in the following year. Thus, the risk for not earning certification appeared to be not as significant as the other two dynamics in fueling teachers' effort to meet and complete PLPG requirements.

Conclusion

The major findings obtained from the data in terms of research questions addressed by the present study can be summarized as follows. First, concerning PLPG administration and implementation, it was found that there were 187 English-language teachers joining the first and second batches of the 2013 PLPG certification in a public university in South Sumatra province, each of which was divided into 3 groups. There were 16 instructors in the first cohort and 18 instructors in the second cohort who mentored the participants over the course of 10-day (90 hours) of the training. PLPG covered several courses categorized into professional or content knowledge and pedagogical knowledge and skills. Over the course of the program, the teachers engaged in various learning activities including seminar, individual, pair and group works, workshops and teaching performance. During the training, they received feedback and suggestions from PLPG instructors to support their learning, and were assessed using several methods, including peer assessment, participation assessment, workshop process assessment, PTK proposal assessment, final performance and written competency tests. However, the participants were informed about their participation in PLPG only a few days before the implementation of PLPG and received PLPG module and materials at the training center, one day before the training started, contrary to the PLPG guidelines. The rationale underlying the grouping of the participants appeared to be dubious, and both low and high performing teachers judged by their UKA score received similar types of support as well as treatment.

Several aspects of knowledge and skills acquired by the teachers from PLPG emerged. Notably, the learning experience observed by this researcher was relatively

consistent with the learning experience reported by six teachers during interviews and in their daily logs. They included: (1) professional/content knowledge – text genres, four language skills, and grammar, and (2) pedagogical knowledge and skills – approach, design and procedure of teaching method, peer teaching/PT, classroom action research/PTK, and the policy of teacher professional development. The introduction of the 2013 curriculum that the investigator could not observe during the training for administrative reasons surfaced during teacher interviews. Data of the study also indicated that the teachers reaped benefits from their UKA and PLPG preparations prior to the training and their final competency test as the preparations enriched their knowledge and skills, professional knowledge in particular.

The survey at the end of PLPG showed that the majority of PLPG participants perceived PLPG a vehicle for learning such pedagogical skills as instructional practices and classroom management informed by theory and research. The survey also identified four types of support that would help sustain teachers' efforts to improve their routine teaching practices, including ongoing professional development, salary increase and incentive, and supportive teaching environment as well as adequate teaching/learning facilities. Statistical measures also revealed an increase on the teachers' final competency test average score however less than 40% of them earned certification on their first attempt.

The findings further suggest that the teachers pursued PLPG certification for three reasons: upgrading teaching knowledge and skills, increasing monetary gain and networking. Acquiring knowledge and skills and having supportive instructors as well as fellow participants, the teachers had positive impressions toward their PLPG experience.

The majority of them agreed that the rigor, reward, and risk of PLPG had boosted their motivation to learn, and thus perceived PLPG as a powerful learning experience.

Specifically, two teachers considered rigor (high standards and expectations) of PLPG as the most influential factor. One teacher was very much concerned about the risk of not earning certification. Three teachers counted reward as most important in their PLPG experience.

Despite some contextual issues, the qualitative study participants' perspectives in this study support the interpretive tool of learning leverage (Hunzicker, 2008a, 2011) and at the same time provided evaluative information concerning the leverage of PLPG certification. While indicating that the rigor and reward of PLPG certification were quite influential in the teachers' pursuit of certification, the findings doubted the balance of rigor, reward, and risk of PLPG, as the dynamic of risk of PLPG appeared to be not as significant as the other two dynamics in driving candidates' motivation to complete PLPG requirements. In order to be a powerful learning experience for teachers, a certification program should apply learning leverage with an appropriate balance of rigor, reward, and risk.

Despite some variability, the study suggested that PLPG had a positive influence on teachers' everyday teaching practices. As captured during classroom observations, accomplished teachers exhibited effective instructional practices featuring the incorporation of scientific approach and student-centered teaching and learning activities, systematic and coherent teaching stages, rich examples and non-examples used in explanations and discussions with students, and smooth routines for monitoring and providing feedback about learning. These teachers appeared to show good mastery of

lesson content and structuring knowledge for students, and efficient organizational and classroom management problems. By way of contrast, some teachers judged as rather ineffective exhibited obvious weaknesses of teaching practices including the absence of scientific approach and infrequent incorporation of student-centered activities, low mastery of content knowledge and tentativeness about remediating students' misconceptions regarding lesson content, and ineffective discipline strategies and hesitancy about redirecting students' inappropriate behavior.

