

**Investigating the Enablers and Barriers of
Professionally Certified Teachers of English in Enacting
the Professional Standard Competencies in a
Polytechnic in Indonesia**

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ABSTRACT

This study investigates the perceived issues of certified teachers of English at a Polytechnic, particularly with regard to their perspectives concerning enablers and barriers of the development of their pedagogical and professional competencies. The pedagogical competency refers to their capability to develop appropriate teaching and learning techniques for the delivery of effective and efficient learning processes, while professional competency relates to having a level of content knowledge that identifies them as 'specialists' or 'experts' in a particular subject area. This study also focuses on exploring the possible ways to deal with the issues and the supporting factors that would improve professional performance.

The purpose of this study is to develop an understanding as to why the quality of teachers is consistently reported as low quality in many studies, despite the Government of Indonesia's intensive efforts to improve the quality through a professional certification program. In the plethora of studies investigating this subject however, attempts have been made to uncover the underlying reasons that have led to this recorded low performance. However, relatively little effort has been sought from the educators' perspectives concerning the challenges facing them during their efforts to meet pedagogical and professional competencies. This gap in the literature has justified the significance of this study.

The study applies a case study approach to explore a deeper understanding of the participants' perspectives. Such an in depth exploration and the final results provide an explanation for the phenomena being investigated. The data has been collected through individual and focus group interviews. Both the in-depth individual interviews and the focus group interviews have been conducted using semi-structured interview questions. Twenty-four certified teachers of English, at a polytechnic in Indonesia, were invited to participate in this study. The data has been analysed inductively using a thematic analysis approach to construct the final answers to the inquiries posed in this study.

The findings of this study have indicated that the certified teachers of English face three key issues relating to their pedagogical and professional competencies, as required in the standard of the professional certification program: organisational policies, their self-capacity, and the support via teaching and learning facilities. The findings have illuminated the domains that need to be focused on if the higher education institutions are to improve teachers' performance in terms of the professional standards. Some of the possible ways for teachers to deal with the issues they are facing have been constructed based on the results; this approach has provided a novel contribution via this study.

DECLARATION

I certify that this thesis does not incorporate with acknowledgement any material previously submitted for a degree or diploma in any University; and to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due references have been made in the text.

Adelaide, SA August 2016

Sri Gustiani

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

Teachers' professional development has been part of a key issue of education development all over the world. Aligned with the prevailing issue of globalisation of education that emphasises the accountability of education (Ball, 2001; Zajda, 2009, 2015), standardising the professionalism of teaching practices in all levels of education has also become a characteristic of education reform in many countries (Ball, 2012). In Indonesia, standardising teachers' professionalism in all levels of education (from primary to higher education) was introduced in 2005 and re marked by the introduction of Law number 14 on Teachers and Lecturers¹ (The Government of Indonesia/Gol, 2005a).

This study addresses the issues of teachers' professional development in tertiary level and, in particular, their effort in enacting the professional standards as mandated by the regulation number 47 on lecturers and their professional certification (The Ministry of National Education/MoNE, 2009a). More particularly, this study focuses on exploring the enablers and barriers faced by the participants in enacting the professional standards. The introductory chapter of this study provides an overview of the study. The overview includes:

Section 1.2 that presents the background of the study,

Section 1.3 that presents the statement of the problem,

Section 1.4 that presents the aim of the study,

Section 1.5 that presents the research questions,

Section 1.6 that presents the rationale and significance of the study,

¹ This law introduces the distinction of terminology of Teacher and Lecturer whereby teacher is used to refer to those who teach at primary to secondary level while lecturer is used to refer to those who are teaching at higher education. In this study both terminologies are used interchangeably but more specifically the term teacher is used to refer to literature and lecturer is only used to refer specifically to the participants as teachers at a polytechnic.

Section 1.7 that presents the research structure to illustrate the complete scaffold of the thesis, and
Section 1.8 that concludes the chapter.

1.2 Background of the Study

Improving the quality of education has been a global movement. Triggered by competition among countries aimed at improving the quality of life through the advancement of knowledge, every country on earth is now focusing on how to improve the quality of education in order to maintain existence in global competition (Villegas-Reimers, 2003). In Indonesia, improving the quality of education has been a great concern for the last two decades. Countless efforts have been made to improve the quality of education (GoI, 2005a). The quality improvement endeavors are carried out systemically through policy intervention by the central government.

One of these policies is the policy of professional development through the professional certification program for teachers in all education levels. This certification program is delivered by The Ministry of National Education² as part of a process of acknowledging teachers who have met the professional requirements. The current professional certification program was implemented as a nation-wide program in 2007. As the Government of Indonesia has agreed to remunerate extra salaries for teachers who have been certified, the certification program³ is expected to encourage them to continuously improve their professionalism by honing such skills as their teaching and learning techniques, their levels of content knowledge, and their academic qualifications (Jalal et al., 2009). The goal of this improvement is aimed at enhancing the quality of

² Higher education in Indonesia used to be under Ministry of National Education (MoNE) that managed under Directorate of Higher Education. When the new elected government came to power in 2014 the MoNE was restructured and higher education while it is still managed by the Directorate General of Higher Education, it has been restructured under the Ministry of Research, Technology and Higher Education. However, for consistency with the previous work, I will use abbreviation of MoNE throughout this thesis.

³The explanation about Lecturers Certification Program is presented in Appendix A: The Professional Certification Program for Lecturers in Indonesia

national education standards.

Studies investigating the impact of the professional certification program in Indonesia (Ananda, Mukhadis, & Andoko, 2010; Annajiyah, 2011; Dalimunthe, 2015; Daromes & Ng, 2014; Elfindri, Rustad, Nizam, & Dahrulsyah, 2015; Fahmi, Maulana, & Yusuf, 2011; Fattah, 2013; Hariri, 2010; Hastuti et al., 2009; Jalal et al., 2009; Khodijah, 2013; Kurniawan, 2011; Kusdinarsah, 2011; Muhardi & Nurcahyono, 2011; Piscayanti & Mahayanti, 2015; Rahayu & Hizriani, 2014; Ramalia, 2014; Ratminingsih, 2015; Raudhoh & Muhammad, 2012; Suranto & Setyorini, 2013; Syamsuri, 2010) have already pinpointed two main conclusions. Firstly, the professional certification program focuses on an administration process, but to date, it does not provide a thorough focus on assessing real teaching performance in the classroom. Some aspects of teaching and learning such as the effectiveness of teaching methods, relevancy of materials, and the impact of the use of methods, materials and teaching aids on students' achievement, are absent in the administrative assessment of the professional certification program. Secondly, there is no significant difference in terms of performance between 'certified' and 'non-certified' in their current teaching performances. These findings have led to a third observation that there have been no significant differences in student achievement as a reflection of the benefits of improving teachers' professionalism in teaching. These conclusions from the relevant studies have indicated that there might be issues facing the certified-teachers as they seek to improve their professional skills, regardless of their official status as professional, certified educators. Those issues are still unexplored in the existing literatures. This has been the background that underpins this study. The context of this study is introduced in the next section.

1.3 Context of the Study

According to the Indonesian teachers' professional standards (Gol, 2005a), professional teachers or lecturers are defined by their qualification in four competencies, namely: (1) pedagogical; (2) personal; (3) social; and (4) professional domains. More specifically, for lecturers as teachers at higher education, these competencies represent the three main responsibilities of a university known as *Tridharma Perguruan Tinggi*⁴. This university oversees the required professional participation in *education, research, and community services* that is required of professional lecturers (MoNE, 2015, p. 1). In Law No.14 (2005a) the terms *Teacher* and *Lecturer* have been clarified. The term *teacher* is distinguished from the term *Lecturer*. *Teacher* is used to refer to educators at primary and secondary levels while *Lecturer* is used to refer to educators at the higher education level. As such, in this study, the *Teachers* are known as *Lecturers* given that they work in higher education. However, they have yet to complete the professional certification program which would then make them **professional lecturers**. In sum, the educators mentioned have completed their diplomas as teachers and they have been accepted as Lecturers because they have been invited to work in higher education.

Recent studies have identified the underperformance of the certified teachers. For example, there has been evidence of underperformance such as non-commitment in areas such as: being late or absent without any particular reasons, failing to mark students' assignments, teaching with non-preparation notes, not completing teaching and administrative documents, using plagiarism in academic writing, having inadequate knowledge of course content and lacking commitment to academic responsibilities required in their respective disciplines (Dalimunthe, 2015; Elfindri et al., 2015; Hastuti et al., 2009; Khodijah, 2013; Kurniawan, 2011; Piscayanti & Mahayanti, 2015; Raudhoh & Muhammad, 2012). While these low-performance characteristics inform the reality of

⁴ Tridharma Perguruan Tinggi represents the three main responsibilities of university in the Indonesian context that help education, research, and community service (Gol, 2012)

professional teachers in this context, the possible problems or challenges underpinning and causing this low quality, in the growing number of certified lecturers, remain unexplored. This has indicated that in regards to the professional certification program for tertiary teachers in Indonesia, the following question needs to be investigated: What are the barriers and enablers of 'professional teachers' (those who are already certified through the professional certification program) that hinder or assist them in realising the required professional standards in practice? In other words, this question is looking to uncover reasons that may have influenced the lecturers' underperformance. This is the overarching inquiry that will become the central tenet of this research.

1.3.1 Research Site

In terms of the research setting, this study was conducted at a state polytechnic in Indonesia, namely: Salient State Polytechnic (pseudonym). This particular research setting has unique characteristics pertaining to the enactment of professional standards. As teachers at a higher education institution, the lecturers at Salient State Polytechnic are certified with the same professional standards that apply to university lecturers. However, as the core business of polytechnic is more on teaching vocational subjects, the nature of teaching at polytechnic is somewhat different from teaching at university. To illustrate, in polytechnic, English as a subject is taught as English for Specific Purposes and as English for Vocational Purposes which requires a more specific pedagogical approach as well as a focus on the development of materials (Widodo, 2015) comparing to English at university. Students at polytechnics in Indonesia learn English almost every semester as communication and learning tools of the vocational purposes, while university students learn English for general purpose for one semester. The current system of professional certification program does not address this idiosyncrasy in ways that distinguish the nature of pedagogical approaches in university versus those in polytechnic. This has raised queries of how this 'one size fits all' standard of professionalism was enacted by the

teachers in a polytechnic.

1.3.2 Research Participants

Referring to the participants of this study, namely, certified *teachers of English* at a state polytechnic, they are called lecturers of English. Hereafter, the term *lecturers* will refer to all English teachers in higher education (Gol, 2005a) and will be used interchangeably⁵. The participants are certified as professional through the Indonesian Lecturer Certification Program. The area of teachers of English professionalism at polytechnic, to the best of the researcher's knowledge, has not been explored in the existing literature. This research was carried out within this unexplored context. In other words, the exploration of teachers' professionalism in the context of polytechnic has been taken as the place for this research in the field of research in higher education of Indonesia.

1.4 Statement of the Problem

There is a problem with the professional certification program in Indonesia. While the standards for professionalism have been clearly defined and set up for teachers to meet, those who have been certified, in reality, demonstrate no significant differences in their teaching performances from pre-certification to post-certification (Dalimunthe, 2015; Hastuti et al., 2009; Khodijah, 2013; Kurniawan, 2011; Piscayanti & Mahayanti, 2015; Raudhoh & Muhammad, 2012). Moreover, as confirmed by student achievement and student surveys, there is even a tendency towards performance deterioration in certified educators' performances in post certification programs. For examples: copying their colleagues' documents for teaching administration, teaching without preparation, and a huge mismatch between their lesson plan and real teaching procedures (Fahmi et al., 2011; Fattah, 2013; Syamsuri, 2010). These findings indicate a performance gap between

⁵ Most of the literature used the terms *teachers* regardless the level of the education institution. However, in this research, the researcher uses *lecturers* as well, especially when referring to the specific context of Indonesian categorization of teachers and lecturers.

expected standards, as required by the law, and the realities of teaching qualities. This phenomenon suggests a low quality of education in specifically certified teachers.

While the professional standards required by the professional certification program are based on the ideals of The Ministry of National Education in the Indonesian context (considering the standard was developed by educational experts assigned by the Government of Indonesia) and the process of certification is conducted based on the objective procedures, the contrasting findings about educator professionalism and their performances; however, all of these are indicative of the problems facing the educators' professional development. The gap between what 'professional' is supposed to mean with the reality of what certified educator performance actually delivers, needs to be understood in order to achieve the common goal of quality improvement of education, in Indonesia. In order to understand this discrepancy at this particular level, this study will focus on exploring the enablers and barriers as perceived by the teachers of higher education in their efforts to achieve professional standards.

Due to the limitations of this research, only two of the four domains of professional standards - pedagogical and professional competencies - will be investigated. Beside the time constraints, the decision to delimit the coverage to these two domains is also because in general, the objective assessment of teachers' professional performance is closely related to the practice of teaching (pedagogy), in addition to research and other academic-related activities (professional). The other two, personal and social competencies, are considered less related to the assessment of educators' professional performance outcomes (Epstein, 2001).

1.5 Aims of the Study

Focusing on a sample of teachers of English for Specific Purposes in English as a foreign language context at Salient State Polytechnic, the aims of this proposed study are twofold:

- To explore enablers and barriers faced by the certified teachers of English at Salient State Polytechnic in the two focus domains that form a key part of the certification program, namely: pedagogical and professional competencies.
- To develop understandings about the perspectives of teachers concerning their professional learning needs so that this feedback might inform future professional learning initiatives. To reach these aims, the following research questions are posed.

1.6 Research Questions

As indicated in the introduction, this proposed research attempts to answer this overarching inquiry: According to certified teachers of English at the Salient State Polytechnic, what are the barriers and enablers that influence the realising of the required professional standards of the Indonesian Lecturers Certification Program?

This overarching inquiry is broken down into the following sub questions:

1. What are the issues the certified teachers of English at the Salient State Polytechnic face in relation to pedagogical and professional competencies, as required in the standards of the Indonesian Professional Certification Program?
2. How do they deal with these issues?
3. What factors would be helpful to improve their professional development?

These research questions are expected to guide the exploration of the central theme regarding the participants' perspectives about achieving success in their studies concerning professional development for teachers. The latter examples represent areas

that the participants undertake in an effort to perform well within the standardised competencies. The results of this explorative study will hopefully provide answers to the overarching inquiry. In essence, this research is an attempt to provide both a conceptual and a potential practical contribution to Salient State Polytechnic.

1.7 Significance of the Study

This study will contribute to the understanding of issues (enablers and barriers) facing the professionally certified educators in a higher vocational education context in Indonesia. Despite the Government of Indonesia's intensive efforts to improve the quality of educators through the professional certification program, studies investigating this subject consistently report that certified educators show no significant improvement in their performance from pre-certification to post-certification. The attempt to uncover the reasons that have led to such low performance is rarely heard and relatively little effort has been directed toward understanding the barriers and enablers, related to pedagogical and professional competencies, from the educators' perspectives. From the existing accessible literature, there is no study, to date, that has investigated the issues of professional development within the context of a polytechnic in Indonesia. Therefore, investigating the issues of professional development, as faced by the professionally certified teachers of English at Salient State Polytechnic, both in terms of pedagogical and professional competencies, will provide a novel contribution to the existing literature.

1.8 Overview of the Study

The results of this research, reported in this thesis, are organised into six chapters, with additional pages on front matters, a list of references, and the appendices. *Chapter One* introduces the background and the context of the study, the statement of the problem, the aim of the study, the research questions, the significance of the study, the abbreviations and definitions of key terms, and an overview of the study. *Chapter Two*

provides a review of the literature relevant to this study. This literature review covers some key issues such as teacher professionalism in global settings, the professional certification programs in Indonesia as part of education quality improvement efforts, and a review of teachers of English professionalism in in Indonesia. *Chapter Three* describes the research design and methodological procedures undertaken in this research. In addition, chapter three also outlines ethical concerns and explains how ethical issues related to this research have been handled. *Chapter Four* presents the findings of the research and analyses those findings. Chapter *Five* presents discussion of the findings in conjunction with the literature, in order to provide final answers to the research questions. Finally *Chapter Six* concludes the results of this study and highlights the key implications for further research. It also proposes recommendations for the improvement of the professional development of teachers in the studied organisation, as well as other organisations, that might share similar characteristics to the ones that had been studied in this research.

1.9 Conclusion

This chapter has introduced the background and the context of this study. The problem that underpins the study has also been explained. Research questions that guided this study, as well as the significance of this study, have also been provided in this chapter. The following Chapter 2 provides a discussion of the theoretical relevance of this research in terms of the existing literature. It also assists with providing more information about the context of this research, in relation to the issues related to teacher professional development. These highlighted points represent a key focus of this research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The main purpose of this study involves an investigation of enablers and barriers that influence the teachers of English in higher education when seeking to realise the standard competencies needed for the Indonesian Professional Certification Program. In the Indonesian context, teachers at higher education institutions, such as at a university or a polytechnic, are regarded as lecturers (Gol, 2005a). It is important to clarify that most of the relevant literature has used the term *teacher* regardless of the level of the education institution (C. Day, Kington, Stobart, & Sammons, 2006; Stronach, Corbin, McNamara, Stark, & Warne, 2002). As such, in this research, the researcher uses the term *teacher* throughout, and only uses the term *lecturer* when referring to any relevant law or regulation regarding teachers in higher education in the Indonesian context.

This chapter aims to provide an overview of the key theories and studies that are relevant to the study. There are three main sections in this literature review chapter. The first section discusses teachers' professionalism. The second section discusses the related professional certification program. These two sections are then followed by a review of the existing issues within the professional certification program, teachers of English and the conclusion. Discussion of these sections will be presented as the following:

Section 2.2 presents the Teachers' Professionalism;

Section 2.3 presents the Professional Certification Program;

Section 2.4 presents the issues related to the Professional Certification Program;

Section 2.5 presents the issues related to teachers of English professionalism;

Section 2.6 presents the issues related to the nature of English teaching at Polytechnic;

Section 2.7 presents the conclusion of the chapter.

2.2 Teachers' Professionalism

This section explores the concept of professional teachers and presents some professional standards for teachers in some countries, as found in the literature.

2.2.1 Teachers as Professionals

As education systems around the world are changing, many countries are motivated to reform their educational systems. Teachers as educators in all education levels, as the key element of these reforms, are required to improve their professionalism in order to improve the education system. They are not only the variable that needs to be changed but they are also the change agents of the reforms themselves. Being able to improve their professional capacity is important if teachers are to play their strategic role as the change catalysts in society (Hoyle, 1995) through educational reforms. Unquestionably, the professionalization of the teaching force is viewed as a key to the successful improvement of the quality of education (Darling-Hammond, 1999, 2000).

Teacher professionalization is argued as being a method for assessing and identifying the quality of teachers' professionalism capacities (Englund, 2003). Using a set of professional standards, the stakeholders, like governments or agencies, have assisted teachers in their development as professionals so as to meet the dynamic changes of education systems (Day et al., 2006; Stronach et al., 2002). Accordingly, teachers who have met the set professional standards are acknowledged as professional teachers. Their professionalism is demonstrated through enacting the standards in their professional lives (Goodson & Hargreaves, 2003). Professionalism standards are now part of education reform across the globe. In what follows, some references related to teachers' professional standards, in several countries, are reviewed.

2.2.2 Teachers Professional Standards

The standards of professional teachers across different countries are varied. In Singapore, The National Institute of Education (NIE) reported that the model for professional teachers must have three value paradigms: a learner centred approach, teacher identity, and service to the profession and the community. These paradigms underscore the requisite knowledge and skills to ensure staying in touch with the latest global trends and upgrades in student performance (NIE, 2009, p. 4).

Teachers in the United Kingdom (UK), as stated in Calderhead and Shorrock (2005, p. 1), are construed as professionals and are required to deliver a prescribed curriculum using must-have particular skills and competence. They are asked to provide learning environments for students that help them acquire meaningful knowledge and skills. They are also expected to encourage students to socialise and cooperate with others, and help students prepare themselves for the work place as well as being responsible citizens.

On the other hand, teachers in the United States (US) are encouraged to acquire the following values and beliefs: (1) academic orientation and an awareness of their own subject expertise and professional strength; (2) practical orientation that puts them as designers of the experiences and models of learning used in the classroom; (3) technical orientation that requires skill in associating knowledge and behavioural skills with competency-based approaches; (4) personal orientation that underscores an interpersonal relationship in the classroom; and (5) critical inquiry orientation that favours an awareness of the school social context and the social consequences; teachers are viewed as developers of a critical and reflective qualities in their role as change-agent. This information regarding US teachers standards, provided by Calderhead and Shorrock (2005, p. 2) is based on the thoughts of Feiman-Nemser (1990) and Zeichner (1983).

Finnish teachers in education, as reported by the Organisation for Economic Co-operation and Development/OECD (2010, p. 125), have at least four distinguishing

qualities: (1) a research based approach; (2) a strong focus on developing pedagogical content knowledge; (3) a continuing diagnosis of students with learning difficulties that includes adapting the learning instruction; and (4) a very strong clinical component of an extensive course work and a full year experience in a school.

In addition, OECD in 2012 reported that teachers' professionalism across countries is based on the acquisition of individual skills for creating effective learning environments for their students; this is achieved best through the provision of opportunities for students to work collaboratively with others in designing the learning environment. Also, educators need to be able to address the learning needs of particular groups of students; develop themselves professionally, and teach with others in team approaches (OECD, 2012, p. 38). These standards of professionalism for teachers are clearly identifiable across national boundaries; they distinguish perspectives related to how teachers and teaching are viewed. Arguably, they also advocate professional development as the answer to educational system reforms.

From a closer look at various international standards for teachers' professional development, there seems to be a consensus among the countries that teachers' professional standards should be comprised of at least three domains: *knowledge, skills, and attitude*. The current standards applied in Indonesia also focus on these three key domains.

2.2.3 Indonesian Standards of Teacher Professionalism

In Indonesia, teachers professional standards of competencies are regulated in the Law No.14 year 2005 that addresses Teachers and Lecturers (2005a); this includes an additional explanation that links with National Education Standards as mandated by the Regulation, No. 19, year 2005 (2005b). According to the Law No. 14 year 2005 regarding Teachers and Lecturers, article 1 act 4, professional is defined as 'a profession or activity

which is undertaken by a person and becomes a source of income for living which requires skills, expertise, and competencies to meet the quality of standard or norms in professional education' (Gol, 2005a, p. 2).

According to the standards, professional teachers in all education levels must meet four competencies: pedagogical, professional, social, and personal. It is important to clarify, however, that whilst the four factors in these domains represent the professional standards addressed in teacher training, the word 'professional' in the second competency refers mainly to an emphasis on a specific focus such as that of being a 'specialist' (Cheng & Wang, 2004; Epstein, 2001) or 'expert' in one's chosen subject field (Calderhead & Shorrock, 2005). Thus, the term 'professional competency' refers to how competent a teacher is in his/her particular subject. The four competencies represent the essence of the professional teaching standards and they are evident in the training of teachers at primary and secondary levels as well as the lecturers at tertiary level. Figure 2.1 is developed to present the four standard competencies of Indonesian professional teachers. Each competency is coloured differently to indicate the different domains, however, they are interrelated as a set of professional standards.



Figure 2. 1 The Standard Competencies of Indonesian Professional Teachers

Although teachers in primary, secondary and tertiary levels are regulated in the same law, in the Indonesian context, *lecturer* is the term used to refer specifically to teachers in tertiary education. Hence, in terms of the professional standards, they have an obligation to carry out additional responsibilities that include the three main responsibilities of tertiary education namely; participations in the areas of education, research and community services (known as *Tridharma Perguruan Tinggi*), the details of which are not explicitly stated as obligatory for primary and secondary teachers. The Government of Indonesia in Regulation No. 37, year 2009 re Lecturer, stated that a professional teacher in tertiary level is regarded as a professional educator and scientist who transforms,

develops and promotes knowledge, technology and art via teaching, research and community service' (Gol, 2009a, p. 2)

In essence, however, the domains of professional competency for teachers in primary to tertiary levels in Indonesia are in line with the professional standards applied in other countries. To illustrate, the *pedagogical competency* in an Indonesian context is regarded as a focus 'on developing the pedagogical content knowledge of teachers', just as it is in Finland (OECD, 2010) or 'teaching skills' in Singapore (NIE, 2009), or a focus on 'the ability to assist students (via) meaningful knowledge and skills' in the UK (Calderhead & Shorrock, 2005), or in terms of 'academic orientation and an awareness of (one's) own subject expertise and professional strength in the US (Ibid), or in terms of what the OECD (2012) calls 'the acquisition of individual skills for creating effective learning environments for students'. The comparison of Indonesian teachers' standards and teacher standards across nations is presented Table 2.1.