However, the study indicated that translating PLPG learning experience into their actual classroom was not a straightforward business for the teachers due to various issues such as frequent change of curriculum and lack of teaching facilities and resources. No matter how good the teachers were, they would not be able to fully implement and maintain effective teaching practices if they did not clearly comprehend the curriculum and were not supported with adequate teaching facilities and resources. In fact, many of the teachers, as evident by their survey response, believed that adequate teaching and learning facilities would help them sustain and improve the quality of their teaching practices.

Pedagogical Implications

The findings of this dissertation suggest some pedagogical implications as follows. First, teacher professional development through teacher certification could be a powerful learning experience for teachers when it addresses the needs of teachers' career development and pattern of adult learning, and incorporates an appropriate balance of rigor, reward, and risk. Constructivist teacher certification programs should focus on

improving teachers' professional knowledge and pedagogical skills, providing them ample opportunities for practice, research and reflection, and engaging them with contextualized and collaborative activities with sufficient support from certification mentors. Importantly, as suggested by the findings, the risk of not earning PLPG certification was not significant enough due to the fact that certification candidates may retake the final competency test twice, and, even if they fail a third time, they are still eligible to join certification in the following year. Drawing upon the learning leverage interpretive tool, the Ministry of Education and Culture (MOEC) should redesign its teacher certification program for future teachers, pre-service teachers in particular, by incorporating an appropriate balance of rigor, reward, and risk.

This study indicates that, while most of the teachers perceived PLPG as a vehicle for professional as well as pedagogical learning, there was considerable variation in the quality of their teaching. In addition to giving sufficient supervision and improving teaching and learning facilities, MOEC should provide teachers with opportunities for meaningful ongoing teacher professional development, one that helps teachers increase their teaching motivation and develop their teaching practices. Research has suggested that extensively well-designed content-related continuing professional learning, approximately 50 hours annually, is effective to improve teachers' teaching practices (SCOPE, 2010).

Importantly, what did work more than anything else during PLPG – despite the overwhelming content-cram based on delay in getting materials to candidates in advance, and despite the rather unfair length of time to produce lessons, and research projects – teachers were very collaborative and helpful to each other. This suggests that a system of

peer support and review/feedback might be integrated into long-term trainings – over a period of time – as a way to give teachers time to integrate their learning experience into their classroom.

Part of the opportunities for ongoing content-related professional training, MOEC could design an Advanced Certification Program and invite the certified teachers to voluntarily participate in the program. More rigorous than the previous certification (pre-service teacher certification), this advanced certification should be designed to identify highly accomplished teachers among the crowds. Once certified, these teachers would earn significant additional income and get more career opportunities (prospective candidates for future leaders in school – school principals and vice-principals) than non-advanced certified teachers. Importantly, these teachers could be the mentors for beginner teachers and be included in educational policy decision making such as curriculum and assessment development.

One fully functioning system of advanced teacher certification is the National Board Certification (NBC) program formed by the National Board for Professional Teaching Standards (NBPTS), an independent, non-profit, non-governmental national organization in the USA whose committee consists of various education-related stakeholders, including highly accomplished professionals, experts in academic content, teacher educators, researchers, and other relevant professionals. The board develops professional standards for accomplished teachers and voluntarily provides certification for teachers who meet the standards. For example, for accomplished English as a New Language teachers, there are nine standards: (1) knowledge of students, (2) knowledge of culture and diversity, (3) home, school, and community connections, (4) knowledge of

the English language, (5) knowledge of English language acquisition, (6) instructional practice, (7) assessment, (8) teacher as learner, and (9) professional leadership and advocacy (NBPTS website provides the full version).

To be eligible for NBC, a teacher must have a bachelor degree, a minimum of three years' teaching service in a related field, and a state teaching licensure (when required). Taking a three-year process, NBC requires certification candidates to successfully complete the portfolio and the assessment center exercises. In the first part of the assessment, teachers develop four portfolio entries: three provide an analysis of their classroom practices related to student learning (all must include samples of student works, and at least two of which are videotaped evidence of student-teacher classroom interactions), and one chronicles contributions to the profession and school community beyond the classroom; all of the entries must show direct evidence of teaching and contains analysis as well as reflection of the evidence. The second part of the assessment requires teachers to respond to six online exercises designed to measure their content knowledge. At least 12 highly competent teachers in relevant certification area score the completed portfolio entries. This short description of advanced teacher certification could be used as insights for developing advanced certification program for in-service teachers in Indonesia.