Table 2. 1 Comparisons of Teachers Professional Standards across Nations

Indonesia Gol (2005a)	OECD (2012)	UK (Calderhead & Shorrock, 2005)	US (Calderhead & Shorrock, 2005)	Singapore (NIE, 2009)	Finland (OECD, 2010)
Pedagogical Competency	Creating Effective Learning Environments Skills	Providing Learning Environments for Meaningful Knowledge and Skills	Practical Orientation, and Technical Orientation	Teaching Skills	Strong Focus on Developing Pedagogical Content Knowledge
Professional Competency	The Ability to Self- develop Professionally	-	Academic Orientation	Teaching Knowledge, and Profession Service	Research Based Approach
Social Competency	The Ability to Address Particular Groups of Students Learning Needs	Encouraging Students to Socialise and Cooperate with Others	Critical Inquiry Orientation	Service to Community Value; and a Learner Centred	Continuous Student's Needs Diagnosis
Personal Competency	The Ability to Teach in Team Approaches	Helping Students Ready for Work Places and Responsible Citizens	Personal Orientation	Teacher Identity	Strong Clinical Component

As seen in Table 2.1, the characteristics of what defines a professional teacher are related and addressed via the same aspects. However, as every context is unique, issues faced by teachers' in their professions may vary across nations. From a closer look at various international standards for teachers' professional development, there seems to be a consensus among the countries that teachers' professional standards should be comprised of at least three domains: *knowledge, skills, and attitude*. The current standards applied in Indonesia also focus on these three key domains.

As previously mentioned, the international standards for teachers' professionalism are covered within the three key domains, namely knowledge, skills, and attitude. Figure 2.2 is developed to present the relevance of teachers' professional standards across nations and in Indonesia.

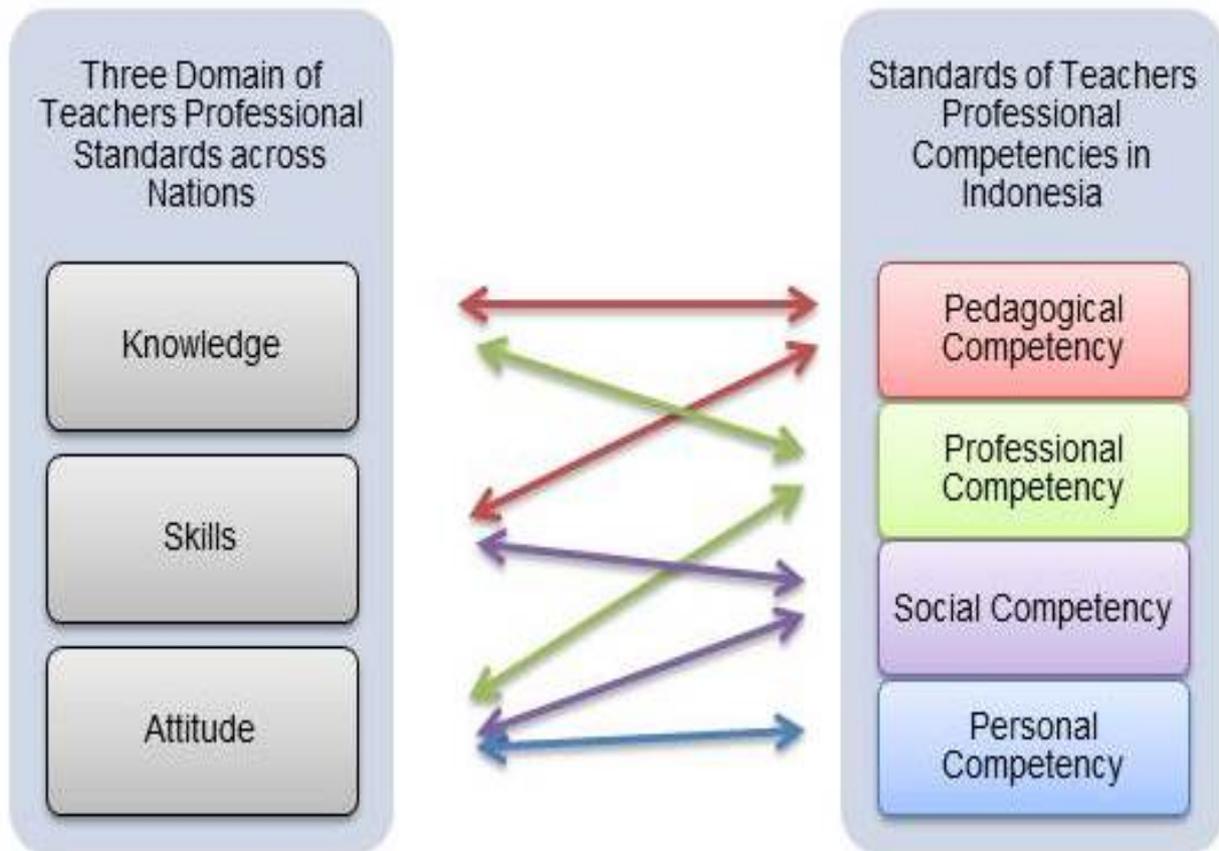


Figure 2. 2 The Relevance of Teacher Professional Standards across Nations and in Indonesia

As depicted in Figure 2.2, the three key domains of teachers' professional standards are further developed into the four domains of Teacher Professional Standards in Indonesia. These four domains will be used as the initial framework for this study not only because they are relevant to global standards but also because, in an Indonesian context, where this study will be conducted, these standards are an obligation. So, an academic investigation in relation to these obligatory standards will contribute to working towards better implementation.

2.3 Teachers' Professional Development

After providing a clearer understanding of what is meant by the term 'professional teacher' from both an International and an Indonesian context, this section explores the concept of teachers' professional development in global and Indonesian contexts.

2.3.1 Teachers' Professional Development in Global Context

To cope with the reforms of educational systems across nations, teachers, as the significant subjects and objects of the reforms, need to develop their professionalism. Consequently, the professional development needs of teachers represent a growing and challenging area that has received major attention during the past decades (Adey, Hewitt, Hewitt, & Landau, 2004). Many scholars have provided insightful definitions of teachers' professional development. Galtthorn (1995) has interpreted teachers' professional development as an opportunity for professional growth through examining their teaching systematically. Others have defined teachers' professional development as a positive, long term process that includes regular opportunities and experiences to plan systematically and promote meaningful growth (Cochran-Smith & Lytle, 2001) and development in the profession (Walling & Lewis, 2000).

Villegas-Reimers (2003) has supported the view that such a long-term process is a lifelong process of preparation both on the job and beyond. In addition, Brown (2007) has claimed that teachers' professional development represents significant lifelong learning that should be continuously conducted and Maggioli (2003) has strengthened this approach by viewing teachers' professional development as an important, ongoing learning process.

Teachers' professional development is important as the process provides a significant, positive impact on teachers' beliefs and practices in teaching. In a global context, evidence shows that teachers' professional development affects teachers' beliefs

and behaviour and improves teachers' understanding of theories and practices in teaching (Nelson, 1999). For example, a study by Wood and Bennett (2000) reported that a group of educators in early childhood education, in England, changed both their own theories of play and their teaching practice relationships as a result of being personally involved in data collection concerning theories and teaching practices. Similarly, Supovitz, Mayer, and Kahle (2000), in a study involving data collection concerning teachers in Ohio, United States, found that involvement in group professional development activities significantly influenced teachers' attitudes to more creative preparation and practice.

Youngs (2001) reported that the effect of different models of teachers' professional development, in some parts of the United States, significantly influenced teachers in defining their goals for their students, and these goals, in turn, affected teacher behaviour in the classroom. She also found that teachers' professional development strengthened skills, knowledge and the dispositions of teachers and gave them a strength that had a positive impact on other school aspects, such as community construction, coherent program development, and the provision of technical resources of higher quality. An earlier study conducted by Kallestad and Olweus (1998) revealed that Norwegian teacher behaviour, in classrooms and schools, was significantly improved through a professional preparation and development program that encouraged the defining of more meaningful goals for their students.

Two studies in the United Kingdom revealed the importance of professional development in the form of the training for teaching and learning as undertaken by teachers in higher education. Husband (2015) in his research project found that teachers in higher education in Scotland and Wales required professional development for teaching and learning. Training in teaching and learning, as part of professional development, was needed to maintain and develop skills. This kind of training should be focussed on developing vocational skills-meeting of special education needs, and the developing

creative knowledge in classroom management techniques. In addition, Husband (2015) found that a lack of ongoing and relevant training and provision quality, and the issue of teacher workloads, were also major issues of concern in the context of his study.

Meanwhile, Bamber, Walsh, Juwah, and Ross (2006), in their empirical study, found that professional development programs for teachers of higher education in Scotland were developed based on the Institute for Learning and Teaching in a Higher Education framework. The programs were developed to respond to the Dearing Committee recommendations that teachers in higher education needed more accredited training in teaching and learning. The outcomes of such training were affected mainly by the time pressure experienced by the teachers, and some contextual issues like the social nature of organisation, stakeholder involvement, institutional history and distinctive cultures, research and teaching relationships. Both studies pointed out that teachers actively engaged in their own professional development if the training programs were more directed toward enhancing skills in the domain of pedagogical foci that enables them to deal with contextual challenges in their teaching.

In the context of polytechnics and vocational education, a study conducted by Kamaruddin and Ibrahim (2010) was also in line with the importance of ongoing and relevant professional development for the quality of teachers in higher education. Their study pointed out that ongoing and relevant professional development programs could develop and enhance a strong sense of personal and general teaching efficacy among technical teachers at polytechnics in Malaysia. The programs also provided an improvement of teachers' professional and general competencies which related to their knowledge, skills and abilities in effective teaching.

Relevant to the issue concerning the use of technology in professional development, Maor (2006) in a case study, focused on professional development via an

online technology workshop with a group of teachers in a Western Australian University. The study exhibited that teaching online could improve teachers' pedagogical knowledge and their perceptions of the use of technology and pedagogy as two different components in teaching. Such knowledge of appropriate technology adoption in teaching and learning processes helped bridge the gap between the two components. The professional development program also changed their understanding of the two components, and, further, developed their technological pedagogic knowledge. Overall, this knowledge enabled them to innovate in their teaching practices. However, to have a maximum impact when using technology in teaching and learning, an institution would need to have an embedded technology that is a key part of their organisational system.

There are three key points underlined from the above studies in regards to teachers' professional development in a global context. Firstly, professional development is an ongoing process of improvement and growth. Secondly, teachers' professional development should be relevant and address the contextual issues and needs of the teachers and the institution. In the context of polytechnic and vocational education, as the reference suggest (Kamaruddin & Ibrahim, 2010), the teacher professional development program should focus on the enhancement of technical and technological skills to support their pedagogical skills. Thirdly, professional development, empirically, should focus on improving teacher competency in the arena of professional knowledge and skills. It should also enhance psychological aspects such as personal teaching self-efficacy, and positive perceptions regarding their profession. These key points have helped shed light on the main issues concerning the professional development of teachers in a global context that are relevant to this study. In the discussion that follows, a description of teacher professional development in Indonesia is explored.

2.3.2 The Portrait of Teacher Professional Development in Indonesia

As noted earlier in this discussion, teachers in Indonesia are required to develop competencies: namely, pedagogical, professional, personal and social competencies. They also need an education qualification in order to be able to cope with the global education reforms. In order to do so, the Government of Indonesia has introduced a professional certification program as mandated by a number of regulations such as Indonesia Law No. 14 year 2005 (Gol, 2005a) regarding Teachers and Lecturers and The Government of Indonesia Regulation No. 19 year 2005 (Gol, 2005b) on National Standard of Education. The professional certification program was implemented in 2007 as a nation-wide program to improve all aspects of teacher quality including competencies, academic qualifications, welfare, status, and the reward system. Certified teachers are officially acknowledged by issuing professional teacher certificate, teacher registration number, and professional allowance to the value of one month's basic salary (Hastuti et al., 2009). Indeed, the Government of Indonesia agreed to remunerate an extra salary which meant an increased remuneration for certified teachers.

This professional certification program was warmly welcomed by teachers in all levels of education. This is especially so given that beforehand, being a teacher in the Indonesia context was considered analogous to a low-paid profession (Fahmi et al., 2011). The professional certification program, as it now stands, assesses teachers' competencies (pedagogical, professional, personal and social) based on their teaching portfolios. It represents a method of performance assessment which Riggs and Sandli (2000) have defined as an item collection, which illustrates different aspects of one's work, professional development and abilities.

The professional certification program has regulated teachers in all education levels to have four required competencies. The four competencies are: pedagogical, professional, personal and social (Gol, 2005a). Table 2.2 is developed to present the four

competencies of Indonesian teachers with the standards required. Each competency is coloured differently to indicate the different domains as referred in Figure 2.1. Each standard of the required competency is broken down into some sub competencies. As the focus of this study investigates pedagogical and professional competencies, the details of the sub competencies for both pedagogical and professional competencies are translated and listed in Appendix B: The Pedagogical and Professional Competencies of Lecturers in Indonesia. Since there is no official English version issued by The Government of Indonesia, the four competencies have been translated into English for use in this dissertation.

Table 2. 2 Teachers Professional Standards in Indonesia

Competency	Standard Required
<p>Pedagogical Competency refers to the capability to develop appropriate teaching and learning techniques for the delivery of effective and efficient learning processes.</p>	<ul style="list-style-type: none"> (1) designing subjects, (2) applying learning process, (3) assessing the processes and learning outcomes, and (4) utilising of relevant research finding.
<p>Professional Competency relates to having a level of content knowledge that identifies one as a 'specialist' or 'expert' in a particular subject area.</p>	<ul style="list-style-type: none"> (1) comprehending the subject matter, (2) designing, conducting and reporting on research findings about the subject, (3) developing and disseminating research findings that address innovations in their chosen field, and (4) designing, implementing, and assessing projects that focus on the values and importance of community service.
<p>Social Competency indicates the capability to develop good social relationships and the ability to communicate effectively in the interests of supporting better education.</p>	<ul style="list-style-type: none"> (1) communicating with students, (2) communicating with students' parents, (3) communicating with colleagues, (4) communicating with administrative staff, and (5) communicating with society.
<p>Personal Competency is related to good behaviour in performing set tasks.</p>	<ul style="list-style-type: none"> (1) reflecting on their behaviours and attitudes to the teachers' code of ethics and to related social and legal norms, (2) thinking positively and avoiding negative thoughts, (3) showing empathy and sympathy, and (4) possessing a genuine character and qualities, and demonstrating the ability to remain goal oriented.

(Adapted from MoNE, 2015)

2.3.3 Certification Program for Professional Development in Higher Education in Indonesia

While the teachers in all education levels are regulated under one law (No 14, year 2005), in the implementation of certification programs, teachers in higher education are regulated differently from those in primary and secondary education. Teachers in higher education were regulated in the Ministry of National Education Rule No. 42 year 2007 on Lecturer Certification (MoNE, 2007). Furthermore, this certification program was regulated in the Government of Indonesia Regulation No. 37 year 2009 on Lecturers (Gol, 2009a), and the Ministry of National Education Regulation No. 47 year 2009 regarding the Teaching Certification for Lecturers (MoNE, 2009a). According to the latest Lecturer Certification Manual Book 1 (MoNE, 2015), the lecturer certification program aims to:

- (1) assess lecturers' professionalism to determine their eligibility in undertaking their tasks;
- (2) assure the security of the lecturer profession as learning agent in higher education;
- (3) improve the processes and outcomes of education;
- (4) accelerate the realisation of national education goals; and
- (5) raise lecturers' awareness to the obligations in reinforcing integrity and academic ethics, especially the prohibition to perform plagiarism (pp.4-5).

In addition to the required competencies, a professional lecturer is also obligated to meet an educational qualification as a teacher and perform their contribution through *Tridharma Perguruan Tinggi* (three key responsibilities of higher education, i.e.: teaching, research and community service). The certification, then, assesses the professionalism requirements through the portfolio method. To receive a professional certification, a certified teacher at higher education is expected to maintain the sustainability of their professionalism. The long term goal is that certified teachers keep improving their professionalism so as to improve the quality of education in Indonesia. The professional certification concept is summarised in Figure 2.3.

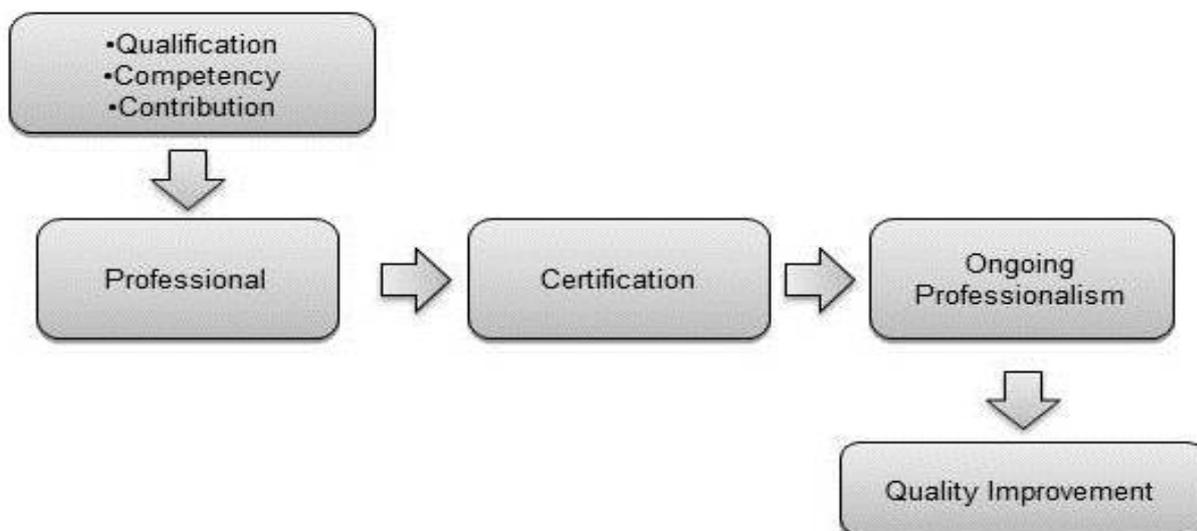


Figure 2. 2 The Concept of Professional Certification Program for Teachers in Higher Education in Indonesia

(Adopted from Gol, 2005, p.5)

This subsection presents the general description of the teacher certification program as part of the professional development endeavour in the Indonesian education system. Since its implementation in 2007, the teacher certification program has been a key subject in academic research. This research aims at exploring issues around teacher professional development in higher vocational education. Therefore, it is important to review previous studies in the field in order to illuminate the existing issues as well as to identify any gaps in the existing literature that this study might potentially fill in.

2.4 Issues of the Professional Certification Program

This section examines the literature concerning the issues of the professional certification program in Indonesia at the centre of this study. To illuminate and shed light on the issues, the discussion will focus on the issues regarding the professional certification program for teachers and the effect this has on student performances. This will then be followed by a discussion of the issues regarding teachers of English in Indonesia and in Polytechnic in particular.

2.4.1 The Professional Certification Program and Teachers' Performance

The professional certification program has aimed to certify and provide a legal recognition of teachers as professionals in all education levels (Gol, 2005a). However, from the accessible literature, the impact of the professional certification program in terms of teachers' performance is debatable. Some studies have proved that professional development under such a national program have significantly improved teachers' performance (Daromes & Ng, 2014; Elfindri et al., 2015; Muhandi & Nurcahyono, 2011; Ramalia, 2014; Suranto & Setyorini, 2013). However, in contrast, some studies have demonstrated that there have been no significant differences between certified and non-certified teachers' performances (Dalimunthe, 2015; Hastuti et al., 2009; Khodijah, 2013; Kurniawan, 2011; Piscayanti & Mahayanti, 2015; Raudhoh & Muhammad, 2012). Meanwhile, the Government of Indonesia has agreed to remunerate extra salaries for certified teachers, so as to improve teachers' living standards (Gol, 2005a). However, it is argued that the teachers' teaching standards may not have improved as the assessments have been based on a portfolio method. In what follows, the studies that present both the pros and contras related to certified teachers' performances will be discussed.

2.4.1.1 Pros

Some evidence has shown that the professional certification program in Indonesia has had an impact on teachers' performance, especially with regard to the relationship between performance and the quality of education. Ramalia (2014) in a case study regarding determinants of teachers' performance in an agricultural university in West Java revealed that a professional certification program was the most enabling determinant in the improving of teachers' performance. In line with this finding, Suranto and Setyorini (2013) have presented evidence that professional certification has significantly impacted the improvement of all competencies (pedagogical, professional, personal, and social) of teachers at a health polytechnic in Central Java. Both studies conducted by Ramalia

(2014) and Suranto and Setyorini (2013) found that the quality of teachers' performance was improved once the teachers were certified. They suggested that institutions should give more support to teacher participation in the professional certification program in order to improve not only the quality of teacher performance but also to improve the quality of institutions and education in general.

Daromes and Ng (2014) have also offered evidence that the certification program has a significant impact on teachers in higher education who were certified in 2010 and 2011, in South Sulawesi. They argued that the certification program for teachers in higher education positively enforced certified teachers and helped them motivate themselves internally via forms of psychological empowerment and mental model building that improved their performance.

Other studies which have supported the positive impact of the certification program regarding teachers' performance have been reported by Elfindri et al. (2015). In their large study of 54.000 teachers at tertiary level they have discovered that teachers' performance has proved unique after certification and new compensation schemes have been introduced. Using teaching allocation and publication as measurements, they found that teachers' participation in teaching and publication were increased once they were certified.

In line with the improvement of teachers' publications, Muhardi and Nurcahyono (2011), in their study, also found that there was a tendency towards increased publication and research by teachers, at an Islamic University in West Java, after they were certified. The certification incentives proved to have a positive impact in motivating teachers to maintain the quality of their contribution to the three responsibilities required in higher education in terms of conducting research (three responsibilities of higher education: teaching, research, and community service). However, they also argued that institutional supports, in the form of research funding, were also needed as this would lead to a

maximum impact on the teachers' research performance.

Nevertheless, some studies also revealed that the professional certification program has had no significant impact to teachers' performance. The following sub-section discusses the contrast of this national professional development program.

2.4.1.2 Contrasts

There have been some studies that have reported that teachers' performance is not affected by the professional certification program. For instance, Hastuti et al. (2009) in their study regarding the implementation of certification program in three provinces: Jambi, West Java and West Kalimantan, reported that some certified teachers were not certain that certification had improved their quality. Due to the portfolio assessment method, the results of the certification were not reflected in the teachers' real teaching performance. They argued that certification had failed to motivate teachers to improve their teaching quality, but, in fact, had succeeded to motivate the teacher to improve their financial well-being.

Khodijah (2013) in her study about the performance of teachers who teach Islam in some Islamic private schools and state schools in urban and rural areas in South Sumatra, found that there was no difference in teachers' performance in either *pre* or *post* certification. These outcomes were due to the fact that certification had assessed teachers' competencies via portfolio instead of assessing their real teaching competencies. Therefore, teachers' performance remained the same both before and after certification. Khodijah (2013) found that demotivation; lack of supporting facilities, lack of collaboration among teachers, headmasters, and lack of in-service training represented the barriers to improving teachers' performance.

Other scholars also supported the fact that the certification program had no significant impact on teachers' performance. Kurniawan (2011) in his study, revealed that

teachers at primary schools in Central Java showed no significant improvement in their professionalism after certification. Their teaching and learning processes in class remained monotonous, conventional, and lacking in innovation and improvisation. Teachers appeared more interested in pursuing their remuneration rather than the improvement of their real teaching skills. This finding is supported by a study by Piscayanti and Mahayanti (2015). They described that the performance of teachers at a university of education in Bali remained the same both before and after certification. They proposed a punishment system for low performance, certified teachers so that they might improve and maintain their professionalism.

Dalimunthe (2015) also offered the finding that some certified teachers at an Islamic State University in North Sumatra, underperformed in teaching and education due to less comprehension regarding their assigned workloads and their lack of awareness regarding the importance of conducting the three higher education responsibilities. Furthermore, Raudhoh and Muhammad (2012) found that certified and non-certified teachers at an Islamic State University of Jambi showed no differences in their performance. They argued that teachers professionalisation, via the certification program, was not effective enough to improve teachers' professionalism.

In this sub-section, the literature regarding the low-performance of certified teachers has exhibited two main conclusions: (1) the professional certification program via portfolio method focused on an administration process but did not assess the real performance of the teachers; (2) there was no significant difference in performance between 'certified' and 'non-certified' teachers' teaching performances. These findings have led to a third observation concerning whether there had been any significant differences in student achievement as a reflection of the benefits of improving teachers' professionalism in teaching and this will be discussed in the following section.

2.4.2 The Professional Certification Program and Students' Achievement

In Indonesia, there have been numerous studies that have investigated issues regarding the professional certification program and students' achievement. Some scholars have argued that students' achievement showed no significant differences under either certified or non-certified teachers. Syamsuri (2010) in his survey about teachers' competencies and students' interest in learning science in some schools in East Java, found that teachers' professionalism was not determined by their certified status. Students' interest and achievement in learning science showed no difference under certified teachers and their non-certified counterparts. He claimed that a professional teacher, regardless of his/her certification status, was the one who was able to leverage students' interest in learning which, in turn, affected their students' learning outcomes. Accordingly, students' achievement was acquired by well-designed teaching and learning processes by professional teachers, rather than certification. However, it was also noted that teachers' professionalism was affected by factors such as students' demographic backgrounds, the teaching and learning supporting facilities, and the time availability to innovate teaching approaches and manage the teaching workload. He suggested in-service training might provide a means of upgrading the teachers' professionalism standard.