Ideally, Indonesian teachers should commence certification prior to their actual teaching service. This pre-service teacher certification or licensure should be part of or linked to teacher education programs (undergraduate or bachelor degree). Many developed countries have applied this design for many years ago. For example, in the state of Ohio, USA, student teachers pursuing undergraduate degrees in education receive

a diploma in education from the university where they commenced the degree and earn licensure/certification to teach in a related field of study from the Ohio Department of Education subsequent to completing a series of Educator Licensure Tests. For example, for foreign language teachers, the tests include Ohio Assessments for Educators covering Pedagogical Knowledge Assessments and Content Tests, and Tests in World Languages covering Content Knowledge Assessment including Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). Teachers who passed the tests are assumed to meet the minimum knowledge required for entry-level position (Ohio Department of Education, 2014).

Finally, however well-designed and rigorous, teacher certification programs would not be effective to elevate the quality of teachers if the certification candidates do not approach the program with some or close alignment to the standards required by the program. Therefore, it is highly imperative to ensure that only qualified individuals enter the teaching profession, determined by well-planned and designed teacher recruitment. Teacher recruitment deals with three correlated stages: competitive admission of student teachers, universal high-quality teacher education, and rigorous as well as transparent entrance tests. The first stage of teaching recruitment should ascertain that only the brightest high school graduates enter teacher education programs. In order to attract these bright candidates as student teachers, government must assure that they will have a teaching position (after successful completion of several tests and assessments) once they finished the program and, importantly, teaching profession must provide competitive salaries compared to other professions. Secondly, teacher education programs across the nation should be universal and well standardized containing ample clinical training

(extensive teaching practice experience) and coursework. Finally, subsequent to completion of teacher education program, teacher candidates have to successfully complete prerequisite tests and assessments (a.k.a. licensure) designed to certify that they meet the minimum knowledge and skills needed for entry-level position; the tests should measure both pedagogical and content knowledge and be conducted in an objective and transparent way.

Recommendations for Future Research

This study offers the following suggestions for future research. First, this research focused its investigation on teacher learning in the areas of professional and pedagogical competencies. Future research should extend its investigation to the other aspects of learning experience, for instance, in terms of personal and social competencies. The inclusion of other traits of teacher quality would provide a more comprehensive picture of the role of teacher certification in Indonesia in improving the quality of Indonesian teachers.

To validate the findings of the present study, future research should continue studying the impact of certification on teachers' daily instructional practices across a span of time. Specifically, longitudinal studies could look at the long-term impact of certification experience on the quality of certified teachers' teaching practices and of student learning. The studies should also interview the teachers' school principal to find out their views concerning the teachers' teaching practices before and after their certification. The students of the certified teachers could also be interviewed to gain insights on how they feel about learning in their class. Such longitudinal studies would

help verify whether or not certified teachers continue translating the learning experience in their classroom, and improving the quality of their teaching.

The present study surveyed the perception of English-language teachers pursuing 2013 PLPG in a public university in Palembang concerning how the program has prepared them to learn various aspects of effective instructional practices and classroom management. Future studies could survey English-language teachers pursuing PLPG in other districts or universities. To gain more reliable findings, a future study could involve teachers' school principal and students in the survey.

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Appendix A: Interview Guides

Interview 1 (60 minutes)

Background information

1. How long have you been teaching English?
2. Please tell me about your educational background
3. Please describe the school where you teach now.
4. What can you tell me about the people (fellow teachers, school staff) you work with?
5. Do you have anything else related to your professional background and experiences that you want to share with me?

Teacher's impressions of PLPG experience

6. How did you become interested in seeking teacher certification through PLPG?
7. What factor motivates you most to undergo certification program through PLPG? Can you tell me about other motivating factors?
8. What do you expect to achieve from PLPG?
9. So far, what are your impressions of PLPG?
10. Do you have anything to add to today's interview?

Interview 2 (60 minutes)

PLPG experiences

1. How did you plan to prepare for your UKA
2. How did you plan to prepare for PLPG?
3. What point are you at in PLPG?
4. What have you learned so far from PLPG?
5. What would you say is the most significant thing you have learned so far from PLPG?

6. How would you describe the “fit” of your teaching practices with the standards of the Certification board?
7. What areas have you found to be difficult about the PLPG so far? How do you cope with it?
8. What else do you want to add, if any, to today’s interview?

Interview 3 (60 minutes)

PLPG experiences

1. How is your PLPG progress thus far?
2. How do you cope with PLPG demands and assignments?
3. What have you learned from PLPG?
4. What do you think the most significant thing you have learned from PLPG?
5. What areas have you found to be the most difficult about PLPG? How do you cope with it?
6. How do you prepare for the final competency test?
7. What are your general impressions of your PLPG experience?

Views about PLPG as professional development

8. What do you think of the high standards and expectations of certification program through PLPG? How does it influence you in seeking certification?
9. How important is it for you holding the title of certified teacher and receiving salary increases? How does it influence your pursuit of certification?
10. What do you think of the professional risk of not earning certification? How does it influence your PLPG experience?

Interview 4 (30 minutes)

Final competency test/PLPG results (Before observation 1)

1. What do you think of your final competency test?
2. Tell me about your impressions of your PLPG result?
3. To what degree does the result go with the amount that you have learned?
4. To what degree do you think you have materialized what you have learned from PLPG into you classroom?

Teacher’s thought of classroom observation 1

5. What is your thought of the class I observed just now?
6. How was it like before PLPG?

7. How is it like after PLPG?
8. Did you do that before PLPG (use audio recorded data to ask the participants to reflect)? Is it because of the training?

Interview 5 (20 minutes)

Teacher's thought of classroom observation 2

1. What is your thought of the class I observed just now?
2. How was it like before PLPG?
3. How is it like after PLPG?
4. Did you do that before PLPG (use audio recorded data to ask the participants to reflect)? Is it because of the training?

Adapted from Hunzicker's (2006) interview guides with revisions, additions, and deletions.

Appendix B: Teacher Daily Log Sheet

Instructions:

1. Briefly write the materials, knowledge, and skills you have learned from PLPG today. Please include any problems and challenges you have encountered including any efforts and strategies you implemented to overcome the problems and challenges.
2. You can use the other side of this paper if you need more space.

Daily Log Day:		Date:
Materials, knowledge and skills you have learned from PLPG		
Problems and Challenges you have encountered		
Efforts and strategies you have made to overcome the problems and challenges		

Appendix C: Research-Based Instructional Practices and Classroom Management

Research-Based Instructional Practices and Classroom Management

Direction:

1. Using the scale below, please indicate (√) to what extent you agree that PLPG effectively provides you experience to learn each of the items listed below

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

2. Use the space provided below each item if you have comments about your rating (for example, an explanation of why you agreed or disagreed, etc).

PLPG effectively provides me the learning experiences that teach me to ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
C. Research-Based Instructional Practices					
1. Begin my instruction units by presenting students with clear learning goals.					
Comments:					
2. Provide students with specific feedback on the extent to which they are accomplishing learning goals.					
Comments:					
3. Ask students to keep track of their own performance on learning goals.					
Comments:					
4. Recognize students who are making observable progress toward learning goals.					
Comments:					
5. Emphasize the importance of effort with students.					
Comments:					

PLPG effectively provides me the learning experiences that teach me to ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. Organize students into groups based on their understanding of the content when appropriate.					
Comments:					
7. Organize students into cooperative groups when appropriate.					
Comments:					
8. Provide specific feedback on the homework assigned to students.					
Comments:					
9. End my units by providing students with clear feedback on the learning goals.					
Comments:					
10. End my units by asking students to assess themselves relative to the learning goals.					
Comments:					
11. End my units by recognizing and celebrating progress on the learning goals.					
Comments:					
12. Ask students questions that help them recall what they might already know about the content.					
Comments:					
13. Provide students with direct links with previous knowledge or studies.					
Comments:					

PLPG effectively provides me the learning experiences that teach me to ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. Ask students to take notes on new content.					
Comments:					
15. Ask students to represent new content in nonlinguistic ways (e.g., graphic organizers: table, flow chart, thematic map).					
Comments:					
16. Assign tasks that require students to practice important skills and procedures.					
Comments:					
17. Prescribe assignments that require students to compare and classify content.					
Comments:					
D. Classroom Management					
1. Have comprehensive and well-articulated rules and procedures for general classroom behavior, beginning and ending the period or day, transitions and interruptions, use of materials and equipment, and group work.					
Comments:					
2. Use specific disciplinary strategies that reinforce appropriate behavior and provide consequences for inappropriate behavior.					
Comments:					
3. Use specific techniques to keep aware of problems or potential problems in classrooms.					
Comments:					
4. Respond to inappropriate behaviors quickly and assertively.					
Comments:					

Demographics

1. What level(s) do you teach? (Please check all that apply)
 X XI XII
2. What is the highest level of education you have earned?
 Drs/Dra or SPd M.Pd. or M.Ed. Other
3. What is your UKA score?
4. What is your gender?
 Male Female
5. How many years have you been working in education (teaching and administrative duties)? _____
6. What type of support would best help you to continue to improve your teaching practices?