A similar result was also reported by Fahmi et al. (2011) in a survey of teachers' certification and students' achievement in West Java. In their study, they evaluated the impact of certification on students' scores in the national exam, in 2008-2010. Their findings revealed that teachers' certification programs had no impact on students' performance due to two factors: the weakness of its design and the obstacles in its implementation. As the certification was designed to assess teachers' performance via a portfolio method, it is hard to expect the improvement of teachers' performance in real teaching situations that assist students in the learning processes. Furthermore, there has been no system of penalties when certified teachers' performance is not better than non-

certified teacher performance. While the certification program remunerated extra salaries as incentives, teachers' orientation to participate in the professional certification program did little to increase their performance, as reflected by their students' national exam score. Fahmi et al. (2011) suggested replacing the portfolio assessment system with a performance-based system in order to improve the certification program.

Another study regarding teachers' performance and students' achievement was conducted by Fattah (2013). In his study about the pedagogical competencies of Arabic language teachers at Islamic schools in East Kalimantan revealed that students' achievement was influenced by teachers' pedagogical competencies regardless of their certification status. Students, under both certified and non-certified teachers, showed good results in their learning achievement, notwithstanding. He further claimed that supporting facilities like language laboratories, good internet access, in-service training for relevant subject matters and class management, good supervising from the headmaster, and time availability for professional development activities were factors that could enable teachers and allow them to improve their pedagogical competencies. In contrast, big classes, massive teaching classes, limited time to participate in seminars and workshops and limited for teaching and developing learning facilities were considered as severe impediments.

This section concludes that students' achievement has been affected by teachers' professionalism. However, the current teachers' professional certification program itself, appears to have been failed to offer any positive differentiation when compared with the existing real quality of teachers' professionalism. Although some studies have indicated a positive impact regarding the status of 'professionally certified teachers' in some aspect of teachers' lives (mostly related to financial welfare), studies that have focused on the correlation between the professionally certified teachers and the students' achievement, have reported no significant difference when compared with achievements by students

who were taught by non-certified teachers. In other words, the studies presented in this section have exhibited that teachers' professionalisation via the professional certification program has proved ineffective in terms of improving teachers' professionalism; the outcomes have noted that the teachers have been unsuccessful in leading their students via the development of maximum learning skills. As has been evident in some studies (Fahmi et al., 2011; Fattah, 2013; Syamsuri, 2010), such insignificant impact and ineffectiveness has occurred because teachers' professionalism assessment has been based on portfolio data, instead of real teaching performances.

The previous subsections have illustrated the general issues related to teachers' professional certification. As this study is focused on the issues related to professional teachers of English, the following section discusses issues of teachers in Indonesia, when meeting their professional commitments as teachers of English.

2.5 Issues of Teachers of English Professionalism in Indonesia

In the Indonesian curriculum, English has become a compulsory subject taught at schools starting from the elementary level up to the tertiary level. Students learn English in the context of English as a foreign language which means most of the English learners only learn and use the language for academic purposes (Yunandami, 2007). The professionalism of teachers of English in Indonesia, undoubtedly, determines the students' English achievement. However, many teachers of English are facing some issues in relation to their attempts to be professionals in teaching English as a Foreign Language. Some studies presented in the following discussion provide better understanding regarding issues related to teachers of English professionalism in Indonesia.

With regard to certified teachers of English, Rahayu and Hizriani (2014) in their study, found that certified teachers of English faced some issues in maintaining their professionalism. Factors such as a lack of support from headmasters and the schools, a

lack of relevant in-service training, limited funding for participation in national workshops and higher education and poor access to new information and internet access were found to be significant obstacles when one pursued professional development. Even so, the findings also revealed that the certified teachers of English did initiate considerable effort to keep updating their professionalism via channels such as; evaluation of their teaching processes using personal reflection and students' feedback, and implemented solutions pertaining to their professional matters via collaborative discussion with colleagues and peer observation. They also attempted to enrich their knowledge via limited sources like journals and text books, participation in a professional association, and shared teaching methods and approaches in regular informal meetings in subject-based learning groups, and the conducting of classroom action research.

Ratminingsih (2015), in her study, offered evidence that professional teachers of English were required to have competencies in pedagogical, professional, personal and social arenas. Using the students' responses from a survey about a professionalism profile of teachers of English in an English Department in a university in Indonesia, she pointed out that pedagogical competencies appeared to be the lowest competencies performed by the teachers. Their ability in delivering effective and enjoyable learning processes, developing teaching materials in various media and ICT-based, and developing and applying various assessment instruments for students' assignments were regarded as insufficient. As a result, there was negative washback in the English teaching and learning processes, given that the teaching and testing were not linked.

Anugerahwati (2009), in her study regarding the profile of exemplary teachers of English in some areas of East Java and West Sumatra, revealed that the nominated exemplary teachers of English had outstanding standards of required professional, pedagogical, social and personal competencies. The data from the exemplary teachers' colleagues, principals, and students, exhibited that the outstanding competencies were

acquired by regularly participating in professional development activities such as attending seminars or workshops regarding their subject matter and assessment, conducting classroom action research and participating in professional associations. As a consequence, they were always motivated and looked for ways to develop their professionalism even when they had to use their own pocket money. She also pointed out that support offered by the institution, colleagues and family enabled them to pursue their real professionalism.

A study conducted by Basalama (2010) explored teachers of English and their views related to conceptualisation of professional identity, responsibility and practices as professionals in relation to the implementation of new teaching English as a foreign language curriculum at senior high schools in Gorontalo, North Sulawesi. She found that two thirds of the participants were less concerned about their professional identity and minimally engaged in professional development and the outcome was a lack of motivation and engagement in their teaching practice. These were teachers who had a closed mindset attitude to their students, tending to view barriers in their teaching as obstacles that included the new curriculum implementation. On the contrary, other teachers of English with 'empowered professional identity' (p.235) demonstrated positive responses in dealing with barriers in their teaching practices and this included the innovation of the new curriculum. However, factors such as pedagogical background, social and cultural contexts did impact on both kinds of teachers when it came to their professional identities in English teaching.

Yuwono and Harbon (2010) in their study explored the notions and issues of professionalism and the professional development of Indonesian teachers of English. They found that teachers with an English professionalism background were unique to Indonesia. Their professionalism was closely linked to their motives for becoming teachers e.g., a passion for teaching, a love of English, a commitment to a religious mission, to help with

financial problems, a belief in perceived gender roles, and a failure, for sum, to succeed in other professions. The majority pointed out that those who believed in being a teacher saw it as a means to serve God. However, many female teachers seemed uncertain of their professional development as most of their out of teaching hours were spent looking after and caring for their families.

Kariman (2005), in her study, argued that the main issue regarding teaching English in 21st century in Indonesia context was the adaptation of information and communications technology (ICT). Adapting ICT in English teaching and learning processes improved the effectiveness of the teaching and learning processes. Nevertheless, to be able to adapt ICT in teaching required technological knowledge. Teachers of English were expecting to develop their technological pedagogical knowledge as they needed to utilise technology in designing teaching materials in addition to developing learning strategies.

Some earlier studies have also investigated factors pertaining to English teaching and learning in Indonesia. For example, according to Dardjowidjojo (2000) there are two factors that contribute to the problems in English teaching in Indonesia: large class sizes and teachers with poor pedagogical content knowledge. Other problems, as identified by Jazadi (2000) and Mustafa (2001) are: (1) the limited time allocated for teaching English; (2) the limited time allocated for practicing English in class; (3) the limited supply of authentic and effective learning materials; and (4) the limited opportunities for social interaction for practicing English outside the classroom.

The studies discussed above have illuminated main issues and problems around teachers of English in the Indonesian context: funding, the in-service trainings, motivation, English pedagogical competencies, limited time, teaching and learning materials, and ICT and internet access. They are further discussed in the following sub-section as supported by the relevant literature.

2.5.1 Funding

Funding, as a form of institutional support, is useful for giving teachers opportunities to participate in professional development activities like workshops or seminars (Anugerahwati, 2009) as well as for pursuing higher education (Rahayu & Hizriani, 2014). In the Indonesian context, with regards to teachers' low financial incomes, good seminars or workshops about English teaching are costly; hence, it is impossible for them to always use their own money to gain new information regarding English teaching via the professional development activities. Having this financial support provides opportunities for them to participate in more English teaching seminars or workshops, continue to higher education, and participate in other professional development activities. Teachers are able to access the development of English language teaching and to improve their English content knowledge and teaching skills in order to maintain their professionalism (Brownell & Tanner, 2012; Richards & Farrell, 2012). In other words, a limited funding availability from the institution for teacher participation in professional development, limits the growth of teachers' English professional goals. Furthermore, an additional drawback caused by limited funding is related to the minimal capacity of the institution to provide sufficient support for the teaching of English and the related learning facilities, e.g.: proper English text books and English teaching journals (Rahayu & Hizriani, 2014). Essentially, the availability of proper English text books would effectively assist students in learning English, and the availability of English teaching journals would improve the teachers teaching knowledge and skills.

2.5.2 In-service Trainings or Workshops

As the training and workshops provide opportunities to explore and gain new valuable information, attending them would add and improve one's knowledge, competencies and skills (Richards & Farrell, 2012). However, Eror (2001); Gameda, Fiorucci, and Catarci (2014); Husband (2015); Pincince (2016); Villegas-Reimers (2003)

have argued that the training or workshops must be on a regular basis. They argued that regular training or workshops can constantly improve knowledge, competencies, and skills. Hence, attending regular in-service training or workshops pertaining to English teaching represents two ways to improve the professional development of teachers of English in Indonesia (Anugerahwati, 2009). In addition, the training or workshops need to be relevant to the subject matter of one's expertise (Evers, Van der Heijden, Kreijns, & Gerrichhauzen, 2011; Kamaruddin & Ibrahim, 2010; Silins & Mulford, 2002). As Rahayu and Hizriani (2014) argued in their study, a lack of relevant in-service training about English subject matter has influenced the level of professionalism of English teachers in the subjects they teach. Accordingly, regular and relevant English teaching training or workshops represent foci that are crucial for teachers of English professionalism. Such an emphasis would not only help improve their knowledge competencies and skills in their areas of expertise; it would also keep them updated with regard to the development of English teaching.

2.5.3 Motivation

Motivation for teachers of English is essential if their professional capabilities improvement are to improve and to keep updating their professionalism (Kao, Wu, & Tsai, 2011; Klein, Noe, & Wang, 2006; Rahayu & Hizriani, 2014; Richards & Farrell, 2012). Professional teachers of English are always motivated to find solutions for any impediments in their teaching assignments (Anugerahwati, 2009; Linnenbrink & Pintrich, 2002; Naeghel, Keer, Vansteenkiste, Haerens, & Aelterman, 2016). Teachers of English, in some areas of Indonesia, have demonstrated innovation and positive responses to obstacles in their teaching practices (Basalama, 2010) and their professional development (Yuwono & Harbon, 2010). It has been argued that motivation has created an awareness of the existing problems and ways to solve them (Bruning, Schraw, & Norby, 2011; Lovett, 2002; Mayer & Wittrock, 2006); teachers become inspired to achieve all set goals (Deci & Ryan, 2011). Accordingly, motivation drives teachers to develop and apply key strategies

that assist them greatly in achieving their work and professional development improvement goals (Angeline, 2014; Feng, 2010; Gorozidis & Papaioannou, 2014; Hasan & McDonal, 2015; Hildebrandt & Eom, 2011; Katz & Shahar, 2015; Mkumbo, 2013).

2.5.4 English Pedagogical Competencies

Shulman (1987) coined out pedagogical competencies as an important arena regarding teachers' knowledge when planning a subject and discovering and conducting appropriate teaching approaches based on students' needs and related assessment outcomes. Meanwhile, pedagogical competencies in a subject matter enable one to teach a subject in their area of expertise (Shulman, 1987 cited in Shin et al., 2009 p. 4153). Teachers of English in all education levels in Indonesia are required to achieve basic English pedagogical knowledge based on their pre-service training under bachelor or diploma programs as teachers of English education, in a university or college. They are expected to learn and then be able to teach English, as an area of their expertise. Completing pre-service training in a subject matter is also mandated by the Government of Indonesia in Law No. 14 as an essential academic qualification before undertaking any teaching of a specific subject (Gol, 2005a).

In Indonesia, teachers are expected to be skilled in designing English teaching and learning materials, applying them in teaching and learning processes, and assessing the processes and learning outcomes (Dardjowidjojo, 2000). However, this important arena needs to be upgraded in order to be able to provide a response to the dynamic changes in education that demand the maintaining of high levels of skill and professionalism. Professional teachers of English in Indonesia are required to have proper pedagogical competencies as one of their professional identities (Basalama, 2010). They are then considered able to develop teaching and learning materials based on various media, deliver developed materials in effective and enjoyable learning processes, develop and apply various instruments to assess their students' outcomes, and minimize negative

washback in the English teaching and learning processes (Ratminingsih, 2015) as required by the standards of pedagogical competencies (Gol, 2005a).

2.5.5 Limited Time

In Indonesia, English is taught at primary, secondary, and tertiary levels. In regards to the status of English as a foreign language, the time allocation for English as a subject in Indonesia schools has been regarded as insufficient for English learners to learn and practice English properly in schools (Jazadi, 2000). Furthermore, one of the concepts of being competent in learning English is to communicate effectively in English. Accordingly, students need more time to practice English. However, the opportunities to practice English for social interaction outside the classroom has been very limited for learners (Mustafa, 2001). Teachers of English have been required to be able to identify and apply appropriate English teaching approaches or methods in order to maximize the learners' potential in learning English, but this has been often being under unfavorable pressure and circumstances.

2.5.6 English Teaching and Learning Materials

The availability of proper English teaching and learning materials, supporting teaching and learning facilities, is crucial to teachers of English in Indonesia. Proper English teaching and learning materials are needed to support good English teaching and learning processes (Jazadi, 2000 & Mustafa, 2001). These materials are important as they assist the teachers of English in explaining the lessons which, in turn, help support the teachers' professional development and professionalism (Rahayu & Hizriani, 2014). Proper English teaching and learning materials also provide effective and productive learning processes for the learners so that they are able to meet the lesson objectives (Schneider, 2002). Accordingly, English teaching and learning materials contribute to the development of teachers' English professionalism and to the achievements of the learners of English.

2.5.7 ICT and Internet Access

Teachers in Indonesia are required to keep improving their professionalism continuously (Gol, 2005a). Teacher of English, without exception, need to keep abreast of the information and the development of education in general and English as their subject matter, in particular. Information Communication and Technology (ICT) as well as internet access, assist them to cope with this dynamic education changing. Having proper knowledge regarding ICT and good internet access has proven to have an impact on teachers' professionalism (Goktas, Yildirim, & Yildirim, 2009; Ronnkvist, Dexter, & Anderson, 2000; Sandholtz, 2004). Regarding ICT, professional teachers of English need to adapt ICT into their teaching and learning processes for more effective and productive outcomes. The adaptation of ICT knowledge in teaching has been argued by Koehler and Mishra (2005, 2008); Mishra and Koehler (2006) as being *technological pedagogical knowledge* in which one is able to use particular technology in teaching a subject. As teachers of English develop their technological pedagogical knowledge, they are able to utilise technology in designing ICT-based English teaching and learning materials (Ratminingsih, 2015). The effectiveness of English teaching and learning processes stands improved as ICT has been adapted as a key teaching strategy (Kariman, 2005). Moreover, the availability of good internet connection enables teachers of English to access new information regarding English development via online learning resources and online journals that help improve their professional development in their subject matter (Rahayu & Hizriani, 2014).

This section has illuminated the main issues and problems of teachers of English in Indonesia via a discussion of some key studies. Teachers have had to deal with internal determinants like motivation (Anugerahwati, 2009; Basalama, 2010; Rahayu & Hizriani, 2014; Yuwono & Harbon, 2010), and their required levels of English pedagogical knowledge (Basalama, 2010; Dardjowidjojo, 2000; Ratminingsih, 2015). Moreover,

external factors such as support from the institution, in forms of the availability of sufficient funding for professional development (Anugerahwati, 2009; Rahayu & Hizriani, 2014), proper English teaching and learning materials (Jazadi, 2000; Mustafa, 2001; Rahayu & Hizriani, 2014), ICT and good internet access (Kariman, 2005; Rahayu & Hizriani, 2014; Ratminingsih, 2015) have all effected teachers achievement of English professionalism. Limited time allocation in English teaching and limited opportunities for participating in in-service trainings or workshops pertaining to teaching English as their area of expertise, have also been identified as issues facing the teachers of English in their efforts to meet their professional standards (Jazadi, 2000; Mustafa, 2001) .

In relation to teachers of English in the Polytechnic context, the following section will discuss the nature of English teaching and teachers of English at Polytechnic in order to give a clear description of the research context of this study.

2.6 English Teaching at Polytechnic

According to the Government of Indonesia Law no. 20 year 2003 regarding National Educational System, polytechnic is a type of education institution at tertiary level which focuses on vocational programs (Gol, 2003). This institution prepares students under a one to four-year diploma study to become skilled-college graduates. Students at polytechnic come from secondary level education institutions, via both general and vocational high schools. They learn vocational subjects and some supporting general subjects. There are two major disciplines, namely engineering and commerce in some departments. Engineering disciplines have five departments: civil engineering, mechanical engineering, chemical engineering, electronical engineering, and computer engineering, while commerce disciplines have four departments, namely, accounting, information management, business administration, and English.

Regarding the Polytechnic level, the Government of Indonesia in Law No. 14, views teachers at Polytechnic as *lecturers* (Gol, 2005a). These teachers need to have completed their academic qualifications as teachers; they are then accepted as lecturers because they work in a tertiary level education. Teachers at Polytechnic are required to be able to teach a vocational subject in their area of expertise. As the focus of this study is about teachers of English professionalism at the polytechnic level, the following two sub-sections will discuss English teaching and the nature of teachers of English at Polytechnic.

2.6.1 ESP/VE at Polytechnic

English as a compulsory subject at Polytechnic in Indonesia is taught to all students in all semesters from various majors, from semester one to semester six. Polytechnic sets its English curriculum based on English for specific purposes (henceforth ESP) and vocational purposes or vocational English (hereafter VE). Regarding teaching ESP at Polytechnic, the students, as the English learners, are expected to be able to use English when communicating effectively and efficiently in real situations based on their occupation; this is considered part of their preparation for a successful professional life. It is in line with the primary objective in teaching ESP in which the learners are encouraged to use English as language of communication in a specific professional community (Belcher, 2009).

In addition to teaching ESP, English at Polytechnic is also taught in vocational purposes or VE. As a branch of ESP, in VE the students are also expected to be able to use English as a means to learn their vocational knowledge. As (Widodo, 2015) argued, English for vocational purposes is implemented in the process of learning the vocational competencies and content. In this context, English at Polytechnic is taught either for specific purposes (ESP) or vocational purposes (VE). For example, when teaching English in a business administration department, the students are required to know how to use English for presenting a product as well as for knowing how to discuss the information of the product in English. The students are expected to have competence and

professionalism both in business and in communication when using English (Gustiani, 2013). Hereafter, teaching English at Polytechnic will be regarded as ESP/VE.

2.6.2 Nature of Teachers of English at Polytechnic

Regardless of the ESP/VE they may teach in certain departments, teachers of English at Polytechnic in Indonesia are required to meet the standards of the four competencies of professional teachers (pedagogical, professional, personal, and social), as mandated in the Government of Indonesia Law No.14 (2005a). The professional certification program, as documented by the Government of Indonesia, is meant to assist in improving their professional development and the quality of Indonesia education. In fact, teachers of English at Polytechnic have to meet the education qualifications required for teaching at the tertiary level and they also need to be professionally certified.

With respect to English in a higher vocational curriculum, ESP/VE at Polytechnic in Indonesia is conducted based on a vocational pedagogy; the main goal is to achieve quality in vocational education. It means teachers of English at Polytechnic are required to be able to identify and implement specific approaches in teaching ESP/VE that are relevant to the needs of their students when learning the vocational content. The nature of ESP/VE teaching and learning activities is mainly practical. Although the teachers at a higher education level are regarded as *lecturers*, based on the Government of Indonesia Law No. 14 year 2005, their actual responsibility lies in delivering the ESP/VE material in the form of teaching not lecturing.

Nevertheless, they are assessed under the same professional certification program as teachers at university. In some studies related to issues of the professional certification program, many certified teachers have been noted as still underperforming in terms of the requirements of their professionalism (Dalimunthe, 2015; Fahmi et al., 2011; Hastuti et al., 2009; Khodijah, 2013; Piscayanti & Mahayanti, 2015; Raudhoh & Muhammad, 2012;

Syamsuri, 2010). The findings of these studies have exhibited that certified teachers faced difficulties when performing these professional tasks. However, the literature has indicated that, to date, no studies have discussed the difficulties of certified teachers of English at polytechnic when performing their professional competencies. 2.7 Conclusion

This chapter has presented the review of issues in teachers' professionalism. It has outlined the global issues related to teachers' professional standards and has linked these same issues with the Indonesian context where this research was conducted. The review of relevant literatures presented in this study has also highlighted some important issues with regards to the teacher professional certification in Indonesia, as part of a national effort to improve teachers' professionalism. It was evident in the relevant literature that the current system of assessing teachers' professionalism has some downsides. Some studies have been conducted to provide empirical evidence about of the low quality of teachers' performance. Teachers' voices in regards to their professional performances, however, are rarely heard in the existing literature. This has suggested that there is an unexplored domain in the realm of teachers' professionalism in Indonesia. Moreover, given the uniqueness of English teaching in polytechnic, the issue about English teachers professionalism in any Polytechnic was found nowhere in the existing, accessible literature. This has been the ground this research was built upon.

In the next chapter, the methodological framework of this research is presented.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The preceding chapters have introduced the context and the problem that underpins this study. The review of the relevant literature that has shed light on this research has also been presented. This chapter aims to present the methodological procedures carried out for this research. The methodological procedures include explanations about the selection of participants, the methods of data collection, and the data analysis procedures. The ethical issues and the trustworthiness of the study are also discussed to ensure that this study has been conducted based on an ethical manner and the principles of trustworthiness required in a qualitative study. This chapter has been organised into the sections below:

Section 3.2 discusses the research design and rationale for choosing the case study methodology as the methodology of this study;

Section 3.3 presents the information about the research sites, and the selection procedures of the participants;

Section 3.4 discusses the method of data collection in terms of the Individual and Focus Group Interviews;

Section 3.5 discusses the Procedure of data analysis which includes the identifying of the initial themes, the developing categories, the relationships, and the presenting of the data.

Sections 3.6-8 discuss the trustworthiness, the ethical considerations, and the issue regarding the translation of the data transcription;

Section 3.9 presents a conclusion to this chapter.

3.2 Research Design

Research design according to Kerlinger and Lee (2000) is ‘the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions’ (p. 449). As discussed in Chapter One, the aim of this study is to explore and develop an understanding of enablers or barriers related to the realisation of teachers’ professional competencies in the context of Indonesian lecturer professional standards. Those enablers and barriers will be explored from the participants’ points of view through an in depth exploration. In order to realise this aim, the following research sub-questions were posed to guide this study:

1. What are the issues the certified teachers of English at the Salient State Polytechnic face in relation to their pedagogical and professional competencies, as required in the standards of the Indonesian Professional Certification Program?
2. How do they deal with the issues?
3. What factors would be helpful to improve their professional development?

3.2.1 Qualitative Research Design

As reflected in the abovementioned research questions this study focuses on in depth exploration of phenomena whereby the data is in the form of words, stories, and pictures instead of numbers, as this study is a qualitative research in nature (Creswell, 2012). According to Gillham (2000), qualitative research focuses primarily on evidence that enables the researcher to understand the meaning of a phenomena, illuminate issues and offer possible explanations.

Furthermore, Gillham (2000, p. 11) argues that there are six characteristics that could become the rationale for choosing qualitative research:

1. To carry out an investigation where other methods – such as experiments - are either not practicable or not ethically justifiable.
2. To investigate situations where little is known about what is there or what is

going on.

3. To explore complexities that are beyond the scope of more 'controlled' approaches.
4. To 'get under the skin' of a group or organisation to find ~ out what really happens - the informal reality which can only be perceived from the inside.
5. To view the case from the inside out: to see it from the perspective of those involved.
6. To carry out research into the processes leading to results (for example how reading standards were improved in a school) rather than into the 'significance' of the results themselves.

As presented in the previous chapters about the context of this research and the literature reviews, this study resembles these six characteristics. The aforementioned research questions also reflect some of these characteristics. To answer the research questions, this qualitative research is designed as a case study. The rationale for choosing the case study methodology and all methodological procedures undertaken in this study, is explained in the following sections subsequently.

3.2.2 Case Study Methodology

A Case Study is one of the most common methodologies in the qualitative research domain. The Case Study itself has often been subject to various understandings, definitions and emphases. Simons (2009) for example, defined case study as, "An in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a "real life" context" (p. 21). Simons' definition emphasises the multi perspectives in exploring policy, institution, program or 'system' in a specific context. In other words, the breadth of perspective (thus range of data) is important to Simons' definition. Merriam (2009) defined Case Study as 'an in-depth description and analysis of a bounded system' (p.40). According to Merriam definition, the emphasis is on the 'depth' of the exploration.

Though both definitions taken for this study are not necessarily seen as a methodological debate, the two definitions are needed to illustrate the focus of this study. Firstly, this study aimed to gain rich perspective from the participants with different roles in

the research organisation, thus it takes into account the importance of the 'breadth' of a case study. Secondly, this study also aimed to explore the 'depth' of the insights from the participants in order that the central foci of this research (i.e. issues in enacting professional standards) can be holistically explored. Denscombe (2007) juxtaposed the 'breadth' and the 'depth' emphasis of case study by postulating that Case Study methodology is apposite for a study that aims at exploring a holistic and in-depth meaning of relationships or processes of phenomena, through the use of multiple sources of data.

Reflecting on the focus of this study, the research questions asked to assist with guiding this study, and the theoretical propositions about the nature and the function of Case Study methodology are adopted as the rationale for using the Case Study approach in this study. In the section that follows, the research setting and the description of participants and how they were selected are presented.

3.3 Research Setting

This section discusses the research setting of the study, including: research site and the research participants.

3.3.1 Research Site

This research was conducted in the Salient State Polytechnic (pseudonym), hereafter abbreviated as SSP, Indonesia. This site is purposely chosen based on the purpose of the study (Bryman, 2012) which is to investigate the issues faced by certified teachers of ESP/VE when enacting the pedagogy and professional competencies standard outlines in the Lecturer Professional Standards. As explained in the literature review section, English as a subject in Polytechnic is intended for the development of vocational knowledge and skills in each program offered in SSP. This indicates that English teaching in this particular context is unique and this may serve as a distinguishing factor in terms of lecturers' professional challenges.

SSP was established in 1982. The teaching staffs were trained and the curricula were composed nationally and centred at Polytechnic Education Development Centre (PEDC), Indonesia. The purpose of the centralising was in order to have uniformity with other state polytechnics in Indonesia. Since 2005, SSP has had the authority to train new teaching staffs and has composed new curricula based on new working world demands. However, the methodology of new teaching staffs training and the guidelines in composing new curricula are still part of the implementation set up by PEDC in 1982. Nowadays, SSP has nine departments, namely: civil engineering, chemical engineering, mechanical engineering, electrical engineering, computer engineering, information management, accounting, commerce, and English with 4212 students and 537 lecturers (the researcher is one of the teachers in SSP and therefore this has posed an ethical issue in regards to the role of researcher. This issue is addressed in the section regarding the ethical issues, in this chapter).

3.3.2 Participants of the Study

There are 27 English lecturers in the English Department, SSP. They are pre-service teachers who have had education and training in teaching English before undertaking their teaching. Twenty six lecturers have graduated from master programs and 1 from a doctoral program. Regarding the professional certification program, until 2015 there were 24 teachers certified as teachers of English. As the focus of this study is related to the issue of the lecturer certification program, only those who have been certified were selected for this study. Thus, this study applies purposive sampling where the researcher “intentionally selects individuals and sites to learn or understand the central phenomenon” (Creswell, 2012, p. 206).

Selection of the participants was conducted through direct contact and with the assistance of the Director and the Head of the English Department of SSP as the ‘gate keeper’, as suggested by Lodico (2010). After receiving permission to conduct the

research (see Appendix C: Letter of Research Permission), the researcher approached the director and head department and had a meeting to explain the purpose of the research. The researcher asked for recommendations regarding the potential participants. In addition, the researcher also explained the involvement of a colleague in order to deal with ethical issues due to the position of the researcher as member of the organisation (the involvement of a colleague is introduced in Appendix D: Letter of Introduction of Colleague Involvement). Following this meeting, the head of the English Department organised another meeting with all teachers at English Department through which the researcher explained the research to potential participants, introduced the colleague who would conduct the interview and offered the opportunity to the teachers of English at English Department to express their degrees of willingness to participate in the study. The potential participants were given the letter of introduction (Appendix D) and an information sheet outlining the research (see Appendix E: Information Sheet) after receiving a verbal explanation (see also Appendix F: Verbal Script) of the project and the benefits of participating in the project. The participants were also given time for asking questions related to the project. Those who agreed to participate were given consent forms to be signed (See Appendix G: Consent Form for Individual Interview, and Appendix H: Consent Form for Focus Group Interview). Of the 24 teachers invited to take part in the meeting, 23 teachers attended, and all of these attendees agreed to participate and returned the signed consent forms, on the same day.

This study employed individual interviews and focus group interviews as the methods of data collection (see Section 3.4). In total, there were 23 certified teachers of English at SSP who participated in both interviews. Of the consenting participants, eight teachers were selected randomly to participate in in-depth interviews. Those who participated in the individual interviews also participated in the focus group interviews.

3.4 Method Data Collection

This study employed two modes of interviews: Individual in-depth interviews and the focus group interviews. Both in-depth one-on-one interviews and focus group interviews were conducted using semi-structured interview questions in Bahasa Indonesia (Indonesian Language). This choice of language was to ensure that the participants fully understood the questions and were able to answer them. The interviews were focused on three key issues: (1) exploring the professional issues in pedagogical and professional competencies; (2) exploring the ways the teachers deal with the existing issues (3) exploring supporting factors that might improve the professional development and seek to formulating a recommendation based on those enabling factors. How interviews were carried out is explained in the following subsections.

3.4.1 Individual Interviews

The interview is one of the most common data collection methods in qualitative research. It has been applied to study wide range of issues in various sectors such as government institutions, market research, and educational research (Matthews & Ross, 2010). Interviews are also viewed as *inter-view* which indicates that they represent a process that is facilitated through “an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production” (Cohen, Manion, & Morrison, 2007, p.14). Interviews, according to Matthew and Ross (2010) can be mapped in a continuum from structured interviews to unstructured interviews as illustrated in the Figure 3.1 below:

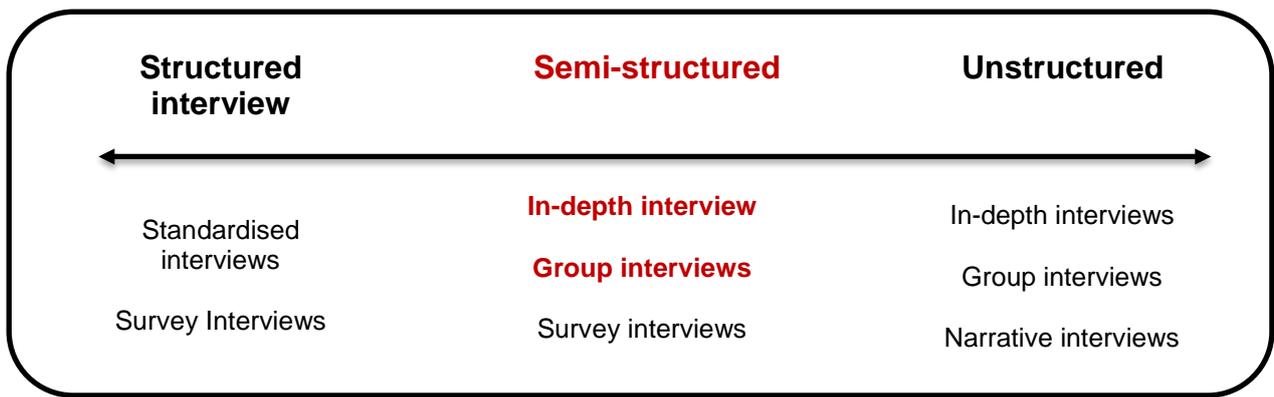


Figure 3.1 The Continuum of Interviews

(Adapted from Mathew & Ross, 2010)

Matthew and Ross (2010) further explained that a structured interview involves asking interviewees questions in the same way, using the same words and probes for each interview. Such questions are prepared beforehand and often present the participants with a set of answers to choose from. A semi-structured interview, where this study is located (in red letters), also involves a list of prepared probing questions that are applied in more flexible ways to allow participants to answer the questions and discuss the relevant topics in their own way, using their own words. The unstructured interview, as Matthew and Ross (2010) continues to explain, involves asking interviewees the questions that “focus on a broad area for discussion [and] enable participant to talk about the research topic in their own way” (p.221).

This study applied semi-structured interviews where the interviewer played the role of facilitator by asking probing questions while facilitating the interviewees to present and explore the topics being research via their own perspectives and their chosen language and words. By applying semi-structured interviews, the researcher was able to feel confident that the issues were well and richly explored at the same time keeping the interview process in focus. Creswell (2012) argued that in-depth interviews in the form of one-on-one interviewing provide comfortable interviews for participants; their responses, in

turn, help to set up the initial, general themes.

The semi-structured individual interviews were conducted by the co-researcher as the interviewer with the participants on an agreed time that did not their teaching time. Each interview conducted about 40-to 60 minutes. A complete interview guide consisting of a list of questions is presented in the Appendix I: Individual Interview Guides and Questions.

3.4.2 Focus Group Interview

Barbour and Schostak (2005) found that an interview within a group setting, namely a focus group interview, provides an inroad to investigating and gathering more information and perspectives that are not necessarily available through one-on-one interviews. In this study, there were four focus group meetings that were carried out at different times in order to include all 23 consenting participants. The reason for dividing the participants into four small groups (one group of five and three groups of six) was mainly to achieve effectiveness in the interviews. Lodico et al, (2010) has suggested that the ideal size for focus groups interview is seven to ten participants. However, since the time for interviews also needed to take into consideration the teaching time tables for all participants, the participants agreed to be in groups of five and six resulting in three groups of six and one group of five. Each focus group interview was conducted based on the interview guide (see Appendix J: Focus Group Interview Questions) and lasted about 45 – 60 minutes. All interviews (individual and focus group) were audio-recorded.

3.5 Procedures of Data Analysis

Data analysis for a qualitative research project using a case study approach was the most difficult phase, because there were no available standards regarding “strategies and techniques” related to this process (Yin, 2003, p. 109). In the absence of standardised practices, Patton (2002) suggested that data analysis should be conducted as the

processes where the researcher employed his/her creative thinking to makes sense of collected data. Morrison et al, (2010) concluded that essentially, data analysis is a process of “making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities” (p.461). This process in this research was carried out by implementing a data analysis called ‘thematic analysis’ (Matthews & Ross, 2010). Thematic analysis, as defined by Carol Grbich (2007, p. 16) is ‘a process of segmentation, categorisation and relinking of aspects of the data prior to final interpretation’ (Grbich, 2007). Matthews and Ross (2010) explained that thematic analysis is:

[A]n important characteristic of ways of working with qualitative data as, although the data must be interpreted, summarised and categorised, we must remain ‘in touch’ or ‘grounded’ in the raw data. So our analytical techniques must enable us to return to the raw data at times throughout the process, to check our interpretations, to look at the data in different ways and to begin to make links between different pieces of data within each case (emphasis/italic added) (p.374).

It is understood that data analysis is an iterative process where the raw data is continuously revisited throughout the process. Adopting the procedures of thematic analysis outlined by Matthews and Ross (2010), there were four main steps carried out in the process of data analysis in this study:

- First stage: Identifying initial themes
- Second stage: Developing categories
- Third stage: Looking for relationship across the emerging themes.
- Fourth stage: Presenting the data

Each stage is now explained.

3.5.1 Identifying Initial Themes

This process is the first step in working with data. In this process, all data (interview transcripts) were read through and close attention was paid to every word and sentence to identify any possibility of themes that emerged in the data. This process is similar to that of 'open coding' (Strauss & Corbin, 1998) through which the researcher identified as much as possible about the themes without limiting the identifying to any prescribed themes. Figure 3.2 illustrates how this open coding was carried out in Excerpt 18 to identify the emerged themes.

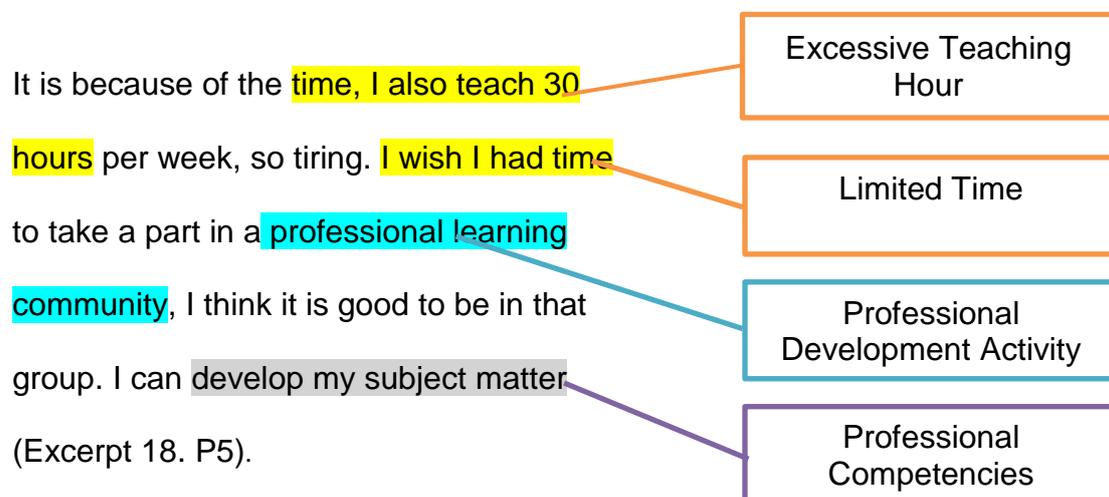


Figure 3.2 An Illustration of Initial/Open Coding

The themes that emerged in the interviews scripts were colour-coded. For example, the yellow colour in Excerpt 18 in Figure 3.2 presented the group of themes which related to *workload*. Each group, then, was categorised under one sub-category. The emerging themes resulted from the first stage of data analysis which were then further analysed at the second stage.

3.5.2 Developing Categories

At the second stage, after the emerged themes had been grouped into a sub-category, they were further analysed into categories that were indicated in the themes. This process was similar to that of 'axial coding' (Strauss & Corbin, 1998) through which

the researcher organised the data based on the axis of categories. This process has been illustrated in Figure 3.3 for research sub-question one. In this stage, some examples of the yellow themes which related to sub-category *workload* have been analysed and categorised into the *lecturers' self-capacity* section.

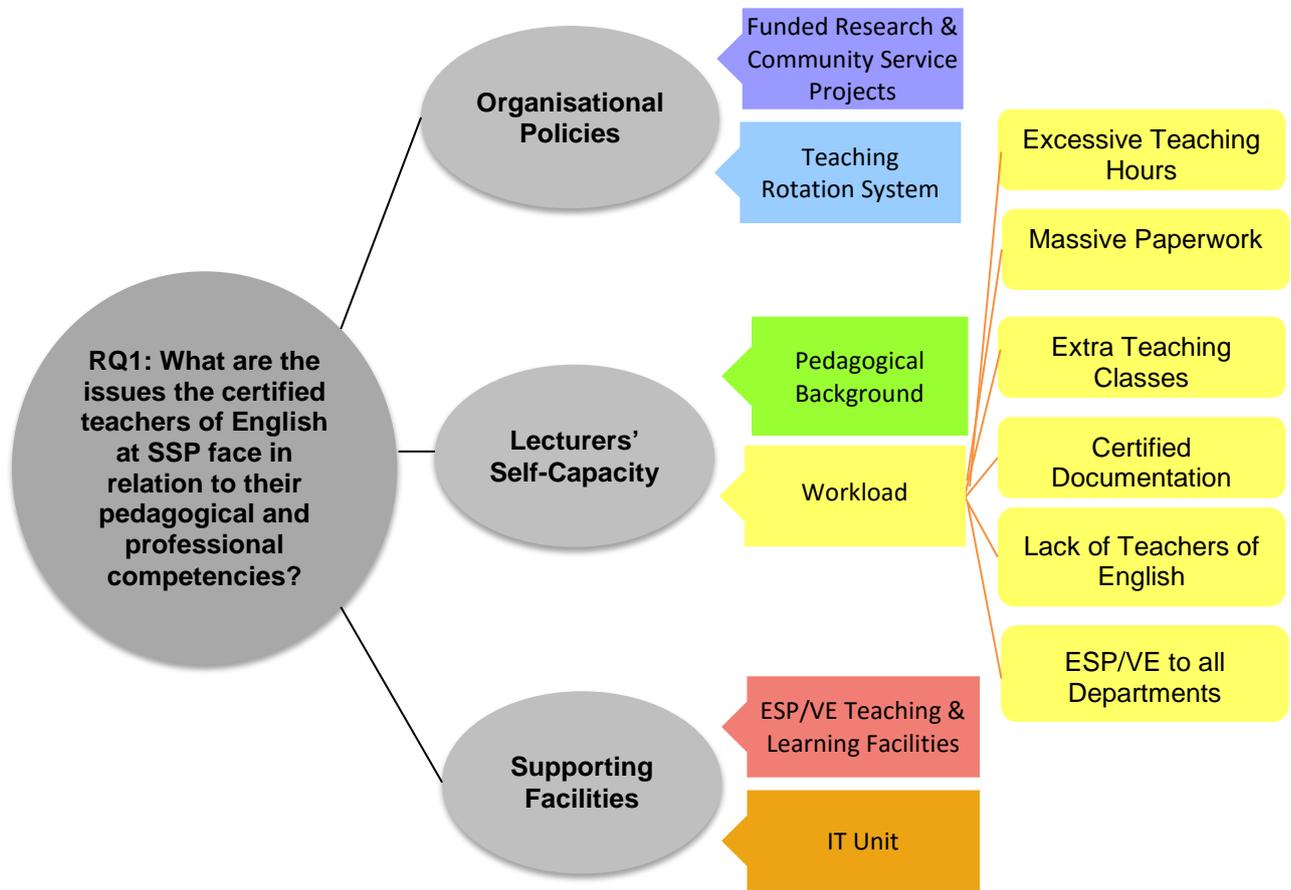
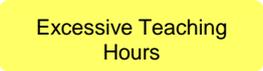


Figure 3.3 Categorising Themes

(Adapted from Mathew & Ross, 2010)

Legend:

-  Excessive Teaching Hours : Example of an Emerged Theme
-  Workload : Example of a Sub-category of Emerged Themes
-  Lecturers' Self-Capacity : Example of a Category of Emerged Themes

After the categories were developed, those categories were further examined by looking at the relationship among the themes at the third stage.

3.5.3 Looking for the Relationship across the Emerging Themes

Matthews and Ross (2010) suggested that after the themes were categorised, those themes needed to be examined further by looking for the relationship across themes. This process was to make sure that the data that overlapped were identified and they could then be explained in a more appropriate way to avoid ambiguity. This process was also useful to make sure that the data analysis had reached a saturation point where there was no more something left out nor new themes that emerged, thus the *patterns* could be identified (Braun & Clarke, 2006). At the end of this process, the nature and the pattern of the data could be identified and organised under the two key themes based on the aims of this research namely, the identification of: *enablers* and *barriers*. This process has been illustrated in Figure 3.4 for research sub-question one.

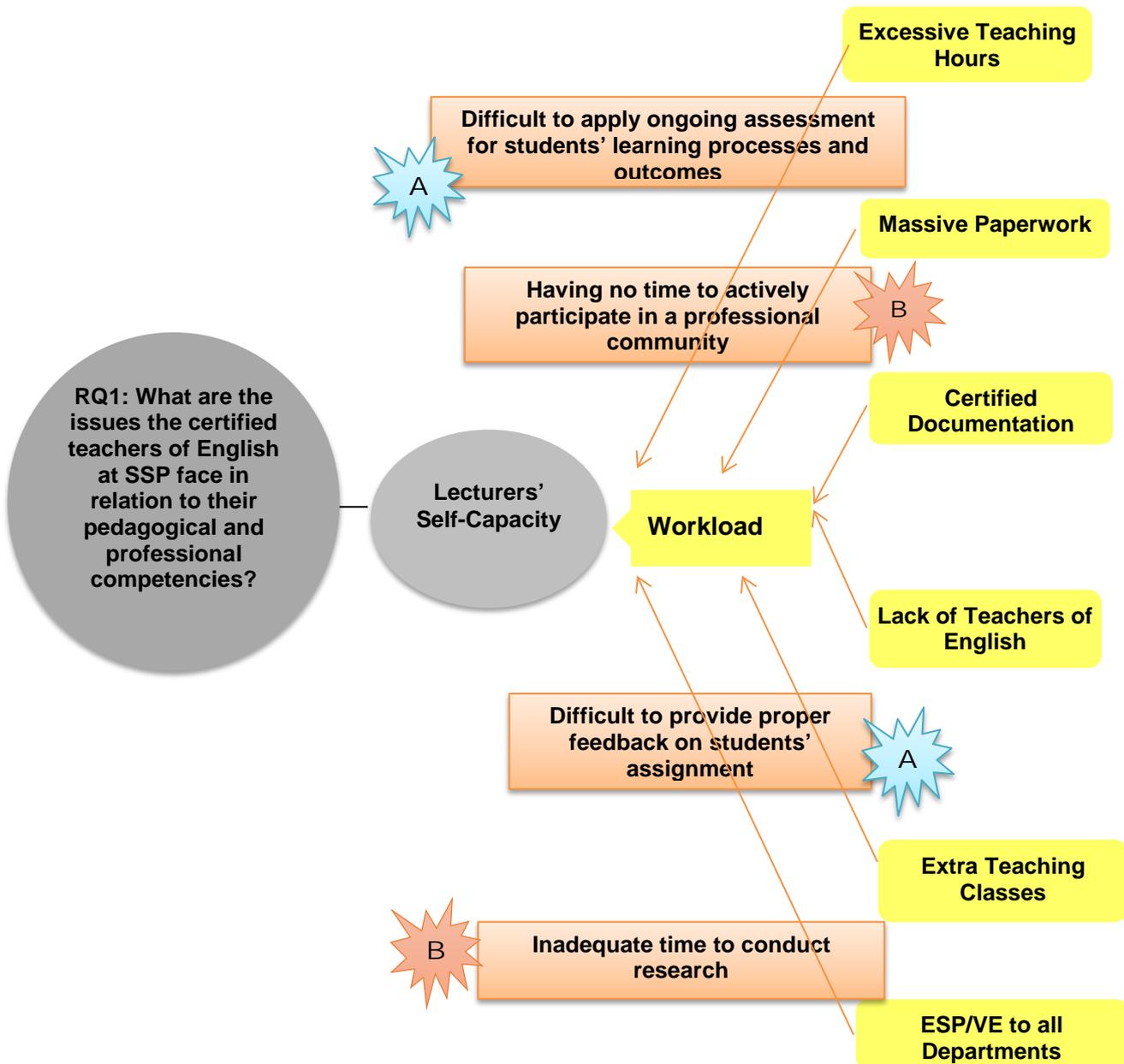


Figure 3.4 The Identification of Relationship among Themes

(Adapted from Mathew & Ross, 2010)

Legend:



: Example of a barrier in conducting a required Pedagogical



: Example of a barrier in conducting a required Professional

At this stage, the relationship was then analysed either as a barrier or an enabler in performing the required pedagogical and professional competencies. Figure 3.4 illustrates examples of the analysis of barriers in relation to pedagogical and professional competencies. Once this procedure was finished, the researcher was able to identify the factors associated with each research question and presented the key findings in the chapter of findings and analysis.

3.5.4 Presenting the Data

This is the final stage in the data analysis process where the key research findings are presented in relation to the research questions asked at the beginning of this study. The key findings are presented in Chapter 4 of this thesis. In presenting the data, the researcher attempted to link the findings with the relevant literature. This helped illuminate the relationship between the findings of this study and the existing literature. These relationships have been elaborated and discussed in more detail in the discussion chapter that follows the finding and analysis chapter. In the discussion chapter it was further noted that the relationships were also related to the standards of the pedagogical and professional competencies of the Indonesian Lecturers Certification Program.

3.6 Trustworthiness

Trustworthiness, according to Holloway and Wheeler (2010, p.298) is about the researcher's 'thoroughness and competence' in analysing the data. These qualities reflected the reality and the ideas of the participants. Lincoln and Guba (1985) used a concept of trustworthiness that was comprised of four components: credibility, transferability, dependability, and confirmability. This helped with distinguishing terminologies such as internal validity, external validity, reliability, and objectivity that were used in the quantitative research.

3.6.1 Credibility

Credibility was concerned with 'the extent to which research findings (were) credible' (Merriam, 2009, p. 234). In this study the credibility was enhanced by conducting 'member checking' or 'participant checking' (Creswell, 2012) through which the participants were given opportunities to verify and clarify meanings. In this process, participants were asked to freely exclude any information that they thought would be sensitive if included in the data. This member checking occurred after all interview data had been transcribed. This process was facilitated by the colleague to maintain the ethical principles of anonymity in the final data.

3.6.2 Transferability

Transferability deals with the issue of the generalisability of the findings of qualitative research. It refers to the extent to which the findings of a qualitative study can be generalised or transferred to other situations' (Merriam, 2009, p. 234). As this case study aimed at exploring rich descriptions in one particular case, the transferability of the result was not the main focus of this study (Thomas, 2011). However, the transferability could be seen in terms of the similarity of the characteristics of the case when compared with other similar cases. In other words, there is a potential for a transferability of the results of this case study to other cases that also share commonalities. This transferability aspect of the research can be improved by presenting the transparency of the research methodology (Creswell, 2012; Thomas 2011). Transferability regarding this research was improved by transparently presenting the data analysis procedures that illustrated how the results of this research were achieved.