Adapted from Owings et al. (2006). Teacher quality and troops to teachers: A national study with implications for principals. *NASSP Bulletin*, 90(2), 102–131.
Demographic information questions are added

Appendix D: PT Assessment Instrument (Instrumen Penilaian PT)

LESSON PLAN ASSESSMENT FORM

(1)

DIRECTION

Score the lesson plan items by circling (1, 2, 3, 4, 5) in the provided column according to the following criteria

- 1 = not very good
- 2 = not good
- 3 = average
- 4 = good
- 5 = very good

No.	Indicator	Score
1.	Clarity of formulation of learning objectives (creating no double interpretations, and containing behavioral learning outcomes)	1 2 3 4 5
2.	Selection of teaching materials (in line with the learning objectives and characteristics of students)	1 2 3 4 5
3.	Organization of teaching materials (sequence and systematics of materials, and conformity with the allocation of time)	1 2 3 4 5
4.	Choice of learning resources/instructional media (in line with learning objectives, material, and characteristics of students)	1 2 3 4 5
5.	Clarity of learning scenarios (teaching stages: pre-, whilst-, and post-learning activities)	1 2 3 4 5
6.	Detail of learning scenarios (each teaching stage is cycled around the aspects of exploration, elaboration, and confirmation, or incorporates scientific approach)	1 2 3 4 5
7.	Conformity of assessment method with learning objectives, completeness of assessment techniques, for example: authentic assessment, portfolios, and observations	1 2 3 4 5
8.	Completeness of assessment instrument (questions, key answer, scoring rubric)	1 2 3 4 5
Total Score	

.....,

Assessor,

.....)

/NIK

**ASSESSMENT FORM OF IMPLEMENTATION OF LEARNING
(2)**

DIRECTION

Score the lesson plan items by circling (1, 2, 3, 4, 5) in the provided column according to the following criteria

- 1 = not very good
- 2 = not good
- 3 = average
- 4 = good
- 5 = very good

NO	INDICATOR	SCORE
I	PRE-LEARNING ACTIVITY	
	Apperception and Motivation	
1.	Link learning materials with students' experience and previous materials	1 2 3 4 5
2.	Ask challenging questions	1 2 3 4 5
3.	Deliver the benefits of learning materials	1 2 3 4 5
4.	Demonstrate something related to learning materials	1 2 3 4 5
	Introduction of Competency and Learning Plan	
1.	Introduce the targeted competency	1 2 3 4 5
2.	Introduce the learning activities	1 2 3 4 5
II	WHILST LEARNING ACTIVITY	
	Mastery of Learning Materials	
1.	Match teaching materials with learning objectives	1 2 3 4 5
2.	Link teaching materials to other relevant knowledge, science and technology, and real life	1 2 3 4 5
3.	Present teaching materials effectively	1 2 3 4 5
4.	Present teaching materials systematically (from easy to difficult, from concrete to abstract)	1 2 3 4 5
	Implementation of Educative Teaching Strategy	
1.	Implement learning activities in accordance with the learning objectives	1 2 3 4 5
2.	Facilitate explorative, elaborative, and confirmative learning activities	1 2 3 4 5
3.	Implement systematic learning activities	1 2 3 4 5
4.	Foster effective learning behavior (on task)	1 2 3 4 5
5.	Implement contextual learning	1 2 3 4 5
6.	Implement learning activities that foster positive habits	1 2 3 4 5
7.	Implement learning activities in accordance with the allocated time	1 2 3 4 5
	Incorporation of Scientific Approach	
1.	Ask "why" and "how" questions	1 2 3 4 5
2.	Stimulate students to ask	1 2 3 4 5
3.	Facilitate students to try	1 2 3 4 5
4.	Facilitate students to observe	1 2 3 4 5
5.	Facilitate students to analyze	1 2 3 4 5
6.	Ask questions that encourage students to reasoning (logical and systematic way of thinking)	1 2 3 4 5
7.	Use learning activities that foster communication among students	1 2 3 4 5
	Use of Instructional Resources/Media	

NO	INDICATOR	SCORE
1.	Use instructional media appropriately	1 2 3 4 5
2.	Produce interesting message	1 2 3 4 5
3.	Engage students in the use of media	1 2 3 4 5
4.	Facilitate students to observe	1 2 3 4 5
5.	Facilitate students to analyze	1 2 3 4 5
6.	Ask questions that encourage students to reasoning (logical and systematic way of thinking)	1 2 3 4 5
7.	Use learning activities that foster communication among students	1 2 3 4 5
	Involvement of Students in Learning	
1.	Foster students' active participation through teacher-students interaction and learning resources	1 2 3 4 5
2.	Recognize students' positive participation	1 2 3 4 5
3.	Show open attitude towards students' response	1 2 3 4 5
4.	Show conducive relationship among individuals	1 2 3 4 5
5.	Cultivate joy or enthusiasm of students in learning	1 2 3 4 5
	Stimulating and Fostering Students' Participation in Learning	
1.	Foster students' active participation in learning.	1 2 3 4 5
2.	Show open attitude towards students' responses	1 2 3 4 5
3.	Cultivate joy or enthusiasm of students in learning	1 2 3 4 5
	Assessment of Process and Outcome of Learning	
1.	Monitor students' progress during learning process	1 2 3 4 5
2.	Conduct final assessment in line with competency (goal)	1 2 3 4 5
	Use of Language	
1.	Use oral and written language clearly and fluently	1 2 3 4 5
2.	Use appropriate and correct written language	1 2 3 4 5
	POST-LEARNING ACTIVITY	
	Ending of Learning	
1.	Conduct a reflection or make a summary by involving students	1 2 3 4 5
2.	Conduct oral and written tests	1 2 3 4 5
3.	Compile students' works as a portfolio	1 2 3 4 5
4.	Conduct a follow-up by describing the next activity/lesson and enrichment tasks	1 2 3 4 5
	Total Score	

Assessor,

(.....)
NIP/NIK

.....,

(.....)
NIP/NIK

Appendix E: Recruitment Letter for Qualitative Participant

Dear PLPG Participants,

Please accept my profound words of gratitude for your interest in participating in my study. I am a PhD candidate in Foreign/Second and Multilingual Language Education of the Ohio State University. As the final requirement for my doctoral degree, I will be conducting a study entitled *Learning through PLPG: English Teacher Certification Program in Indonesia*. The subject of the study is high school English teachers pursuing 2013 certification program through PLPG pathway in University of Sriwijaya Palembang. This study will employ a hybrid research design, combining qualitative and quantitative approaches during data collection and analysis phases of the study. I am looking for eight English teachers to participate in the qualitative part (case study) of the research. You are potential participants for this study because you are registered to pursue the 2013 PLPG in University of Sriwijaya and you are teaching English in South Sumatra province high schools.

The study aims to find out the influence of PLPG on English teacher learning. To achieve this goal, I will conduct several interviews with you, ask you to make daily logs pertinent to your learning experiences, collect relevant artifacts and documents, and observe you when you are participating in PLPG as well as when you are teaching in your actual classrooms.

Most of the interviews and observations will be done during PLPG. I will interview you five times: three during your training and two after the training during classroom observations in September or October 2013 (interviews will be audio-recorded). I will observe you participating in PLPG during your ten-day training and observe you teaching your classroom twice in September or October 2013 (observations during PLPG will be audio-recorded while observations in classroom will be video-recorded). In addition, I will request you to create up to ten daily logs, and collect learning materials you receive from instructors and artifacts you produce as part of your training assignment including your UKA and final competency test scores. The schedule for interviews and classroom observation is tentative and we can work together to set a schedule suitable for you.

I am aware that taking apart in PLPG is very stressful for you and participating in the study would add more stress. I will do as best as I can not to distract your focus on your

pursuit of certification. Although participating in the study may or may not be of direct benefit to you, the results of the study will provide evaluative information for Ministry of Education and Culture (MOEC) and related stake holders, inform the initiative's efforts to strengthen the quality of (EFL) teaching in Indonesia, and offer inputs for future educational policy decisions concerning the pre-service teacher certification program (professional education of teachers – PPG) which will be in effect after the year of 2015, the role of (EFL) teacher quality, and ultimately the learning of all students.

I assure you that strict confidentiality pertaining to any information you provide will be maintained at all times. Your data will be recorded using pseudonym and stored in a password-protected computer.

I will do all of the data collection process by myself. If you agree to participate, you will be available for interviews, allow me to observe your PLPG and classroom, complete daily logs and hand it to me, and provide me the abovementioned artifacts and documents. Your participation in the study is completely voluntary, that is, you can either accept or decline participation in the study. Even if you decide to participate in the study, you can completely withdraw from the study at any time without penalty.

If you accept participation in the study, you will receive incentive in the form of gift certificates at a total value of USD 40. A gift certificate at a value of USD 20 will be given to you after PLPG program and another gift certificate at a value of USD 20 will be given to you after the second actual classroom observation.

I am looking forward to knowing your decision to participate (or not) in my study. Should you have any questions or further clarification, please do not hesitate to contact me directly.

Once again, thank you very much for interest in participating in my study and good luck with your pursuit of certification through PLPG pathway.