3.6.3 Dependability

Dependability refers to ‘the extent to which there is consistency in the findings’ (Merriam, 2009, p. 234). Due to the nature of human subjects in qualitative research, according to Merriam (2009), the issue of dependability or reliability is quite problematic because human behavior is dynamic and it is challenging to make a decision about which person’s experiences can be considered more *reliable* than another person’s experiences. However Merriam (2009) also argued that the dependability of a qualitative study can be enhanced by conducting triangulation. This research applies triangulation in terms of the different roles of the participants that covered *leadership roles, junior teachers, and senior teachers*.

3.6.4 Confirmability

Confirmability refers to ‘the extent to which the research is free of bias in the procedures and the interpretation of results’ (Ary, et al., 2006, p. 504). The most common strategy used in qualitative research to enhance confirmability is by recording an audit trail (Ary, et al., 2006). The audit trail adopted for this study was in the form of tracking the responses, the key ideas and the views of the participants as they related to each research question illustrated in the Table 3.1 below:

Table 3.1 Audit Trail

Research Questions	Participants' Views	Participants Pseudonym/ID codes
1. What are the issues the certified teachers of English at the Salient State Polytechnic face in relation to pedagogical and professional competencies, as required in the standards of the Indonesian Professional Certification Program?	<i>I did have the training about teaching methodology for polytechnic here, but did not cover the vocational pedagogy in ESP context. Then, I was assigned to teach English for civil engineering. ... I was completely had no idea about English for civil engineering, the materials, the approaches,... no idea at all (Excerpt 9).</i>	P4
2. How do they deal with the issues?	<i>I participated in few workshops about teaching English for accounting. I could explore more English teaching in accounting even though I had to use my own pocket (Excerpt 33).</i>	P2
3. What factors would be helpful to improve their professional development?	<i>The institution could provide periodic in-service training about ESP for us...it is an effort to guarantee that our ESP teaching pedagogy is qualified according to the standard practice. The assurance would also improve our professional development continuously, right? (Excerpt 45).</i>	P3-FGI4

3.7 Ethical Concerns

To comply with the university's higher research procedures, ethics approval was sought from the Social and Behavioural Research Ethic Committee (SBREC) of Flinders University. As the researcher was a teacher in this Polytechnic Institute, it should be admitted that the possibility of a conflict of interest, due to collegial relationship, could potentially have occurred although the researcher had been inactive from teaching and learning processes in the polytechnic since 2010; she was pursuing her master and doctoral degrees at that time. This matter was also a concern expressed by SBREC in their conditional approval. To address this issue, the researcher employed a colleague from a different organisation who had no prior connection to the researcher's institution. This colleague was the one who conducted the interviews and the member checking.

The colleague also transcribed all interview audio data. The researcher informed the participants that the colleague would be the only person who had access to the interviews recordings and that same colleague would be the only one to transcribe them (see Appendix K: Colleague Confidentiality Agreement). Other ethical issues to be considered were the anonymity and confidentiality of the participants. The participants' names would not be used in the interviews transcripts. All names were altered with codes by the colleague, in the final transcription. Participants were given the opportunity to review the interview transcripts so that they might delete any information that contained sensitive issues; this review occurred before the transcripts were treated as data.

All the completed copies of consent forms and interview recordings were kept by the colleague in order to avoid the possibility of any identified conflict of interest. The data collection process was planned carefully, with the cooperation of the participants, so that the process did not disrupt their teaching schedules, the institution's programs or the participants' private activities. The researcher was absent at the time of the interviews so as to avoid any issue of coercion between the researcher and the participants. The

participants were informed that their participation was voluntary and that they could withdraw at any time from participating in this study or refuse to answer the questions, without any risks. The final ethics approval for this study was granted by SBREC in Appendix L: Ethics Final Approval Notice.

3.8 Translation Issue

As the interviews were conducted in the Indonesian language, the language translation was raised concern as an issue in this study. To deal with this issue, a “back translation” strategy proposed by Merriam (2009, p. 207) was adopted. All final data were translated into English by the colleague, and then the researcher translated this same English translation into Indonesian. The colleague examined the researcher’s translation and compared it with the original Indonesian transcription. If the translation matched the original then it was treated as reliable data.

3.9 Conclusion

Chapter 3 has presented the methodological procedures that were undertaken in this research. It discussed the rationale for selecting a case study as the methodological approach for this research; this included the site, the participant selection procedures, the methods of data collection and the data analysis procedure. In addition, to ensure that this research met the quality standards required for an academic research practice and the necessary ethical standards, this chapter also discussed the notions of trustworthiness, ethical issues and the illustrating of how these standards were met in this study. The findings and results of this case study are discussed in the next chapter.

CHAPTER FOUR: FINDINGS AND ANALYSIS

4.1 Introduction

This chapter reports the findings and analysis of the data from both individual interviews and focus group interviews. The key foci of this chapter provide discussions regarding the issues that the participants faced as enablers or barriers in relation to their pedagogical and professional competencies, as required in the standards of the Indonesian Lecturers Certification Program. It also provides a discussion regarding the ways in which participants deal with the issues and the supporting factors that should be in place to improve their professional development. These findings and analysis are presented in the sections below:

Section 4.2 presents the issues that the participants faced as enablers and barriers in relation to the pedagogical and professional competencies;

Section 4.3 presents the ways in which the participants dealt with those issues;

Section 4.4 presents the factors that should be in place to improve the participants' professional development; and

Section 4.5 presents the conclusion of the chapter.

4.2 Issues that the Participants Reported

This section focuses on answers to the first research sub-question, namely, 'the issues that certified teachers of English at Salient State Polytechnic (SSP) face in relation to the pedagogical and professional competencies, as required by Indonesian Lecturers Certification Program'. These can be identified in three categories: (1) organisational policies; (2) teachers' self-capacity; and (3) supporting facilities. Each issue in all categories will be analysed as enablers or barriers for the participants when performing their required pedagogical and professional competencies.

4.2.1 Organisational Policies

The term 'organisational policies' refer to the formal practices as they relate to the professional growth opportunities for the teachers of English at English Department. The data has pointed out that in terms of professional growth opportunities, the internal English Department are largely dependent on the policies of the SSP, given its role as the central institution. In regards to the issues to do with pedagogy and professional competencies, the formal practices that are key influences are: (1) Funded Research and Community Projects; and (2) the Teaching Rotation System. This section presents the issues, both enablers and barriers, in relation to pedagogical and professional competencies.

4.2.1.1 Funded Research and Community Service Projects

The Funded Research and Community Projects are intended to facilitate the growth of teachers' research and community service skills. Six participants (P2, P3, P4, P5, P7, and P8) have reported that the funded projects have given them useful opportunities to participate in research and community projects. P7 mentioned that the opportunities developed their abilities in conducting community service,

I realise that my skills in community service is sharpened by having opportunities to conduct community service grants from our institution.... Therefore, I know how to design, implement, and assess projects that focus on the values and importance of community service (Excerpt 1.P7).

This excerpt indicates that being involved in community service projects has provided the participants with opportunities to exercise their skills in conducting community service projects. According to Cucina and McCormack (2013), having adequate skills and knowledge in community service processes impacts positively in terms of the quality of the projects. The involvement in community service, through the funded projects, has enabled the participants to conduct community service as required by the professional competencies.

However, those participants also pointed out that this effort has also had some drawbacks. For example, due to the limitation of funded programs, not all teachers at SSP

have had access to the same opportunities to conduct research via the sponsorships. The system for allocating the opportunity has been based on a restricted number of teachers per department and the recent key focus in SSP has been given to the higher vocational section of the institution that includes engineering subjects. Therefore, these reasons have limited the opportunities for receiving the grants. P4 said, “Our department is given the smallest chance to have funded programs comparing to other [top] departments, engineering departments for sure...also because the number of our teachers is the smallest [in number] comparing others [departments]” (Excerpt 2.P4).

Furthermore, in regards to funded research opportunities, the participants have reported that it is very competitive and limited. P2, P3, P4, P5, P7, and P8 have further reported that the limitations in conducting research have hindered their opportunities to practise and develop research skills in ESP/VE as their expertise, as commented on by P3,

...it's hard and almost impossible to participate actively in an English for Specific Purposes funded research due to the limited allocation for us... by having the chance we could have make good research and use the findings to improve our teaching about it, real English for Specific Purposes (Excerpt 3.P3).

Thus, contrary to the previously mentioned sufficient involvement in community service project, the lack of opportunities in conducting research has impeded the participants in developing their research skills. The previous excerpt pointed out that the lack of research opportunities has often lead to the lack of research skills and has prevented them from applying their results to evidence of their teaching quality improvements. It has been argued that a pedagogue lacking research skills is viewed as impeded because he or she is unable to apply any research results that would help improve their pedagogical skills (see Coate, Barnett, & Williams, 2001; Jenkins, Healey, & Zetter, 2007; Lindsay, Breen, & Jenkins, 2002).

In the case of the teachers of English at SSP, the data has revealed that the funded research and community service projects that are part of organisational policy have enabled the participants, on the one hand, when enacting their professional competencies, but they have also hampered them when they try to develop their pedagogical competencies.

4.2.1.2 Teaching Rotation System

The teaching rotation system in this context refers to the rotation of teaching assignments in different departments, across the SSP, in each semester. The recent system has assigned the teachers of English to teach ESP/VE in one or two departments in one semester, followed by being assigned to different department(s) in a following semester. This effort is intended to give the teachers of English a chance to cultivate their content knowledge of various ESP/VE. Even so, the data has reported that this teaching rotation system has conflicted with the teachers' mastery of ESP/VE. For instance, P1, P2, P3, 4, and P6 expressed that due to the short term teaching rotations, they have not had sufficient time to master comprehensively the ESP/VE content knowledge they were assigned to teach. P2 illustrated this concern in the following excerpt,

Last semester I was assigned to teach at chemical engineering, this semester I am rotated to accounting. They are very different in content knowledge... and I am completely new in accounting department...I cannot master new vocabularies and terms of a new ESP in one semester (Excerpt 4.P2).

According to the discussion in excerpt four, the participants have indicated that they face difficulties in mastering and learning the new terminologies and vocabularies of the new assigned ESP/VE because of the short teaching rotation. They feel strongly that they need more time in order to master a particular teaching subject as part of their expertise. In line with this finding, Sachs (2010) commented that a teacher needs continuous learning in a teaching subject to develop a mastery of the subject.

The short teaching rotation system was also reported to impede the participants' in terms of knowing their students in each department. They stated that knowing their students in this context referred to identifying their students' characteristics and backgrounds in order to assist the students' learning processes. P2 in FGI1 stated, "The rotation does not give enough time to know my students' needs ... *what* and *how* [emphasis added] they want to have and to learn" (Excerpt 5.P2-FGI1). This short rotation system is indicated as a barrier in finding out the learning techniques or the *how* and the learning materials or the *what* that focuses on suitable activities that will meet students' learning needs. Moreover, assisting students' learning and assessing their learning outcomes and processes continually have also become challenges for the participants to achieve because the time frame often inhibits such a focus. Regarding ESP/VE teaching, some scholars have also reported that the competencies they are required to achieve, pertaining to specific teaching and learning strategies and materials of the teachers to assist the learners' learning processes are often insufficient (Liton, 2015; Opitz & Harding-DeKam, 2007).

To sum up, the organisational policy related to the participants' professional growth opportunities, at the time the data collection was conducted, indicated that both enablers and hindrances affected their performance capabilities when trying to utilise their competencies. The involvement in community service projects, through the provided grants, developed their skills in this field. On the other hand, the system allocation of the research grants hindered them when trying to develop their research skills; they were unable to work on the findings for their students learning improvements in addition to developing their own teaching quality. Moreover, the current teaching rotation system policy disallowed time for developing their expertise in an ESP/VE, as it proved difficult to work on enhancing both professional competency, and pedagogical competency in the short time frame allowed in the rotations.

The following section presents the issues regarding the participants' self-capacity in terms of their pedagogical background and related workloads at SSP.

4.2.2 Teachers' Self-Capacity

In this context, teachers' self-capacity refers to two key issues noted by the participants, namely, their pedagogical backgrounds, and workloads. Self-capacity in a pedagogical background is a capacity adopted from Shulman (1987). Such a focus deals with the important arena of the educators' knowledge of pedagogy that enables them to restructure, plan, adapt, and improvise content knowledge for teaching. In addition, self-capacity in workloads refers to the term noted by Bubb and Earley (2004). This focus considers the teachers' capacities for handling their workloads. The following section discusses these two areas as revealed from the interview data.

4.2.2.1 Pedagogical Background

According to all participants, they achieved basic English pedagogical knowledge from their pre-service training. Such training was undertaken via English teacher education, which consisted of a rigorous four-year study period in a university or college. During this pre-service training, they learned how to teach General English. The pre-service training gave them a sound foundation for English teaching and the associated learning processes. They also acquired basic English teaching skills, an understanding of standard English learning objectives, and a knowledge of English learning assessment. P5 stated as follows:

Actually we had been prepared to be teachers of English when we were taking our bachelor degree program. It was a pre-service training in which we were trained to be teachers of English for high schools. We learnt about English curriculum... designed English lessons... and practiced them in microteachings. When we graduated, the knowledge was very useful, especially for conducting teaching and learning processes (Excerpt 6.P5).

This excerpt reflects that the participants' sound English pedagogical knowledge supported them when conducting their teaching. As Shulman (1987), cited in Shin et al.

(2009, p. 4153), explained this knowledge enabled a teacher to teach a specific subject. The participants' knowledge and skills in teaching and learning English, and their impressive ability in designing materials enabled them to participate well in English teaching at SSP.

Regarding their status as teachers of English at a polytechnic, however, all participants commented that the conception of pedagogical preparation in pre-service training did not suffice when developing vocational pedagogy in an ESP/VE context. Although they were equipped with sound English pedagogical knowledge, they said that they faced a gap between what they had learnt in pre-service training and the real needs of ESP/VE teaching and learning in SSP. They acknowledged that they were not sufficiently equipped to participate as ESP/VE teachers especially as teachers of English at higher level, vocational institutions. P2 from FGI4 stated, "I was prepared to be teacher of English at high schools but the fact I have to teach ESP at a polytechnic" (Excerpt 7.P2-FGI4). This indicates that the participants' pedagogical content knowledge in general English was insufficient to teach ESP/VE. As Avis (2014) argued, in order to teach English in a vocational context properly, the teachers required a solid mastery of vocational content knowledge.

However, it would seem that many of the senior teachers of English interviewed found they were able to deal with the gap because of the SSP. Indeed, as told by P1, P2, P5, and P7, the SSP recognised this gap and made every effort to overcome the challenges in their teaching. The participants noted that in the 1985s, there was a special in-service training for new teachers in all the subjects taught at state polytechnics; this included English. The training was intended to equip new teachers with skills in vocational teaching methodologies. These senior participants reported that in this in-service training, they were prepared for specialising in teaching ESP/VE for designated subjects only. They learned how to design ESP/VE teaching materials and practiced them using vocational

pedagogy in their classes on each day. They were drilled in ESP/VE for specific content knowledge areas so that they were prepared to teach students in certain majors. These teachers of English, today at SSP are regarded as *seniors*; they explained that this additional in-service training and knowledge helped minimise the gap in their pedagogical knowledge. One of seniors commented,

I was lucky at that time because there was an in-service training for new lecturers.... In the training, I was assigned to teach [English] in commerce and practised teaching every day in front of the class using vocational pedagogy we were learning, and built up new materials.... My specialisation was English for commerce at that time, and the training assisted me to be more precise in it (Excerpt 8.P1).

Nevertheless, in 1996, this special in-service training was discontinued and formatted into a vocational teaching methodology training. P3, P4, P6, and P5 commented that the new in-service training was for newly accepted teachers (afterwards referred to as *juniors*); the juniors learned basic vocational teaching methodologies at a general level. The participants stated that as the junior teachers of English, they did not have the benefits of the previous in-service training, and they were not equipped with sufficient vocational pedagogical knowledge in ESP/VE. They felt that whilst the general vocational training introduced them to the required teaching methodologies needed in a polytechnic, it did not significantly fill the gaps in English pedagogical knowledge between what they had learnt in pre-service training and the real ESP/VE teaching and learning situations in the polytechnics. P4 stated it as follow,

I did have the training about teaching methodology for polytechnic here, but did not cover the vocational pedagogy in ESP context. Then, I was assigned to teach English for civil engineering. ... I was completely had no idea about English for civil engineering, the materials, the approaches,... no idea at all (Excerpt 9.P4).

Additionally, P3, P4, P6, and P5 stated that of all departments in SPP, no department had set standards for their students' proficiency in learning English. Teachers of English were expected to decide on the choices of proper learning materials for their students' needs. Consequently, with a lack of adequate skills in vocational pedagogy in ESP/VE and no standards for gauging student English proficiency in each department, the

teachers of English delivered ESP/VE material based solely on the very general pedagogical knowledge they had acquired. This condition also detracted them from mastering the principles of curriculum development for ESP/VE in SSP and caused them problems with the developing of diverse assessment instruments for ESP learning outcomes and processes. P6 commented,

...I am given flexibility to decide teaching material for the students because the host department does not set the students' English standard.... While we only have basic pedagogy knowledge, so it is hard to understand the curriculum and to design the ESP assessment I taught (Excerpt 10.P6).

The data has also stated that all seniors announced two identical things about their vocational pedagogy condition. First, they commented that their vocational pedagogical knowledge has become out-dated as they had studied more than 25 years ago. The knowledge did not contribute much when conducting learning processes based on their students' present needs. P2 as one of the seniors commented, "The [special] in-service training was held more than 25 years ago....I think I need to upgrade my knowledge so I can counter the changes of English for a Specific Purpose from time to time" (Excerpt 11.P2). The excerpt from P2 has addressed the need to upgrade the ESP/VE pedagogical knowledge in order to enable coping with the development of the teaching and learning of ESP/VE. Second, the specialisation, which the seniors gained from their in-service training, was also no longer useful as they were assigned and rotated to teach ESP/VE in different departments. They declared that this changing over had caused difficulties for them when trying to design assessment instruments for their students' learning outcomes. P6 said, "I knew how to design assessment instruments for commerce, but it does not work well in engineering here" (Excerpt 12.P6).

At this stage, the data regarding the participants' pedagogical knowledge revealed two key findings. First, the participants' basic pedagogical knowledge in general English had enabled them to meet the standards of some key pedagogical competencies.

However, due to the context of English teaching in higher vocational education, their basic pedagogical knowledge in general English was no longer sufficient. The seniors' out of date ESP/VE pedagogical knowledge and the juniors' scant VE pedagogical knowledge become hindrances for them when trying to meet some of the pedagogical competencies requirements.

4.2.2.2 Workload

The teacher's workload in this context refers to their standard of teaching hours per week and administrative paper work. According to the Government of Indonesia Law No. 14 year 2005, a teacher in tertiary level is charged for teaching in class with 12 – 16 hours per week (Gol, 2005a). The data has also reported that with regard to SSP, the standard teaching hours for teachers of English amounted to 12 hours per week. However, almost all participants said that they had more than their teaching hour allocations. On average, they were required to teach from 20 to 30 hours per week. This means that they had to teach an extra 8 to 18 hours in one week. Additionally, they also had to deal with paper work as an administrative requirement; this included completing teaching documents and filling out their portfolios. The workload was reported as having affected both the participants' pedagogical and professional competencies. This will be discussed as follows:

Regarding their pedagogical competencies, the participants described this workload as having been caused by too many English classes at SSP. The English subject was not only taught to students of English Department but also to students in all departments, in all semesters. Accordingly, there were too many English classes when compared to the number of teachers of English available. The overload proved unavoidable, as the ratio of the class and the teachers was not proportional. P1 in FGI3 stated, "I teach English in two departments in which I have to teach 30 hours per week. I am teaching eight classes in Accounting Department and two classes in English Department" (Excerpt 13.P1-FGI3).

Apart from teaching responsibilities, they also had to deal with paper work, including: designing teaching material, designing assessment instruments, marking students' assignments, providing feedback, keeping attendance records, writing teaching contracts, and filling out portfolios. Concerning the paper work as the teachers of English' administrative requirement, P2 commented and said, "Teaching and other responsibilities [certified documents] documentation was a hug volume of work that had to be done in addition to our vast teaching classes" (Excerpt 14.P2).

Moreover, P2 and P3 in FGI3 explained that their excessive teaching hours affected their pedagogical process in terms of the strain they experienced when managing their students' learning progress. As a consequence of teaching too many classes, they also needed to deal with many additional students. The large number of students made it difficult to apply ongoing assessment for students' learning processes and outcomes, and could not enable support for students' individual learning, outside the class hours. They also explained that it proved very difficult to continue providing proper feedback on student assignments in addition to undertaking the necessary acts to improve student-learning quality.

I almost have no time to discuss the feedback with my students, The time is mostly to prepare my teaching. There is supposed to be an evaluation and a remedy in my classes, but I cannot manage the time, the classes are too many (Excerpt 15.P3-FGI3).

The data indicates that the massive teaching classes and paper work caused limited time for the participants to assist their students learning processes and did not provide adequate time for conducting proper research as required by the standard pedagogical competencies. This situation has led to a lack of fulfilment in their pedagogical quality. In recent research, Thomas et al. (2003) likewise found that teachers with too many teaching classes and non-teaching tasks like paper work or form filling were likely to have a level of dissatisfaction in their working quality (cited in Bubb & Earley, 2004, pp. 8-

9). In the case of the teachers of English at SSP, the work overload with teaching classes and paper work lead to a drop in the quality of their pedagogical performances.

In regard to their professional competencies, most of participants (P1, P2, P3, P5, P6, and P7) said that their workload has proved very time consuming. The following is an example of an individual interview with P2:

P2: Teaching makes me forget everything related to research and community service, but I do write something for journal, for the sake of my credit point⁶ hohoho [laugh]. It's not very deep, but I can do it in my busy classes.

Interviewer: So, it is about the time.

P2: Yeah, right now, it is very difficult because I have to teach many classes, meanwhile in research you have to focus right? (Excerpt 16.P2).

Some participants in FGI3 and FGI4 also commented that having extra teaching hours, also reduced their time for doing professional development activities. They commented that due to extra teaching hours, it was difficult for them to conduct their other responsibilities as certified teachers; this included less time for conducting research because of the need to focus on ESP/VE and effective teaching. P5 in FGI3 commented, "The [excessive] teaching hours hindered me to conduct research regarding my [ESP] speciality. I am too busy with teaching matters" (Excerpt 17.P5-FGI3). P2, P3, P5, and P6 in individual interviews also remarked that extra teaching hours and administrative documents lead them to having no time to actively participate in their professional associations. They were unable to take part in the important activities provided by their associations and this meant they were less able to initiate the development of ESP via advice from their fellows in the associations.

It is because of the time, I also teach 30 hours per week, so tiring. I wish I had time to take a part in a professional learning community, I think it is good to be in that group. I can develop my subject matter (Excerpt 18. P5).

⁶ Credit Points is the system used in performance evaluation. The credit points are the quantified equivalence from all professional activities performed by lecturer. The points are accumulated as part of official rank up grading system for the government employee in Indonesia.

Excerpts 16-18 have indicated that the work overload meant there was limited time for the participants to actively participate in their professional learning associations and their commitment to related research; these were two foci that had a negative effect on their expertise levels, as required in the professional competencies. This meant work overloads had an impact on them as professionals and their professional commitments (Easthope & Easthope, 2010).

To conclude, the data regarding the participants' self-capacity was related to their pedagogical background and their workloads. In terms of their pedagogical backgrounds, the basic content knowledge in general English was an enabler when performing their pedagogical competencies. However, when teaching English in a vocational context, the basic pedagogical knowledge was considered insufficient due to the characteristics of their VE pedagogical knowledge. This also hindered them when conducting other pedagogical competencies areas. With regard to workloads, the participants commented that their capacity for handling their workloads was severely influenced by the excessive number of classes they had to teach, and the associated teaching needs. This condition gave them a lack of control on their time for developing the professional activities that were needed to ensure more confident conducting of their duties as certified lecturers.

The following section presents the influence of the 'supporting facilities' issues with respect to the participants' pedagogical and professional competencies.

4.2.3 Supporting Facilities

Supporting facilities emerged in the data as one of the influential issues regarding the teachers of English pedagogical and professional competencies. All participants in the interviews reported that the most supporting resources were: ESP/VE teaching and learning facilities, and information technology units. Each of the supporting resources will be elaborated as follows:

4.2.3.1 ESP/VE Teaching and Learning Facilities

All participants acknowledged that the availability of decent teaching and learning facilities was critical for ESP/VE teaching in English as a Foreign Language (EFL) context. The facilities provided were additional audio-visual facilities that provided more realistic and enjoyable language teaching and learning processes; also provided were ESP/VE teaching and learning materials. The following are issues related to these facilities that emerged during the interviews.