Sincerely,

Umar Abdullah
Foreign/Second and Multilingual Language Education Doctoral Candidate
The Ohio State University
abdullah.44@osu.edu

Appendix F: Recruitment Letter for Survey Participant

Dear PLPG Participants,

Please accept my profound words of gratitude for your interest in participating in my study. I am a PhD candidate in Foreign/Second and Multilingual Language Education of the Ohio State University. As the final requirement for my doctoral degree, I will be conducting a study entitled *Learning through PLPG: English Teacher Certification Program in Indonesia*. The subject of the study is high school English teachers pursuing 2013 certification program through PLPG pathway in University of Sriwijaya Palembang. This study will employ a hybrid research design, combining qualitative and quantitative approaches during data collection and analysis phases of the study. I plan to involve all of English teachers taking apart in 2013 PLPG program to participate in the quantitative part (survey) of the study. You are potential participants for this study because you are registered to pursue the 2013 PLPG in University of Sriwijaya and you are teaching English in South Sumatra province high schools.

The survey seeks to measure to what extent English teachers believe that PLPG effectively provides them the experiences to learn research based-instructional practices and classroom management. To achieve this goal, I will administer a questionnaire to all 2013 PLPG English teacher participants. The questionnaire consists of two scales – the instructional practices scale and the discipline and classroom management scale. All the items responses are on a 5-point Likert-type scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*. Participants will respond to a statement: *PLPG effectively provides me the learning experiences that teach me to ...* Six demographic questions will also be included in the study to collect additional information from the participants.

The survey will be administered at the tail of PLPG. It may take you up to 30 minutes to complete the questionnaire. The instructional practices scale consists of 17 items while the discipline and classroom management scale comprises 4 items. You can use the space provided below each item if you have comments about your rating (for example, an explanation of why you agreed or disagreed, etc). Of the 6 demographic questions, the first three questions ask teaching responsibility, academic qualification and your UKA score, question 4 asks gender background, question 5 asks teaching experiences including

any work related to education, and question 6, an open-ended question, asks type of support that would best help you continue to improve your teaching practices.

I am aware that taking apart in PLPG is very stressful for you and participating in the survey would add more stress. I will do as best as I can not to distract your focus on your pursuit of certification. Although participating in the survey may or may not be of direct benefit to you, the results of the study will provide evaluative information for Ministry of Education and Culture (MOEC) and related stake holders, inform the initiative's efforts to strengthen the quality of (EFL) teaching in Indonesia, and offer inputs for future educational policy decisions concerning the pre-service teacher certification program (professional education of teachers – PPG) which will be in effect after the year of 2015, the role of (EFL) teacher quality, and ultimately the learning of all students.

I assure you that strict confidentiality pertaining to any information you provide will be maintained at all times. Your response will be recorded using a particular number and stored in a password-protected computer.

For your information, Prof. Indawan Syahri will assist me at some stage of the survey administration. If you agree to participate, you will complete the survey questionnaire including 6 demographic questions, and you will allow me to access your final competency test results. Your participation in the study is completely voluntary, that is, you can either accept or decline participation in the study. Even if you decide to participate in the study, you can completely withdraw from the study at any time without penalty.

I am looking forward to knowing your decision to participate (or not) in my study. Should you have any questions or further clarification, please do not hesitate to contact me directly.

Once again, thank you very much for interest in participating in my study and good luck with your pursuit of certification through PLPG pathway.

Sincerely,

Umar Abdullah
Foreign/Second and Multilingual Language Education Doctoral Candidate
The Ohio State University
abdullah.44@osu.edu

Appendix G: The Ohio State University Consent to Participate in Research

Study Title: Learning through PLPG: English Teacher Certification Program in Indonesia

Researcher: Keiko K. Samimy, PhD (principal investigator); Umar Abdullah (co-investigator)

Sponsor: --

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

The purpose of this comparative case study is to examine the influence of PLPG on teacher learning. In particular, it seeks to find out what happens in 10-day PLPG, what knowledge and skills English teachers learn during the training as observed and self-reported, how these teachers view PLPG as professional development, and how the knowledge and skills learned during the training continue to impact these teachers' instructional practices and classroom management.

Procedures/Tasks:

Data of the study will be collected through interviews, observations, teacher daily log, and artifacts and documents. I will interview you five times: three during your training and two after the training during classroom observations in September or October 2013. I will audio-record the interviews. I will observe you participating in PLPG during your ten-day training and observe you teaching your classroom twice in September or October 2013. I will audio-record observations during PLPG and video-record observations in classroom. In addition, I will request you to create up to ten daily logs, and collect

learning materials you receive from instructors and artifacts you produce as part of your training assignment including your UKA and final competency test scores. Only one investigator (co-investigator) will remain on site of the study. The principal investigator (PI) will supervise the study and collaborate with the co-investigator in the data analysis and interpretation.