Audio-visual Facilities

Regarding the audio-visual facilities, the participants reported that SSP had equipped them with two language laboratories as well as projectors and loudspeakers for the classrooms. These facilities were intended to enable the students to be more engaged via situations of English use as used in real daily life. However, the participants expressed their concern that the negative influences of the existing facilities affected the successful development of their pedagogical competencies. P1, P3, P4, P6, and P8 commented that the laboratories were not proportionate with the total numbers of students at SSP. P1 explained, "The two laboratories had to be used by approximately 3000 students, it is insane and far than sufficient for frequent use" (Excerpt 19.P1). Hence, they declared that they did not have frequent opportunities to use the laboratories and they taught English in class instead.

P2, P4, and P6 also gave their comments on audio-visual facilities in classrooms. They noted that some departments equipped their classes with standard audio-visual facilities, such as loudspeakers and projectors, and this assisted teachers when explaining the materials. However, P3, P5, and P8 did not share the same opinion. They reported that these same facilities were not installed permanently in the classrooms and, in addition, some of them did not work well. With students' help, they were able to carry the facilities from the department's main office and install them in the classrooms before the

class work began; they then removed them after the class. As subjects at SSP were scheduled at fixed times, the subjects were thereby taught directly via a sequential process, this meant that the removal and instalment of the teaching aids became a hassle that resulted in a dramatic reduction in the learning hours. They admitted that this condition caused unproductive and ineffective learning processes in the classroom.

Many [loud] speakers and projectors are not installed permanently in class. I had to install and remove the equipment in my teaching hours. In fact, some of the equipment does not work well. The instalment and removal took the teaching hour; ...also the equipment condition, it is so frustrating for teaching and learning (Excerpt 20.P8).

Furthermore, some participants in FGI4 reported that the number of audio-visual facilities proved insufficient when compared with the total number of classes at SSP. They said that the facilities were shared with other teachers, so this meant that for most of the time they could not access the facilities. Consequently, their students had scant opportunities to learn how English words were pronounced and used properly in a real context. P1 in FGI4 put his point of view about this issue as follows:

Students like to watch English videos as they can imitate and learn how English words are pronounced and used properly by English native speakers through those videos. Unfortunately, the audio and projectors are not always available when I need them (Excerpt 21.P1-FGI4).

Most of the participants admitted that the conditions regarding access to the audio-visual facilities in terms of language laboratories, loudspeakers, and projectors in the classrooms were inadequate; to this end it did not support participants in conducting either the ESP/VE teaching or the learning processes. In fact, the conditions mentioned had a considerable impact on the ESP/VE learners, in an EFL context, because quality learning was inhibited. Quality learning outcomes required the proper use of audio-visual facilities to facilitate student learning in authentic situations; this was deemed essential if students were to achieve better results that reflected their skills and understanding (Bloch, 2013).

Teaching and Learning Materials

In terms of the availability of ESP/VE teaching and learning materials, almost all participants mentioned that the English Department had provided teaching and learning materials for all teachers of English to use. However, the existing materials had become a concern for them. P3, P4, P7 and P8 have stated that the English teaching materials availability at English Department was mostly provided for general English purposes. However, although general English materials could be seen as useful supplementary materials, they were less relevant for teaching ESP/VE (Moraitis, Carr, & Daddow, 2012) . As the participants were assigned to teach ESP/VE in more than one department, they consequently needed an extra range of teaching materials to cater for the number of different subjects they had to teach. In such circumstances, in the assigned departments, it was difficult to design proper teaching and learning materials based on the students' needs.

It is very challenging for me to find the materials for my teaching, I am teaching at two different departments and it is very hard for me to find the teaching materials that relevant to both curriculums from the existed teaching resources here (Excerpt 22. P7).

Moreover, some participants in FGI2, FGI3 and FGI4 also stated that besides the limited teaching and learning materials, no departments in SSP supplied textbooks for their students to facilitate and assist their students in learning ESP/VE. P6 from FGI3 commented, "No department provides English text book for their students; we are given freedom to decide the materials. Alternatively, we chose [the material] from the limited English teaching material collection here" (Excerpt 23.P6-FGI3). The excerpts from 22 and 23 exhibited that the provision of ESP/VE materials was limited, especially in terms of relevant learning materials based on student needs. As the needs of language learners in vocational context are specific, then to address them effectively, the teaching and learning materials needs to be relevant (Basturkmen, 2012). The scant and less relevant materials given for ESP/VE studies at SSP have often hindered the progress of their students

ESP/VE studies of English.

In sum, the data regarding limited ESP/VE teaching and learning support facilities, both regarding audio-visual facilities and teaching materials, indicates that the participants found difficulties when designing and applying relevant ESP/VE teaching and learning materials to facilitate their students in proper learning processes as required by the pedagogical competencies.

4.2.3.2 Information Technology Unit

The Information Technology (IT) Unit at SSP was reported as a facility that supported the development of participants' competencies in the pedagogical areas. Six participants (P1, P2, P3, P4, P5, and P8) have explained that this unit provided good assistance in the forms of internet access and IT guidance.

Regarding the availability of good assistance in internet access, P4 and P8 mentioned that internet access allowed accessibility to information regarding education development as well as learning resources such as local and international journals. P8 stated, "This unit helps me very much, especially in IT. As a professional teacher in higher education, I have to deal with the development of education and IT in teaching...and online documents and journal access" (Excerpt 24.P8). Some participants in FGI2 also mentioned that the availability of internet access has enabled them to access dynamic changes in their ESP/VE teaching, as well as academic journals in ESP to assist their own professional development. Regarding the benefits of this unit, one participant in FGI2 commented. "We have sufficient internet [connection] to access online journals, to find new information about ESP/VE teaching stuff, and community service topics or research findings in English" (Excerpt 25. P3-FGI2). An important point noted by the participants was that the assistance in terms of good internet access has enabled them to gain information pertaining to the development and changes in their subject matter for the improvement of their competencies (Excerpts 24 and 25). In accordance with this finding,

Goktas et al. (2009) have also indicated in their research that good internet access does have a positive influence on educators' competencies.

Regarding the availability of good assistance in IT guidance, P2 and P5 said that IT Units provided assistance on how to use computers in the teaching and learning processes. This assistance enabled them to develop their technological literacy and, in turn, contributed to their ability in utilising computers for language teaching and learning processes. P5 said, "I learn how to operate my laptop from the IT team, then, I can use it [laptop] in teaching" (Excerpt 26.P5). P1 and P3 also pointed out that this unit assisted them with how to deal with online documents. For instance, they noted that the assistance allowed them to complete and submit the online documents regarding the certification programs and the related promotion levels. P3 put it as follow, "The [internet] access also helps us to upload and submit required documents regarding our status as certified teachers. The IT unit is always ready whenever we need help" (Excerpt 27.P3).

In sum, the data revealed that the technological support from the IT unit allowed the participants to integrate technology in their teaching processes. The integration of technology and pedagogical knowledge is a key part of the required technological pedagogical knowledge (TPK) (Koehler & Mishra, 2005, 2008; Mishra & Koehler, 2006). As, Koehler and Mishra (2008, p. 9) have stated, "TPK is an understanding of how teaching and learning changes when particular technologies are used." In line with the data, it is evident that the technological support has enabled the participants to apply technology in their ESP/VE teaching and learning processes.

At this point, it is evident that the IT Units have provided good internet access to information required for successful education development, online journals and ESP/VE teaching and learning materials; they have provided helpful guidance relating to the work of the participants as lecturers. IT support has been reported solely as an enabler by the

participants; this has included many possibilities for them to improve their pedagogical and professional competencies.

4.2.4 Summary of the Section

The findings in this section have revealed the answers to the first research sub-question. This includes the issues the teachers of English have faced in relation to their pedagogical and professional competencies. The issues have been categorised and discussed in this chapter via three main domains: (1) organisational policies; (2) lecturers' self-capacity; and (3) supporting facilities. The extent to which these domains have functioned as enablers or barriers in enacting the required pedagogical and professional competencies have been illustrated in Table 4.1.

Table 4. 1 Summary of the Emerged Issues

Issues	Competency			
	Pedagogical		Professional	
	Enabler	Barrier	Enabler	Barrier
Organisational Policies				
Funded Research and Community Service Project		Limited fund and chances caused Lack of Research Skills	Involvement in Community Service Projects developed Community Service Skills.	
Teaching Rotation System		Short teaching rotation caused limited time to interact with students.		Short teaching rotation caused limited time to master ESP/VE content knowledge.
Teachers' Self-Capacity				
Pedagogical Background	Pre-service training for Basic General English pedagogical knowledge give foundation for teaching and associated learning processes.	Lack of ESP/VE in-service trainings caused insufficient English Pedagogical knowledge to teach ESP/VE in polytechnic level.		
Workload		Massive teaching classes and paper works caused minimal time to provide proper feedback on students' assignment.		Massive teaching classes and paper works caused minimal time to conduct research, and to join professional association.
Supporting Facilities				
Language Laboratories, Audio-visual Facilities in Classrooms, and Teaching and Learning Materials.		Limited and scant condition of language laboratories, audio-visual facilities, and teaching and learning materials caused unproductive and hassles teaching and learning processes.		
IT Unit	IT supports has contributed to integration technology in teaching and learning processes and access information of education development and journals.			

As can be seen from Table 4.1, the issues in the domain of organisational policies comprises two issues which relate to funded projects for research and community service, and the teaching rotation system. Regarding policy in funded projects (community and research), it was reported that the opportunity to be involved in community service projects has supported the participants' community service skills development. Meanwhile, the limited chances for conducting funded research have caused a lack of skills development for the participants. This means the issues in funded projects for research and community service functioned as an enabler in professional competency but were considered as a barrier for the participants' pedagogy. In terms of the teaching rotation policy, the short rotation in teaching ESP/VE has meant there has been limited time for teachers of English to develop meaningful interaction with their students. As a further consequence, fully mastering teaching content knowledge has been limited; hence, this issue has become a barrier for the participants in the development of both their pedagogical and professional competencies.

The second domain issue is related to the participants' self-capacity. Two issues emerged in this domain that influenced teachers' pedagogical competencies, namely, participants' pedagogical background and their workloads. The participants felt that their basic general English pedagogical knowledge gave them a foundation to conduct English teaching and learning processes. However, this same knowledge proved insufficient for teaching English in vocational contexts. Accordingly, the participants have commented that the issue in this pedagogical background has been both an enabler and a barrier for them when performing their teaching processes. Concerning the issue related to handling their workload, the participants faced the barrier of limited time for performing the required pedagogical and professional competencies; as noted earlier in this chapter, this was due to the massive teaching classes and the amount of paper work required.

The last domain issue that has impacted teachers of English competencies was related to the availability of supporting facilities in ESP/VE teaching and learning at SSP. The participants reported that there were two supporting facilities available: (1) teaching and learning facilities, in terms of language laboratories, audio-visual facilities and teaching materials; and (2) IT units. The existing language laboratories, audio-visual facilities and teaching materials were reported to be inadequate and many of these have not functioned well. Therefore, participants construed this more as a barrier for them when conducting ESP/VE teaching and learning processes. Meanwhile, the IT unit was reported as having enabled them to integrate technology in teaching. Then, IT supports are considered as enablers in the development of pedagogical and professional competencies. The relation between these enablers and barriers and their impact on the standards of the Indonesian Professional Lecturers Certification Program, in both pedagogical and professional competencies, will be discussed in more depth in the discussion chapter.

In sum, the data related to the first research question has highlighted that participants have faced issues either as enablers or as barriers in their efforts to perform their pedagogical and professional competencies. SSP as the central institution, and English Department as the internal organisation, have provided some policies as well as facilities that have been implemented to facilitate lecturers' endeavours. These policies and facilities have been reported by the participants as supports to their pedagogical and professional competencies improvement, but not without hindrances that have remained unsolved through the existing mechanism. The following section will discuss how the participants have sought to address these issues.

4.3 Ways to Deal with the Issues

The previous section has considered key issues related to the domains of the teachers of English at SSP and the pedagogical and professional competencies. The results have revealed that the issues do not always enable but can also hinder the participants in meeting the required pedagogical and professional competencies. This section deals with the second research sub-question: '*How did the participants deal with these issues?*'. As indicated, this sub research question also requires generative answers to the barriers that have been faced by the participants. As such, the focus of this section is on exploring the way participants dealt with or coped with those barriers when enacting and developing pedagogical and professional competencies. Accordingly, the following section discusses how the participants dealt with the issues in: (1) organisational policies for funded research projects and teaching rotation; (2) self-capacity in their pedagogical backgrounds and workloads, and (3) supporting facilities regarding language laboratories, audio-visual facilities in the classrooms and ESP/VE teaching and learning materials.

4.3.1 Organisational Policies

Organisational policies in this context refers to the formal regulation of practices related to the professional growth opportunities for the teachers of English at the SSP level (central organisation) as well as policies at the internal English Department. The participants have reported their ways of dealing with the issues; they have also covered why they have often been prevented from enacting their required pedagogical and professional competencies as a result. The ways of dealing related to the issues are as follows: (1) limited funds in research projects that have led to a considerable lack of research skills; and (2) short teaching rotations that have caused limited time for interacting with their students and addressing the master subject content knowledge.

4.3.1.1 Limited Fund for Research Projects

Since the system for grants to conduct research projects, at SSP, has been based on the number of lecturers and the priority ranking per department, the English Department, with its smallest number of lecturers and the lowest ranking, have had the smallest chances to win sponsorships. To be able to conduct more research via this program, two participants (P6 and P7) reported that they initiated to collaborate a research project with other colleagues from top priority departments. P7 said, "To be able to win the funded projects, I tried to join other teachers from engineering departments, because they are from top departments...to develop my skills in that [research] projects" (Excerpt 28.P7). Additionally, the participants in FGI4 commented that they initiated self-funded research projects to grow their professionalism in research skills. P5 from FGI5 mentioned, "I had to initiate a self-funded research in order to be able to have opportunity to conduct and exercise skills in a research project in ESP" (Excerpt 29.P5-FGI4).

The two excerpts indicate that the participants have experienced barriers in developing their research skills in relation to their pedagogical competencies. They did, however, take initiatives to try and remedy the situation, with examples being: joining research groups in top priority departments, and conducting self-funded research in order to cope with the barriers. The participants have demonstrated awareness of their deficiencies in developing research skills and the impact this has had on their teaching performance. The fact that research impacts greatly on teaching skills has been discussed by many researchers in the relevant literature; the work of Durning and Jenkins (2005); Lindsay et al. (2002) are examples that exhibit these views.

4.3.1.2 Short Teaching Rotation

It has been found that the short teaching rotation system has been reported to cause limited time for the participants to conduct meaningful interactions with their students, as part of their pedagogical competencies; in addition they have experienced

limited time for developing a deep understanding of the ESP/VE they teach, as part of their professional competencies. In regards to the teaching rotation system, the participants reported that they could not do much to solve this issue since the nature of this issue was beyond their authority. However, they have raised concerns about this on many occasions.

The data regarding how the participants dealt with the barriers for comprehending the ESP/VE content knowledge, a key professional competency they needed to develop, has shown that in order to learn the content knowledge for the new ESP/VE, they needed to try to learn the new assigned ESP/VE as well as teach it. P1, P2, P3, and P4 mentioned that to they develop their sufficient proficiency in the new terminologies and vocabularies of the new ESP, while delivering them in teaching processes in class. P2 mentioned, “Whenever I was assigned to teach English in a new department, I learned the new vocabularies and terminologies of the new ESP while delivering them” (Excerpt 30.P2). Such ‘learning by doing’ practices have emerged as the most common practice among participants to deal with the issue of short teaching rotation system. However, this approach is argued by Sachs (2010) as a less effective way to develop pedagogical content knowledge. This suggests that to have full mastery the participants would need to teach the assigned ESP/VE for longer periods of time.

As elaborated above, the participants dealt with their issues in organisational policies, both by addressing the lack of research skills and the limited time availability; they tried to do this by initiating some ways in which they were able to try their best to perform and achieve the quality needed for the required competencies. Other ways of dealing with issues reported by the participants were also noted in the self-capacity area which is elaborated in the following section.

4.3.2 Teachers' Self-Capacity

The following section discusses how the participants coped with the issues pertaining to their capacity in terms of their pedagogical background in ESP/VE teaching and their capacity in handling their workload as teachers of English.

4.3.2.1 Pedagogical Background

In section 4.2.2.1, the participants were grouped into senior and junior groups based on their pedagogical backgrounds. Both groups reported having insufficient vocational pedagogical knowledge for conducting their responsibilities as teachers of English. Seniors claimed that their pedagogical knowledge was already out-dated and juniors required more time to support their ESP/VE teaching. To overcome their insufficient VE pedagogical knowledge, they have performed the two following activities.

Firstly, P3, P4, P6, and P7 upgraded their pedagogical knowledge by learning from English teaching journals. Regarding the learning media, P3 and P7 stated they utilised the internet connection to search online journals. P3 commented, "I read them [the journals] online and, then, downloaded them...we have good [internet] connection" (Excerpt 31.P3). This excerpt indicates not only how the participants overcame their lack of VE pedagogical knowledge but also how the internet connection supported them in this matter. Meanwhile P4 and P6 reported that they preferred to gain the knowledge via provided journal hardcopies at English Department. P6 stated, "Learning from hardcopies [journals] are better than the online ones, not depends on the internet connection" (Excerpt 32.P6). The excerpt for 31 and 32 indicates that the participants gained information to upgrade their ESP/VE pedagogical knowledge via reading and using journals in different ways.

Secondly, P1, P2, and P6 mentioned that attending self-funded seminars or workshops was a preferable way to update their English vocational pedagogy. The seminars and workshops provided opportunities to acquire content and pedagogical

knowledge. P2 mentioned, “I participated in few workshops about teaching English for accounting. I could explore more English teaching in accounting even though I had to use my own pocket” (Excerpt 33.P2).

In sum, excerpts 31-33 show that the participants were cognisant of their insufficient ESP/VE pedagogical knowledge and attempted to deal with it by learning from journals, and by attending self-funded ESP/VE teaching seminars or workshops. This finding is supported by other researchers, namely, Angeline (2014); Mkumbo (2013) who also found that teachers with awareness of their limitations do work hard to find ways for professional development improvement, notwithstanding the odds.

4.3.2.2 Workload

Workload was also reported as a barrier for the participants due to the excessive numbers of classes that they had to teach. Furthermore, additional overloads also included associated teaching needs, and the fulfilling of their certification requirement as teachers of English. This condition resulted in giving them minimal time for developing their professional activities. They reported some ways of dealing with their massive workloads in terms of conducting research, providing proper feedback to their students, and participating in professional association.

Three different participants (P1, P3, and P7) admitted the limited time caused an inability to provide spare time to give proper feedback to all their students' assignments. To save time, they only reviewed some students' assignments and discussed the feedback in class, so that other students could learn from the discussion. However, they reported that not all students were pleased and nor did they learn via this new method, as P7 reported.

No need to reviewed all students' assignment, it took time... we need to do many things...just took some that good to be models for discussion in class. Yet, some students saw me after class and asked time to discuss their own assignment (Excerpt 34.P7).

Furthermore, P5, P6 and some participants in FGI1 remarked that their overloaded working hours also caused them to experience a lack of participation in their professional association. To keep them updated with the latest information from the association, they subscribed to the association journals, but they still reported that they were unable to provide time to read the journals. P6 in FGI4 said, "I did keep up with the professional learning community in my busy time by reading the journals, only if I have time" (Excerpt 35.P6-FGI4).

Nevertheless, despite the challenge posed by this workload, P2, P6 and P8 declared they were able to conduct research in their time consuming teaching hours by conducting classroom action research and claiming the benefits this provided. P2 said classroom action research enabled him to conduct teaching and research at the same time, so he did not have to find extra time only for conducting research. P6 mentioned classroom action research assisted her to identify problems in ESP/VE teaching and in return, the results helped her in improving her vocational pedagogy. P6 said as follow, "My students as the participants in my classroom action research, actually. I work collaboratively with another English teacher and it is good as we can discuss and learn from each other" (Excerpt 36.P6). Moreover, P8 also mentioned classroom action research as an enabler to work collaboratively with her colleagues and reciprocally learn about valuable pedagogical information. This indicates that the notion of personal motivation matters to participants. What has been made clear by the participants is that the issues in regards to workload, are to a large degree dependent upon and related to the policy of the organisation. However, the limitations for the participants still exist, despite the policy, and they provide very challenging barriers.

In sum, the workload section had revealed three strategies for dealing with the overloaded working hours. It has been noted that a group of participants conducted classroom action research in order to have time for research and teaching in the same

time whereas others viewed some students' assignments and discussed the feedback in the classroom in order to save time. The rest tried to keep updated with their professional association by reading the journals only. However, regardless of how a teacher deals with the overloaded working hours, in this case, it remains a critical issue for the participants. The deficit time in doing other professional activities other than teaching has had an impact on the quality of their teaching and the students' learning outcomes. Bubb and Earley (2004, p. 63) has noted that to be able to perform at their peak, teachers need to have time "looking after" themselves by keeping the balance between teaching workloads and others aspect of their professional life.

Besides reporting these ways of dealing with their self-capacity, the participants also reported the chosen ways of dealing with the equipment to support their ESP/VE teaching and learning processes at SSP. The ways of dealing with this issues are elaborated these in the following section.

4.3.3 Supporting Facilities

The existing supporting facilities at SSP were reported as issues for the participants. The reported facilities included audio-visual facilities and materials for English teaching and learning. Some of these facilities were reported as enabler while others reported as hindrance to participants competencies in ESP/VE teaching and learning processes. In addition, the participants also reported a facility called the information technology (IT) unit. Unlike the other facilities that posed both challenges as well as supportive functions, IT unit was reported as a facility that supported the participants' teaching and learning tasks and free of any negative issues. Therefore, the IT unit is not discussed in more detail as this section has only focused on exploring the ways participants dealt with the issues that prevented the participants from performing their pedagogical and personal competencies.

4.3.3.1 English Teaching and Learning Facilities

As P3, P4, P5 and P8 reported that the language laboratories and AV facilities in the classrooms were issues due to the limited numbers and conditions. The participants expressed that they equipped themselves via their personal audio-visual teaching facilities i.e. laptops, portable projectors and mini loudspeakers. P3 and P4 commented that approaching their teaching this way meant that they could save time in installing and removing the supporting equipment before and after teaching. P5 and P8 acknowledged that by having their own audio-visual facilities, students did not need to carry the provided facilities from the host department and avoided any associated hassles in their ESP/VE teaching and learning processes. P8 reported,

...I brought my personal projector and [loud] speakers which are good enough for teaching, so I can use my teaching time properly and kids do not need to go to the [host department] main office [to take the projector and loudspeakers] (Excerpt 37.P8).

Some participants' comments pointed out that to deal with the language laboratories and audio-visual facilities in the classroom; they needed to provide themselves with personal laptops, portable projectors, and mini sound systems.

4.3.3.2 English Teaching and Learning Materials

It is reported that the availability of English teaching and learning materials at English Department provided very limited support for the ESP/VE teaching and learning processes. To deal with this barrier, four participants (P3, P4, P7 and P8) commented that they tried to allocate time to design their own ESP/VE teaching and learning materials in order to meet the needs of their students. P3, P4 and P8 mentioned they adopted and adapted the material from various relevant books while P7 downloaded from online ESP materials. P7 commented, "I prefer to compile materials...even in my busy hours, from different sources to be used as teaching and learning materials" (Excerpt 38.P7). Additionally, some participants in FGI1 and FGI4 acknowledged that they self-equipped the teaching materials by purchasing new or used ESP textbooks. The books were

reported helpful as they could save their time when compared to designing a new teaching material, “[I] find the relevant textbooks, even not the new ones...never mind. I just need to adjust little bit based on my students’ context, not need to scratch [the ESP teaching and learning] from zero” (Excerpt 39.P1-FGI4). Both excerpts 38 and 39 exhibit the participants dealing with ways to overcome the problems regarding the limited ESP/VE materials. Notwithstanding, they have also tried to find ways to address the issue of limited time availability even though as participants they had scant control in this area.

To conclude, it has been noted that the participants developed some ways to deal with the existing supporting facilities at SSP. To deal with the limited numbers and condition of language laboratories and audio-visual facilities in the classroom, they equipped themselves with the necessary teaching and learning facilities i.e. laptop, projector, and loudspeaker. Moreover, they provided their own ESP/VE teaching and learning materials, either by designing or purchasing them. The excerpts in this section have revealed that the participants recognised the needs for proper facilities in supporting their ESP/VE teaching and learning processes. Teaching English for specific purposes or vocational contexts requires facilities that can foster the learners’ needs when studying English (Bloch, 2013). The participants’ efforts to deal with these issues regarding English teaching and associated learning materials and facilities, have facilitated some positive progress for their students in the arena of achieving their ESP/VE learning goals. This finding, again, has reiterated the importance of self-motivation in dealing with challenges in enacting pedagogy and professional competency.

4.3.4 Summary of the Section

The findings in this section have answered the second research sub-question. The ways of dealing with issues have been discussed in the three main domains of: (1) organisational policies and limited funded research projects and teaching rotations; (2) participants self-capacity in their pedagogical backgrounds and workloads, and (3) the

supporting facilities in Language Laboratories and audio-visual facilities in the Classroom and the English Teaching and Learning Materials. The relations between each issue and the relevant dealing ways used are summarised in Table 4.2.

Table 4. 2 Summary of the Dealing Ways

Issues as Barriers	Dealing Way
Organisational Policies	
Funded Research and Community Service Projects	
Limited fund and chances in research projects caused Lack of Research Skills.	The participants initiated to conduct self-funded or join interdisciplinary research and community service projects.
Teaching Rotation System	
Short teaching rotation system caused limited time to master the subject content knowledge and develop meaningful interaction with students.	The participants initiated to learn the content knowledge while delivering the subject. No dealing ways indicated for developing meaningful interaction with students.
Lecturers' Self-Capacity	
Pedagogical Background	
Pre-service and In-service trainings equipped the teachers of English insufficient English Pedagogical knowledge to teach ESP/VE in polytechnic level.	The participants initiated to self-upgrade their pedagogical knowledge by reading journals, and by participating self-funded seminar or workshop regarding VE teaching.
Workload	
Massive teaching classes and paper works caused minimal time to improve professional development: conduct research, provide proper feedback on students' assignment, and joining professional association.	The participants initiated to: conduct classroom action research in order to be able to conduct research and teaching in the same time; reviewed few students' assignment as models for other students; and reading professional association journals to keep up date.
Supporting Facilities	
Language Laboratories and Audio Visual Facilities in Class	
The condition of language laboratories and audio-visual facilities caused unproductive and hassles teaching and learning processes.	The participants initiated to equip themselves with personal AV: laptop, projector, and loudspeaker.
Teaching and Learning Materials	
The materials are mostly for general English and less relevant for teaching VE.	The participants initiated to provide their own teaching and learning materials by designing or purchasing.
Information and Technology Unit	
The excellent supports in terms of internet connection and technological assistance have greatly contributed to the participants' professional development.	No dealing ways indicated for this unit.

As illustrated in Table 4.2, the participants attempted to cope with the barriers that emerged so as to perform the required pedagogical and professional competencies. They did so by adopting the initiatives noted. These initiatives reflected their awareness of the need to improve their performance despite the contextual challenges they faced. The findings have also illuminated that the participants dealt with some of the barriers, notwithstanding the difficulties, but others remained unsolvable challenges. These unsolvable issues were mainly in the domain of the organisational policy in which the participants had little control.

Overall, this data has related to the second research sub-question that has revealed that the ways of dealing with the issues, were mostly self-initiated. This has indicated that participants' motivation proved a fundamental element in their endeavours to stay qualified, as required by the system of national education. This function of motivation as an enabler for the participants, in relation to their professional development, will also be discussed in more depth in the discussion chapter.

Finally, the barriers are further categorised below, in Figure 4.1, from the perspective of the locus in which the participants resided or originated (individual and organisational levels). This figure has been developed as a framework to help formulate the proposed recommendations as possibilities for improvement. The framework will be reviewed further in the discussion chapter.

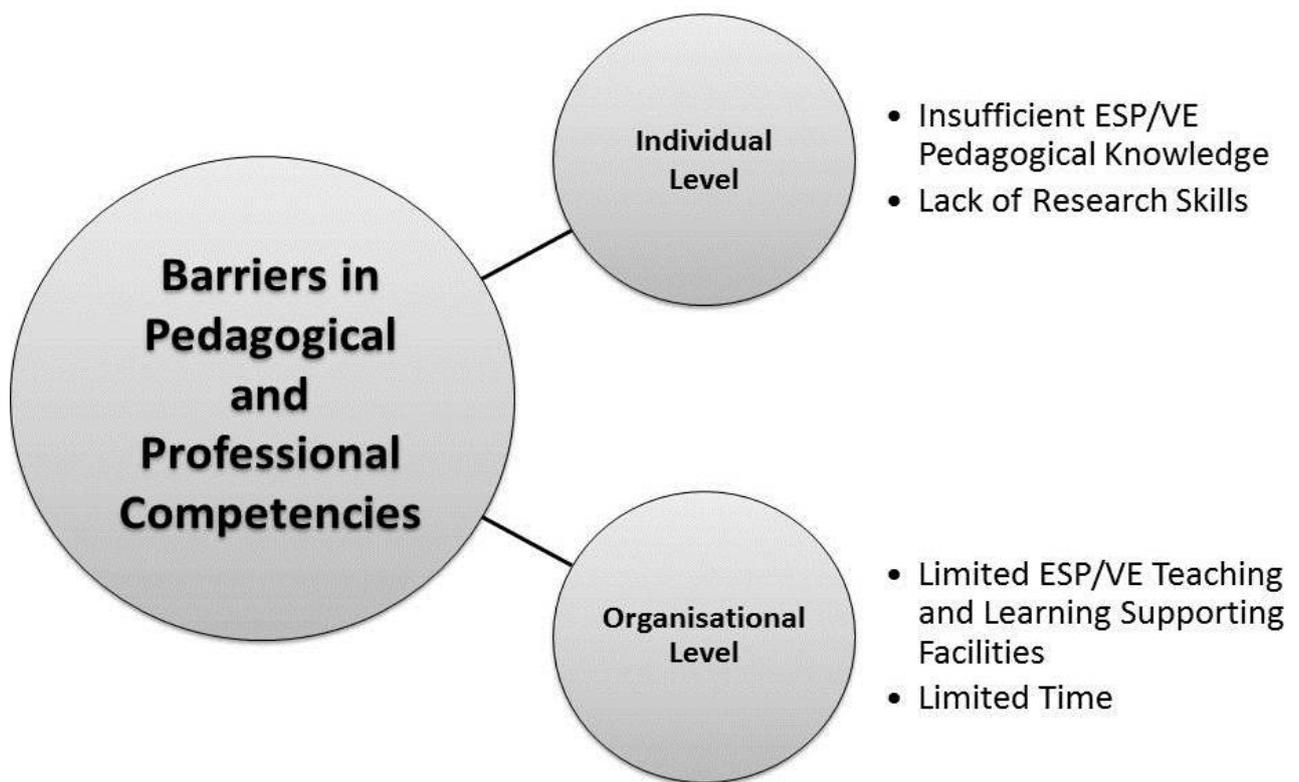


Figure 4. 1 Locus of Barriers in Realising Pedagogical and Professional Competencies

The following section will elaborate the supporting factors from the participants' perspectives that should be in place to improve their professional development as certified teachers of English at SSP.

4.4 Factors to Strengthen Professional Development

The previous two sections have illuminated the answers to the research questions in regards to the issues facing the participants; these issues have hindered their efforts to perform the ideal standards of pedagogical and professional competencies. The emerging issues found in the data were associated with organisational policies, teachers' self-capacity, and the supporting of facilities. The ways in which participants have dealt with those issues or barriers have likewise been explored.

The following section presents the participants' aspirations and recommendations for improving their professional development in the areas of the reported issues; this coverage will inform answers to the third research sub-question, *factors that may be helpful for improving the professional development of teachers of English*. The factors have been reported in the areas of: (1) organisational policies for funded research projects and teaching rotation; (2) teachers' self-capacity in pedagogical backgrounds and workloads, and (3) support via facilities regarding language laboratories, audio-visual facilities in the classrooms and ESP/VE teaching and learning materials.

4.4.1 Organisational Policies

The data has pointed out that the effectiveness of SSP policies, regarding the opportunities for teachers of English to develop their professionalism, was also evaluated in terms of how the system has been conducted. The data has also revealed that the participants have suggested that the funded research and longer teaching rotation system might prove helpful ways for SSP to better facilitate their teachers of English professional growth.

4.4.1.1 Objective Funded Research Projects

P4, P6 and P7 remarked that the allocation of professional growth portions in research projects should be based on objective competition. The funding for research projects via grants at SSP should be distributed and allocated based on a transparent

process and a merit based selection. Therefore, even though the English Department teachers were out-numbered, they would still have the opportunity to win the grants because of the quality of their research projects. P7 commented, “The recent system to have funded programs is not beneficial for us... because we have lesser numbers, means we have lesser portions...so we must wait for our turn, it should have based on objectivity” (Excerpt 40.P7). This comment shows that research projects based on objective competition allow English Department, as a department with small number of teachers, could provide the same opportunities for the teachers of English to improve their skills when conducting research. By having ample opportunities to conduct research, the teachers would then be exposed to research processes and this could then impact on the improvement of their research and teaching skills (Jenkins, 2004).

4.4.1.2 Longer Teaching Rotation System

Four participants (P1, P2, P5, and P8) reported another example of the need for policy improvement related to their professional opportunity growth. They recommended that the teaching rotation system could be improved by lengthening the duration of the teaching period in one particular department. This would assist the teachers of English with their mastery of the content knowledge of the English they are required to teach in that specific department. The participants, further, contended that a longer teaching rotation system would improve their much-needed skills for ESP/VE teaching and this, in turn, would provide an important outcome given its importance in their specialisation. P1 from FGI3 commented, “It is better to stay in one department longer...about four to five years in order to comprehend the content knowledge of teaching material we have” (Excerpt 41.P1-FGI3). Furthermore, P5 also commented that by staying in a department longer, the teachers of English would have time to identify their students’ needs in learning English. With this information, the teachers would be better able to design appropriate methods and teaching materials for the following semester. P5 said, “Based on my

experiences, developing a proper English learning material for students here [SSP] must be based on their needs, I needed more than one semester to do it, so I could have figured out what they need” (Excerpt 42.P5).

The comments indicate the participants need for more time to comprehend their content knowledge and students’ needs. This aligns with Sachs (2010, p. 185) that in the case for teacher professionalism, “It will take time to develop such [professional] standards...”. The findings regarding the suggested change to a longer teaching rotation system provides a clear example of how more time might enable teachers of English to meet the standards of required competencies and improve their professional development.

4.4.2 Teachers’ Self-Capacity

The following section elaborates the factors, according to the participants, with a focus on the teachers of English’ pedagogical knowledge and their need for a reduced workload so as to receive help in improving their professional development.

4.4.2.1 ESP/VE Seminars, Workshops and In-Service Trainings

As reported in the key issues section 4.2., participants have expressed a need to upgrade their ESP/VE pedagogical knowledge due to their insufficient capacity to cope with the development of ESP/VE teaching and learning at SSP. This condition was related to their pedagogical background. In regards to pedagogical backgrounds teachers of English at SSP were grouped into senior and junior⁷. Senior teachers of English are regarded as those who have completed a special in-service training for teaching English at the polytechnic and juniors are those who have only had training in methodology. Both groups have reported that they are facing difficulties in their pedagogical competencies to teach ESP/VE at SSP. The seniors, though they have had additional training, have still reported that their pedagogical knowledge regarding the teaching of ESP/VE was outdated. Similarly, the juniors have reported that their in-service training for ESP/VE

⁷ The basis used to categorised the participants into these group were explained in section 4.2

pedagogical knowledge has proved insufficient.

In relation to their pedagogical knowledge conditions, all participants acknowledged the need for more frequent vocational pedagogy seminars or workshops that focus on the ESP/VE they are assigned to teach. They hope that SSP, as the institution, will facilitate the seminars or workshops as a pathway to supporting their professional development. Two seniors, P2 and P6, noted that participating in the ESP/VE seminars or workshops could help update their outdated vocational pedagogy in teaching ESP/VE. P6 stated, “I think my [ESP pedagogy] knowledge needs supplementary of new information...joining the seminars or workshops on ESP/VE would provide opportunities to explore the new information” (Excerpt 43.P6). Three juniors (P3, P4, also P5) also mentioned that knowledge from the ESP/VE seminars or workshops could help fill the gap between what they had learnt in pre-service training and the current approaches in ESP/VE teaching and learning at SSP. Such knowledge would definitely help them to comprehend their students’ needs and enable them to design effective teaching materials and suitable assessment instruments. P5 put it in this way,

It is good to participate in more seminars or workshops focusing on ESP, I admitted that my basic pedagogical knowledge was English for general purpose instead of for specific purposes, so the knowledge from the seminars or workshops would gradually minimise the gap,...so I know how to develop proper teaching and evaluation material (Excerpt 44.P5).

Moreover, participants (P1, P2, and P6) from FGI3 and two participants (P3 and P5) in FGI4 also reported the need to have regular in-service training focussing on the vocational pedagogy of the English they taught. They commented that SSP should regularly provide ESP/VE in-service training for the teachers of English because the provision of vocational in-service training for teachers of English would ensure that their pedagogical competency in teaching ESP/VE at SSP be delivered. Additionally, it would provide a continuous effort to update their knowledge regarding ESP/VE teaching and learning and improve their professional development. P3 in FGI4 mentioned,

The institution could provide periodic in-service training about ESP for us...it is an effort to guarantee that our ESP teaching pedagogy is qualified according to the standard practice. The assurance would also improve our professional development continuously, right? (Excerpt 45.P3-FG14).

The excerpts indicate how the participants, both seniors and juniors, need professional development activities in the forms of training, seminars or workshops focussing on their subject specialty so as to improve their individual professional development levels. They have further suggested having continuous and relevant professional development activities. Having continuous and relevant professional development activities regarding teachers' subject teaching, leads to better results (Evers et al., 2011).

4.4.2.2 Time Availability

The time availability of the teachers of English also emerged as a factor that needed to be addressed when improving the teachers of English professional development. The participants reported that they had a work overload, which caused minimal time availability for developing their professional activities. To strengthen their professional development, P4, P7, and P8 suggested SSP managed their English classes so that there could be more time for a long or sabbatical leave to enable them to do research or book writing. The following excerpt from P4 is an example of a view related to how a sabbatical leave might allow professional development improvement.

We do not have a long leave for professional development here because we cannot leave our teaching classes,...it is because we lack of English lecturers. I believe the idea to have a long leave for conducting research or book writing is a thoughtful consideration for our professional improvement (Excerpt 46.P4).

This excerpt reflects the value of time availability for improving professional development in the case of the teachers of English at SSP. It pinpoints that the participants need regulated time allocation to conduct professional development activities such as research and book writing.

To conclude, it is evident that the participants need institutional support to improve their professional development. They have claimed that SSP, as the key institution, should regulate professional development activities such as ongoing and relevant training in their subject matter as well as an offering of longer leaves to enable time for research. Without such institutional support, the teachers' professional development are not able to meet the SSP's expectations (Silins & Mulford, 2002).

4.4.3 Supporting Facilities

The data revealed that the existing supporting facilities were reported as both enablers and barriers in relation to the teachers of English pedagogical and professional competencies. Most supporting facilities were reported as barriers. The only supporting facility reported as an enabler was the IT unit due to its excellent contribution to the teachers' pedagogical development. Accordingly, the IT Unit will not be discussed in more details as this section focuses on elaborating the factors that could be useful in upgrading the teachers of English professional development. Thereby the factors will include the availability of English teaching and learning facilities.

4.4.3.1 ESP/VE Teaching and Learning Facilities

The participants reported that English teaching and learning facilities are factors that would help develop their professional development by facilitating and providing more realistic, enjoyable ESP/VE teaching and learning processes. Three participants (P2, P3, and P5) commented that such a development could be achieved via more facilities like modern language laboratories, proper AV equipment in classrooms, and appropriate ESP/VE textbooks. P2 reported,

There are facilities to help us in teaching English here, language laboratories, English books, projectors, [loud] speakers, but it would be better to have the better condition ones and more. I used those facilities to engage my students' attention, to learn English in more realistic and fun condition, like learning English by songs or videos...because when my students learn well, they would have better outcome (Excerpt 47.P2).

The participants' responses to the conditions of the existed supporting of teaching and learning facilities has indicated a need for more facilities that are reliable and are able to assist with their professional development. They realise that good facilities will support good teaching and learning processes (Schneider, 2002). In line with this finding, Hu (2003) has said that the availability of proper teaching and learning facilities has been one of the factors that has supported English teachers in meeting their educational development goals.

4.4.4 Summary of the Section

The findings in this section have revealed an answer to the research sub-question three, namely, *the factors that would be helpful for improving the professional development of teachers of English*. The factors have been reported as suggestions and recommendations from the participants' perspectives regarding their professional development in the areas of the reported issues: Organisational Policies, Teachers' Self-capacity, and Supporting Facilities. The suggested and recommended ideal conditions of each issue are summarised in Table 4.3 below.

Table 4.3 has illustrated the participants' perspectives in regards to ways of improving their professional development. The perspectives, which are manifested in the forms of aspirations and recommendations, have indicated that the participants are concerned with their quality as certified teachers of English. The participants' aspirational perspectives have addressed the areas of the issues that are regarded as barriers in relation to their pedagogical and professional competencies. The aspirations and recommendations have been viewed as possibilities for enhancing the professional development of the teachers of English at SSP. This arena will be discussed further, based on the locus of the barriers: individual and organisational levels (see Figure 4.1.) in the discussion chapter.

Table 4. 3 Summary of the Ideal Condition

Issues as Barriers	Suggested and Recommended Ideal Conditions
Organisational Policies	
<p>Funded Research and Community Service Projects Limited funds and chances in research projects caused Lack of Research Skills.</p>	<p>Objective Funded Research Policy The opportunity allocations are based on objective competition, and they give more chance for research and community service projects.</p>
<p>Teaching Rotation System Short teaching rotation system has caused limited time to master the subject content knowledge and develop meaningful interaction with students.</p>	<p>Longer Teaching Rotation The duration of a teaching rotation that is lengthened to provide more time to master content knowledge and to understand students.</p>
Lecturers' Self-Capacity	
<p>Pedagogical Background Pre-service and In-service trainings that equipped the teachers of English insufficient English Pedagogical knowledge so as to teach ESP/VE at the polytechnic level.</p>	<p>More ESP/VE Pedagogy Trainings The training (in-service, seminars, or workshops) regarding ESP/VE pedagogy need to be held regularly to maintain and upgrade the ESP/VE pedagogical knowledge.</p>
<p>Workload Massive teaching classes and paper work have meant minimal time for improving professional development in areas such as: conducting research, providing proper feedback on students' assignment, and the time to needed for joining professional associations.</p>	<p>Time Availability Hiring some transient teachers of English to share the massive teaching classes in order to provide spare time for doing professional development activities and providing sabbatical leaves for conducting good research or book writing.</p>
Supporting Facilities	
<p>Language Laboratories and Audio-visual Facilities in Class The condition of language laboratories and audio-visual facilities has caused unproductive and interrupted teaching and learning processes.</p>	<p>More Language Support via the Teaching and Learning Facilities Providing more modern language laboratories and audio-visual in the classroom to engage students more in ESP/VE learning processes.</p>
<p>Teaching and Learning Materials The materials are mostly for general English and less relevant for teaching ESP/VE.</p>	<p>More Relevant ESP/VE Teaching and Learning Materials Supplying more relevant ESP/VE teaching materials to enrich students VE knowledge regarding to their disciplinary course.</p>
<p>Information and Technology Unit The excellent support in terms of internet connections and technological assistance has greatly contributed to the participants' professional development.</p>	<p>The data has indicated that, to date, no suggestions or recommendations for an ideal condition of this organisational unit have been made.</p>

4.5 Conclusion

Taking all sections together, this chapter has presented the findings and the analysis of the data from both individual and focus group interviews. It has defined the issues regarding the enablers and barriers, according to the teachers of English at a state polytechnic in Indonesia, to assist with realising the standards of pedagogical and professional competencies as regulated in the Indonesian Lecturers Certification Program.

The first section has elaborated the issues regarded as enablers or barriers, from the participants' perspectives in enacting their required pedagogical and professional competencies. These existing issues are identified in three categories: (1) organisational policies; (2) teachers' self-capacity; and (3) supporting facilities.

The second section has discussed how the teachers of English have dealt with some of the particular issues, which have hindered them in performing the competencies. The dealing ways, however, have also uncovered a state of motivation that has been an underlying enabler for the teachers of English in the arena of the required standards.

The third section has explored the factors in the forms of aspirations and recommendations that may be helpful for improving the teachers of English professional development. The aspirations and recommendations are constructed from the participants' views about the existing conditions that have hampered them when trying to meet the ideal condition of achieving the pedagogical and professional competencies as required by the certification program. These findings and analysis will be elaborated in conjunction with the relevant literature in the chapter five.

CHAPTER FIVE: DISCUSSION

5. 1 Introduction

In Chapter 4, the findings that correspond to the main research question and the sub-questions have been analysed and presented. This has included a focus on three important issues, namely, the domains of the teachers of English at SSP, the crucial pedagogical and professional competencies and the overarching research question itself. The purpose of this chapter is to discuss the Chapter 4 findings, in conjunction with the relevant literatures. This will be achieved via a particular focus on the overarching research question, which is: *what are the enablers and barriers, according to certified teachers of English at polytechnic level, to realising the required professional standards in practice*. In so doing, all key findings in the domains of pedagogical and professional competencies for the lecturer certification program in Indonesia will be addressed and reviewed (details of these competencies are presented in the Appendix B).

This chapter also intends to enrich the discussion with suggestions and recommendations that have emerged from the data represented in Chapter 4. Such an emphasis attempts to provide new insights into ways of improving the pedagogical and professional competencies of the participants. Then, all discussion is concluded in a conclusion section. Accordingly, this chapter is organised into the following sections:

Section 5.2 discusses the enablers or barriers in relation to the efforts of the participants in enacting the standards the domain of Pedagogical Competencies.

Section 5.3 discusses the enablers or barriers in relation to the efforts of the participants in enacting the standards the domain of Professional Competencies.

Section 5.4 discusses motivation as an enabler.

Section 5.5 discusses the suggestion and recommendation.

Section 5.6 concludes the discussion.

5.2 Enablers and Barriers in Pedagogical Competencies

Pedagogical competency has a wide range of meaning as discussed in the literature review (see Commins, 1995; Day & Conklin, 1992; De Jong & Harper, 2005; Ingram, 2007; Kelly et al., 2002; Mishra & Koehler, 2006; and Shulman, 1987). This research has adopted the meaning of pedagogical competencies as based on the guidelines and references issued by The Minister of National Education of the Republic of Indonesia. Therein the term is defined as the ability to develop appropriate teaching and learning for the delivery of effective and efficient learning processes (MoNE, 2010a, 2015). According to the latest guidelines of professional standards for teachers in higher education (or known as lecturers), there are four standards required in terms of the competencies of a professionally certified lecturer: (1) designing learning subject; (2) applying learning process; (3) assessing learning processes and outcomes; and (4) utilising the relevant research findings to improve learning quality (MoNE, 2015, pp. 23-27). Each standard competency also has its sub-competencies as listed in Appendix B. In the discussion that follows, the findings on the enablers and barriers will be considered via the pedagogical competencies experienced by the teachers of English at Salient State Polytechnic (SSP) when realising the required pedagogical standard competencies (see Table 4.1).

5.2.1 Enablers in Pedagogical Competencies

There are two issues that are identified as enablers in relation to the teachers of English efforts in developing their appropriate teaching and learning processes, i.e.: pedagogical content knowledge, and information and technology support.

5.2.1.1 Pedagogical Content Knowledge

A basic pedagogical content knowledge in English that the participants had in their pre-service training seems to appear as the most influential enabler in enacting the required pedagogical competencies. Shulman (1986) pointed out pedagogical content

knowledge as pedagogical knowledge for teaching a particular subject (cited in Shin, Koehler, Mishra, Schmidt, Baran & Thompson, p.4153). Therefore, the pedagogical content knowledge in English equipped the participants with the knowledge for teaching English (Donald, 2002; Watzke, 2007). As indicated from Chapter 4 section 4.2.2.1, having this knowledge enables the participants to perform some sub-competencies in three of four standard pedagogical competencies, i.e.: designing English as learning subject, applying English learning process, and assessing English learning processes and outcomes. In designing English subject, they are able to design English material⁸ and develop it based on the curriculum⁹, apply basic English teaching and learning¹⁰ principles, design¹¹ and use various learning approaches¹² in teaching English. Pedagogical content knowledge in English also enables the participants to understand the basic teaching of English skills¹³ in learning processes as well as the learning of English objectives¹⁴ and the assessment¹⁵.

It is clear that pedagogical content knowledge in English has informed the participants in terms of teaching strategies, classroom management, and evaluation techniques fit for English teaching (Cochran, DeRuiter, & King, 1993; Fives & Buehl, 2008; Koehler & Mishra, 2005, 2008). The fact that their basic pedagogical content knowledge in English stems from a basic pedagogical content knowledge in general English, it renders the outcome insufficient for English teaching in the English for Specific Purposes (ESP) or Vocational English (VE) context (Koehler & Mishra, 2008). This insufficiency in pedagogical content knowledge when teaching ESP/VE then becomes a barrier for the participants in undertaking their pedagogical competencies, as discussed in section

⁸ Pedagogical Competency 1.2: Comprehend the strategies of creativity development.

⁹ Pedagogical Competency 1.6: Comprehend principles of competent-based curriculum development.

¹⁰ Pedagogical Competency 1.3: Comprehend principles of basic teaching and learning.

¹¹ Pedagogical Competency 1.10: Design basic learning strategies.

¹² Pedagogical Competency 1.5: Comprehend various learning approaches/methods that are appropriate to students' characteristics.