Duration:

The study will take a period of four months. During this period the co-investigator will interview each participant 5 times where each ranges between 20 and 60 minutes: 3 interviews conducted during PLPG and 2 interviews conducted subsequent to PLPG. The co-investigator will also conduct multiples observations during 10-day PLPG (up to 90 hours) and twice in the participants’ actual classroom (each will last for up to 100 minutes). Additionally, the co-investigator will ask each participant to create brief daily logs (10 daily logs) and to share the learning materials they receive from instructors and artifacts they produce as part of their training assignment including their UKA and final competency test scores to the co-investigator.

You may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

Risks and Benefits:

There is a small risk of breach of confidentiality of being identified as having participated in the study. However, the likelihood of occurrence is low. Data will be assigned pseudonym and personal/identifying information will be kept separately from other data. This research may or may not be of direct benefit to you as a result of participating in the study.

Confidentiality:

All data will be kept in a password-protected computer. The data are only accessible to the investigators.

Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law. Also, your records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;
- The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

Incentives:

Participants will receive incentive in the form of gift certificates at a total value of USD 40. A gift certificate at a value of USD 20 will be given to you after PLPG program and another gift certificate at a value of USD 20 will be given to you after the second actual classroom observation.

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

Contacts and Questions:

For questions, concerns, or complaints about the study you may contact **Umar Abdullah** at the following number: (614) 688-9251 and email address: abdullah.44@osu.edu.

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

If you are injured as a result of participating in this study or for questions about a study-related injury, you may contact **Umar Abdullah** at the following number: (614) 688-9251 and email address: abdullah.44@osu.edu.

Signing the consent form

I have read (or someone has read to me) this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

Printed name of subject

Signature of subject

Date and time AM/PM

Printed name of person authorized to consent for subject (when applicable)

Signature of person authorized to consent for subject (when applicable)

Relationship to the subject

Date and time AM/PM

Investigator/Research Staff

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Umar Abdullah

Printed name of person obtaining consent

Signature of person obtaining consent

Date and time AM/PM

Appendix H: The Ohio State University Consent to Participate in Research

Study Title: Learning through PLPG: English Teacher Certification Program in Indonesia

Researcher: Keiko K. Samimy, PhD (principal investigator); Umar Abdullah (co-investigator)

Sponsor: --

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

The purpose of this survey is to explore to what extent English teachers believe that PLPG effectively provides them the experiences to learn research based-instructional practices and classroom management.

Procedures/Tasks:

The co-investigator and external key personnel will employ a self-administered questionnaire to you to measure your perception of PLPG to have provided you experience to learn research-based instructional practices and classroom management. The questionnaire consists of two scales – the instructional practices scale and the discipline and classroom management scale. All the items responses are on a 5-point Likert-type scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*. We will ask you to respond to a statement: *PLPG effectively provides me the learning experiences that teach me to ...* To collect additional information, we will also ask you to answer six demographic questions. Only the co-investigator and external key personnel will remain on site of the study. The principal investigator (PI) will

supervise the study and collaborate with the co-investigator in the data analysis and interpretation.

Duration:

The survey will be administered at the tail of PLPG program. It may take you up to 30 minutes to complete the survey. The instructional practices scale consists of 17 items while the discipline and classroom management scale comprises 4 items. You can use the space provided below each item if you have comments about your rating (for example, an explanation of why you agreed or disagreed, etc). Of the 6 demographic questions, the first three questions ask teaching responsibility, academic qualification and the UKA score, question 4 asks gender background, question 5 asks teaching experiences including any work related to education, and question 6, an open-ended question, asks type of support that would best help you continue to improve your teaching practices.

You may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

Risks and Benefits:

There is a small risk of breach of confidentiality of being identified as having participated in the study. However, the likelihood of occurrence is low. Survey response will be assigned a particular number and be used in the master database. This research may or may not be of direct benefit to you as a result of participating in the study.

Confidentiality:

All data will be kept in a password-protected computer. The data are only accessible to the investigators.

Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law. Also, your records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;
- The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

Incentives:

Survey respondents will not receive any incentives.

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you may have as a participant in this study.

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If you are injured as a result of participating in this study or for questions about a study-related injury, you may contact **Umar Abdullah** at the following number: (614) 688-9251 and email address: abdullah.44@osu.edu.

Signing the consent form

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I am not giving up any legal rights by signing this form. I will be given a copy of this form

Printed name of subject	Signature of subject
	AM/PM
	Date and time
Printed name of person authorized to consent for subject (when applicable)	Signature of person authorized to consent for subject (when applicable)
	AM/PM
Relationship to the subject	Date and time

Investigator/Research Staff

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Printed name of person obtaining consent

Signature of person obtaining consent

Date and time

AM/PM