¹³ Pedagogical Competency 2.1: Comprehend fundamental teaching skills.

¹⁴ Pedagogical Competency 3.1: Comprehend standards and indicators of subject learning outcomes that correspond to learning objectives.

¹⁵ Pedagogical Competency 3.2: Comprehend principles, strategies, and procedures of learning assessment.

5.2.2.2 of this chapter.

5.2.1.2 Internet and Information Technology Supports

Internet and Information Technology (IT) Supports at SSP is provided by an Internet and IT Unit. As an organisational working unit, this unit provides supports in internet and technology to the teachers of English as organisation members of SSP; this is done in order for them to be able to perform their assigned tasks effectively. The unit encourages the participants to use and integrate internet access and IT when performing their pedagogical competencies. This integration is what Mishra and Koehler (2006) called as technological pedagogical knowledge. With this knowledge, the participants are enabled to design technology-based learning subjects in ESP/VE16. This internet and IT supports are also helpful for them because it further develops their understanding how to access information from local and international journals¹⁷ and knowledge of new issues and development in the education system¹⁸. The advantages of utilising technology when designing teaching materials and improving the effectiveness of teaching and learning processes have been identified in related studies by Gao et al. (2011), Kariman (2005); Rahayu and Hizriani (2014); Ratminingsih (2015); Valtonen et al. (2011). In the case of SSP, the availability of these supports have also contributed to the improvement of participants' capability in enriching their teaching portfolio for completion of the professional certification program and level promotion. These findings thus, have extended the function of internet and IT supports Goktas et al. (2009); Ronnkvist et al. (2000); Sandholtz (2004); in so doing the use of the internet has provided a successful administrative function that helps the participants meet the professional standard requirements.

¹⁶ Pedagogical Competency 1.11: Design IT-based learning strategies.

¹⁷ Pedagogical Competency 4.1: Comprehend the principles, strategies and procedures of instructional research from diverse learning aspects.

¹⁸ Pedagogical Competency 1.1: Comprehend diverse development and issues in the education system.

5.2.2 Barriers in Pedagogical Competencies

Table 4.1 in Chapter 4 confirmed that the participants face the following barriers in enacting the required standards in pedagogical competencies, namely: limited time availability; insufficient ESP/VE pedagogical knowledge; limited teaching and learning facilities; and limited research skills. Each barrier will be discussed as follow.

5.2.2.1 Limited Time Availability

Limited time availability emerges as the most impeding determinant for the participants when performing their pedagogical competencies due to their excessive workloads and short teaching rotations. These two causes impede the participants and disallow the enacting of the key pedagogical competencies required such as: designing English as a learning subject, applying English learning processes, and assessing English learning processes and outcomes. Regarding the excessive workload, the data has indicated that teaching massive English classes and completing too much required paperwork have been the reasons for the teachers to have excessive workloads. Similar to this finding, H. Thomas et al. (2003); and Bubb and Earley (2004); Fattah (2013), also found that covering too many classes and doing *non-teaching tasks* were two of most popular reasons for teachers' experiencing an over workload. Besides their excessive teaching hours, the participants have been required to complete what Thomas et al., (2003) argued were *non-teaching tasks* such as filling out portfolios, conducting research and participating in community service.

Excessive workloads also affect the participants' confidence when applying and assessing the students' learning outcomes because they need to deal with large numbers of students as the result of having massive classes. This large number of students gives them difficulties in managing and monitoring the learning process¹⁹ and learning

¹⁹ Pedagogical Competency 3.6: Conduct ongoing reflections on the learning process.

assessment²⁰. They also face hardship in giving proper feedback to student assignments²¹ and continuous assessment pertaining to the learning outcomes²² needed to improve students learning qualities²³. Accordingly, as noted by Beckman and Minnaar (2010); Easthope and Easthope (2010); and Naylor (2001), excessive workloads impact on the teachers' of English time availability for managing and evaluating their students' learning processes²⁴.

Regarding the short teaching rotations, the findings have indicated that due to short time interaction with the students, the participants have found it difficult to identify and understand the learning needs of their students, as required by the set standards of pedagogy²⁵. To know and understand the students learning needs is important for teachers of English who are teaching English in vocational context because the students' need more specific approaches that are relevant to the content of their vocational subjects (Liton, 2015). This understanding enhances the educators' abilities when figuring out appropriate learning approaches for their students²⁶ (Opitz & Harding-DeKam, 2007; Quigley, 2014). Short teaching rotations provide insufficient time for the participants to develop meaningful interaction with the students and limit their time to help their students individually²⁷. Therefore, short teaching rotation has proved an ineffective strategy when applied in SSP, especially when it is related to the notion of achieving the ideal standards for developing pedagogical competency.

²⁰ Pedagogical Competency 3.6: Analyse learning assessment and outcomes as well as the reflective processes.

²¹ Pedagogical Competency 3.5: Provide constructive feedback on students' achievements.

²² Pedagogical Competency 3.4: Assess the students' learning outcomes and processes continually.

²³ Pedagogical Competency 3.8: Follow up the results of assessment to improve learning quality.

²⁴ Pedagogical Competency 2.6: Manage learning processes.

²⁵ Pedagogical Competency 1.4: Understand students well.

²⁶ Pedagogical Competency 2.3: Apply various learning techniques and methods that are suitable to their students' characteristics and learning objectives.

²⁷ Pedagogical Competency 2.8: Assist individual learning based on student needs.

5.2.2.2 Insufficient Vocational English Pedagogical Knowledge

As previously discussed in section 5.2.1.1, the basic pedagogical content knowledge in general English during pre-service training has enabled the participants to perform some basic pedagogical competencies. However, as they revealed, teaching English for specific purposes or in vocational context at a polytechnic level requires more than basic pedagogical knowledge in general English. This notion of mastering vocational content knowledge has been the case in English teaching, in the context of vocational education institutions (Avis, 2014). According to Wheelahan (2010), one of the main reasons lies in the vocational context in which students use English to learn the disciplinary aspects. This finding has indicated that teachers of English at SSP have insufficient ESP/VE pedagogical knowledge due to a lack of training in teaching ESP/VE, both in pre-service and in-service training. As some scholars argue, teachers with insufficient ESP/VE pedagogical knowledge lead their students to learn English as the target of learning instead of as a media for learning the disciplinary knowledge (Hua & Beverton, 2013; Huang, 2004; Moraitis et al., 2012).

In this research, the insufficient ESP/VE pedagogical knowledge hampers the participants' progress when facilitating their students in ESP/VE learning processes as a part of their required pedagogical competencies. They find difficulties not only in developing ESP/VE as a subject in accordance with their students' course curriculum²⁸ but also in teaching the subject via various media and formats based on their students' needs in that course²⁹. The insufficiency also disables them when applying appropriate learning approaches based on their students' needs in their courses³⁰ and when assessing the students outcomes based on their learning object³¹. As a consequence the insufficiency of vocational pedagogical content knowledge has affected the ability of the teachers of

²⁸Pedagogical Competency 1.7: Develop subjects in accordance with the study program curriculum.

²⁹Pedagogical Competency 1.8: Develop teaching materials in various media and formats for specific subjects.

³⁰Pedagogical Competency 2.3: Apply various learning techniques and methods that are suitable to their students' characteristics and learning objectives.

³¹Pedagogical Competency 3.3: Develop various assessment instruments for learning outcomes and processes.

English at SSP to enable their students when learning English in their disciplinary course as a part of their required pedagogical competencies.

5.2.2.3 Limited VE Teaching and Learning Supporting Facilities

Limited facilities for teaching ESP/VE, i.e.: limited materials and audio-visual facilities at SSP have also appeared as a barrier for the participants to meet their required pedagogical standards. Regarding the audio-visual, the participants are unable to perform productive and effective learning processes³² due to limited language laboratories and improper audio-visual facilities in class. Bloch (2013) argued that teaching English for specific purposes in a ESP/VE context requires audio-visual facilities to assist the learners in meeting their needs in learning English. For instance, learning how English is used in a real hotel reception is easier for students of hospitality industry via a video displayed of hotel reception through an audio-visual instrument.

Regarding VE materials, the participants are hindered in designing strategies for their students' learning processes based on the available learning materials³³ as the provided ESP/VE materials have proved limited and are mostly about general English. Since the needs of the vocational students are more specific to their subject specialisation, the English teaching materials for vocational need to be developed by the teachers so that the developed materials of English and language skills are relevant to the students' vocational needs (Basturkmen, 2012; Moraitis et al., 2012; Su, 1997; Widodo, 2015). Limited ESP/VE teaching and learning support facilities, both in audio-visual and materials, have also impeded the teachers in applying proper learning processes based on their students' needs³⁴. They are unable to implement various learning resources and media in the learning process³⁵. In line with this finding, some scholars have stated that the

³² Pedagogical Competency 2.5: Perform/deliver productive, creative, active, effective, and enjoyable learning processes.

³³ Pedagogical Competency 1.9: Design strategies for use of various teaching materials in students' learning process.

³⁴ Pedagogical Competency 2.3: Apply various learning techniques and methods that are suitable to their students' characteristics and learning objectives.

³⁵ Pedagogical Competency 2.4: Use various learning resources and media in the learning process.

appropriateness of facilities for supporting the processes of English teaching and learning is one of the factors that improve the quality of the teachers when teaching English in a vocational context (Flowerdew, 2013; Huang, 2004; Lindahl, 2015; Wang, Chao, & Liao, 2010).

5.2.2.4 Lack of Research Skills

It has been noted earlier in the Chapter 4 that teachers of English at SSP have had limited chances for conducting research due to their teaching loads and the lack of sufficient opportunities for funded research projects given. They have limited chances for conducting research, as well as limited chances to exercise and develop their research skills. The minimum participation in research leads to a minimum exposure to the research processes and, in turn, causes a lack in research skills (Borg, 2007; Durning & Jenkins, 2005). The condition of lacking research skills causes distress for the participants when trying to enact some key pedagogical competencies. They experience difficulties when conducting³⁶ and analysing research regarding their students' learning issues³⁷. They are also hindered in their efforts to improve their students' learning qualities via their research results³⁸. In this sense, the lack of research skills proves a barrier for teachers of English at SSP in terms of applying research results to improve students learning quality. It has been ubiquitously argued that educators lacking research skills also experience a negative impact on their teaching skills (Bamber et al., 2006; Coate et al., 2001; Jenkins, 2004; Jenkins et al., 2007; Lindsay et al., 2002).

³⁶ Pedagogical Competency 4.2: Conduct instructional research based on authentic learning issues.

³⁷ Pedagogical Competency 4.3: Analyse instructional research findings.

³⁸ Pedagogical Competency 4.3: Follow up results of instructional research to improve learning quality.

5.3 Enablers and Barriers in Professional Competencies

Professional competencies in this research refer to acquiring a level of content knowledge that identifies a teacher as a specialist or expert in a particular subject area (MoNE, 2010a, 2015). As stated in the latest guidelines of professional standards for teachers in higher education in Indonesia these competencies are further described as an integration of aptitude, a knowledge of a particular subject matter and its implementing skills, and a positive attitude to improving and developing knowledge (MoNE, 2015). There are four required professional sub-competencies of a professionally certified teacher: (1) holistic and profound comprehension of a particular subject matter; (2) ability in designing, conducting and reporting research findings on a particular subject matter; (3) ability in developing and disseminating research findings that address innovation in a particular subject matter; and (4) ability in designing, implementing, and assessing projects that focus on the values and importance of community service (MoNE, 2015, pp. 23-24). Each sub-competency is explained in more detail in Appendix B. Accordingly, the enablers and barriers experienced by the participants when realising the required professional standard competencies will be discussed in the following section.

5.3.1 Enablers in Professional Competencies

Referring to Table 4.1, there is only one determinant which enables the participants to enact the competencies as a specialist of their subject matter: this is involvement in community service projects which is elaborated in this following section.

5.3.1.1 *Involvement in Community Service Projects*

As regulated in standard professional competencies, conducting community service projects on a teaching subject is one requirement for a teacher in tertiary level in order to be considered an expert in any particular area. It is also regulated as a responsibility for educators in higher education or in addition to teaching and conducting research (MoNE, 2010a, 2015). The involvement in funded community service projects at SSP has enabled

the participants to improve their knowledge regarding professional competencies in terms of community service procedures. This involvement provides the opportunity for the participants to exercise their skills in designing and implementing a community service project regarding their subject matter (Raharjo, Romangsi, & Hartono, 1995; Suharini, 2009).

Through the involvement in community service, teachers also employ their skill in assessing a project that offers a focus on the values and importance of the community service³⁹ itself. Though it sounds much like an informal activity as it is conducted outside the campus, community service is, in fact, an important requirement for achievement of the professional competencies. Therefore, the participants are required to have a substantive knowledge of the procedures including skills in assessing the impact, the values, and the importance of their project to the community. The knowledge regarding the community service procedures, arguably, affects the quality of the community service projects (Cucina & McCormack, 2013; Eniyati & Santi, 2010). Teachers who are involved in these projects also have an immersion that allows them to develop important interactive skills (Preece, 2011).

5.3.2 Barriers in Professional Competencies

The participants face two barriers in enacting their professional competencies: limited time availability and lack of communication.

5.3.2.1 Limited Time Availability

Similar to the barriers in pedagogical competencies, limited time availability is a substantial barrier for the participants when conducting their professional competencies. The reasons for this insufficient time are largely caused by over-workloading and short teaching rotations. In regards to over-workloading, the limited time availability has impeded

³⁹ Professional Competency 2.d: Ability in designing, implementing, and assessing projects that focus on the values and importance of community service.

the participants and their status as ESP/VE teachers⁴⁰. Indeed, this drop in status also impedes participation in a professional association as a way of improving for their professional development (DuFour & Eaker, 2005; Lee & Back, 2007; Snow-Gerono, 2005; Vescio, Ross, & Adams, 2008). The over-workloading also creates limited time for them to design, and conduct research on their subject matter⁴¹; they are unable to disseminate the results as an innovation in their specialty⁴².

Regarding the short teaching rotation, the participants experience difficulty because they need to continuously learn the content knowledge of new sections of ESP/VE in their specialty as teachers of English at polytechnic level⁴³ since they often have to move from one department in one or two semesters. Sachs (2010) believes that sufficient time, rather than short teaching rotation, is essential as it provides teachers with on-going learning on the subject and time to develop the content knowledge, which in turn, helps them become confident experts of the subject. Hence, the short rotation time at SSP hinders the participants and does not provide them with enough time to develop their content knowledge of the ESP/VE they are teaching⁴⁴. Obviously, limited time due to over-workloading and short teaching rotations leads the participants to not only the condition of lacking participation in the development⁴⁵ of their subject matter but also to not being able to develop 'expertise' regarding a subject matter as required by the regulated professional competencies (Bubb & Earley, 2004; Easthope & Easthope, 2010).

⁴⁰ Professional Competency 2a2: Joining and gauging their competencies in a professional association enables them to actively participate in the association and to develop their professional development.

⁴¹ Professional Competency 2b: Designing, Conducting and Reporting Research Findings on a Particular Subject Matter.

⁴² Professional Competency 2c: Developing and Disseminating Research Findings that Addresses Innovations in a Particular Subject Matter.

⁴³ Professional Competency 2a.1: ...because the importance of having profound comprehension pertaining to the knowledge of the subject matter; which constantly motivates them to learn more information about their subject matter.

⁴⁴ Professional Competency 2a: Have Holistic and Profound Comprehension of a Particular Subject Matter (2.a)

⁴⁵ Professional Competency 2a3: Being able to position themselves as responsible individuals includes the development of science and art, and readiness to initiate steps for knowledge development and problem solving.

5.4 Motivation as an Enabler

As has been noted in Table 4.2 how the participants dealt with the barriers in performing the required pedagogical and professional competencies refers to a state of motivation. Motivation provides awareness of the existing problem conditions and finding the ways to solve problems (Bruning et al., 2011; Lovett, 2002; Mayer & Wittrock, 2006). Motivation induces figuring out how to deal with issues and how to drive them to conduct self-initiated dealing in order to be able to meet the standards required, with the competencies as their goal (Deci & Ryan, 2011). Some research on motivation as an enabler also acknowledged that people with motivation are often able to cope with dissatisfaction when trying to reach their objectives using their own ways to their achievement goals (Kao et al., 2011; Klein et al., 2006; Linnenbrink & Pintrich, 2002; Naeghel et al., 2016).

In regards to the motivation of teachers in higher education, Lusková and Hudáková (2015) argued that motivation has sophisticatedly supplied a basis and commitment for creating new values-knowledge, ideas, and new solutions by lecturers performing work which is extremely demanding both in terms of mental capacity and personal requirements. The teachers of English at the polytechnic have indicated that sense, responsibility and commitment to their duties help them develop the desired outcomes. The ways in which they have coped with the existing issues in their professional development have showed that they focussed mainly on work performance. Their self-initiated ways of dealing with issues included strategies such as: conducting informal talks; participating self-funded research; participating self-funded seminars; and equipping themselves with teaching and learning facilities that demonstrate their interest in their professional development (Richards & Farrell, 2012). They evaluate their own teaching skills and if their pedagogical knowledge is not enough they persist with enacting the required competencies via their motivation strategies. However, regardless of their efforts

to deal with the challenges, the dependency on formal structures provided by the organisation, remain fundamental goals. It was evident in the case of English Department that every participant had his/her strategies for dealing with the barriers. This further indicated that the extent of their personal motivation still remained an individual issue. Therefore, according to the data, it emerged that a better system will be needed so that individual motivation can be synergised with the organisational level.

This research has found that motivation is crucial and applicable for enabling the participants when enacting the pedagogical and professional competencies. It also predetermines in which direction the participants develop and apply their strategies to assist with the quality of their work and the improvement of their professional development (Angeline, 2014; Feng, 2010; Gorozidis & Papaioannou, 2014; Hasan & McDonal, 2015; Hildebrandt & Eom, 2011; Katz & Shahar, 2015; Mkumbo, 2013; Rahayu & Hizriani, 2014). Overall it has been found that the motivation of teachers of English focuses on the quality and adaptability of the organisational management system in English Department as their internal organisation and SSP as the central institution.

5.5 Possibilities of Improvement

The enablers and the barriers can be categorised based on the *locus* from which they originated as indicated in Figure 4.1. This includes individual and organisational levels (Ertmer, Ottenbreit-Leftwich, & York, 2006). In regards to research question three with its focus on the factors that were helpful to improving the teachers of English professional development, this section aimed at exploring the possibilities for better professional development and improvement at each level/domain, by addressing the emerging issues categorised as barriers in the findings and the analysis. The discussion has also been further developed by accommodating the aspirations of the participants who have suggested additional pathways of improvement in the data (see Table 4.3). In this way, the

research has sounded out the voices of the participants thereby improving the trustworthiness of this research.

5.5.1. Individual Level

There are two barriers at the individual levels which have constrained the participants in meeting the required competencies, namely insufficient ESP/VE pedagogical knowledge and a lack of research skills. To improve their knowledge and skills in these two areas, they proposed (1) the introduction of more pedagogical trainings in teaching ESP/VE, and (2) the inclusion of more time for conducting research. These two aspirations could be accommodated by having an integrated program that aimed at improving both knowledge and skills in these two domains. As Richards and Farrell (2012) recommended, the skills of a particular subject are also improved by attending trainings or tutorials in the field given that the activities can provide chances to gain valuable and relevant knowledge. In this sense, the possible recommendations to overcome these individual level barriers may rest in providing more training, both in teaching and research processes in ESP/VE, as a pathway to improving their expertise. Given the fact that abrupt changes often occur in the Indonesian education system, the ESP/VE trainings, particularly in-service training, seminars or workshops both in pedagogy and research, are important additions to be kept so that the teachers of English remain updated with the developments in ESP/VE teaching at the polytechnic level (Brownell & Tanner, 2012) as required by the professional standards.

Nevertheless, the trainings should be ongoing on a regular basis because it has been the case that 'one-shot' or 'without follow-up' training approaches will not solve the problems (Eror, 2001; Gameda et al., 2014; Husband, 2015; Pincince, 2016; Villegas-Reimers, 2003) pertaining to pedagogical knowledge and professional competencies. The opportunities for ongoing training in the participants' expertise domain are, simply, improvement of teaching knowledge and the constant changes therein, as well as the

ability to assist creatively with students' needs. To achieve better results and to improve continuously, the trainings must be maintained in the form of on-going in-service trainings, seminars or workshops.

Furthermore, professional development activities like training, seminars or workshops, must not only be ongoing, but they should also be relevant to the participants' expertise (Evers et al., 2011; Kamaruddin & Ibrahim, 2010; Silins & Mulford, 2002). In the case of SSP, one of the most emerging issues is the lack of relevancy between the participants' specialisation and their teaching assignments. Therefore, a focus on the relevancy of professional development stands as an important concern in this case. The extent to which the individual level can improve the participants' pedagogical knowledge, as discussed previously, is dependent on the levels of motivation. This is to say that, at the bottom of the professional development list lies both the development of motivation and the individual commitments. Attention on these areas is essential for continual improvement of teachers of English professional capabilities.

5.5.2 Organisation Level

As discussed in the analysis, the barriers on organisational levels, i.e.: limited time availability, and limited supporting facilities for ESP/VE teaching and learning processes as related to the policy of the organisation are areas that need addressing via the most viable approach, namely via policy. This section illuminates some possibilities for the improvement of the organisational level via policies. Those possibilities will also be relevant in terms of the aspirations of the participants when they address the issues (see Table 4.3).

In terms of limited time, the core issues are related to short teaching rotation systems and over work loading. The teaching rotation system, which intended to cultivate the participants' content knowledge via various ESP/VE, has caused limited time not only

in mastering the subject content knowledge comprehensively but also in developing meaningful interaction with their students, as they teach different ESP/VE in one or two semesters, in different host departments. Furthermore, the over work loading, has provided the participants with many ESP/VE teaching experiences but has also caused massively large teaching classes and related paper work. As a result, the participants have minimum time for professional activities such as conducting research, providing feedback on students' assignment, and participating in professional organisations. The results have indicated that the existing system has proved ineffective in developing teachers of English expertise and professionalism in their teaching. Drawing upon the work of Villegas-Reimers (2003), the alternatives proposed to address this barrier rest in mapping teachers of English competency in a particular ESP/VE and building a long term professional development plan with clear goals, performance indicators, and milestones for achievement. This roadmap should prove useful for developing continuous and relevant professional development in the organisation. In the case of SSP, on basis of the teachers of English perspectives, this can be done via the following ways:

1. Assigning a teachers of English to teach a particular ESP/VE for a longer period, in a host department, and for the said teachers of English to be given extra time to enable learning of the content knowledge, and time to commit to getting to know the students.
2. Mapping a sabbatical leave for professional activities, such as conducting proper research and book writing.

Having such a clear professional development roadmap has been argued to be one of the most effective ways/strategies for improving teachers' competency in their specialised subject teaching (Bound, 2011).

In regard to supporting facilities for ESP/VE teaching and learning processes, the issues are related to limitations in relation to language teaching instruments, and ESP/VE teaching and learning materials. The scant and improper condition of these supporting

facilities has often caused unproductive hassles in ESP/VE teaching and learning processes. It has also indicated that the facilities are insufficient in supporting ESP/VE teaching and learning at SSP which, in turn, has led to hindrances when seeking to perform the required competencies for professional teachers of English. Based on an ideal condition, the participants have proposed a need for more modern language laboratories and audio-visual in the classroom as well as more relevant teaching materials to support the ESP/VE teaching and learning processes. In such a case, providing proper and appropriate supporting facilities would be an important support for the teachers when assisting their students to meet the learning needs (Bloch, 2013; Hu, 2003; Schneider, 2002). Such a diligent approach would also improve teachers of English professional development, in the important acquisition of ESP/VE expertise (Flowerdew, 2013; Lindahl, 2015).

5. 6 Conclusion

This chapter has discussed the results of the study in regards to the central tenet of this research, which were the issues faced by the teachers of English in a state polytechnic in Indonesia in relation to their endeavours to enact the required standards of professional and pedagogical knowledge. This chapter has illuminated answers to the research questions posed to guide this study. The first section has provided vivid descriptions about the issues, in particular the enablers and barriers in the pedagogy and professional competencies of teachers of English. The second section has discussed how the participants have dealt with those issues. In this section it has also been pointed out that at the bottom of the ways of dealing, undertaken by the participants, lies a more fundamental issue related to personal motivation. This discussion then highlighted a key point that was used as the basis to construct the recommendation for improvement. In the third section, some alternatives for improving the situation in English Department were illuminated. The final conclusion of the study is elaborated in the next chapter.

CHAPTER SIX: CONCLUSION AND RECOMMENDATION

6.1 Introduction

This final chapter recaps the whole of the findings of this study to draw a comprehensive conclusion that will be used to develop the final conclusion. This approach will, in turn, answer all the research questions that were raised at the beginning of this study. This chapter is organised into the following sections:

Section 6.2 presents the key findings that addressed each research question.

Section 6.3 presents the limitations of the study.

Section 6.4 highlights the implications of the findings in terms of the existing, relevant theories.

Section 6.5 points out the potential implications of this research with regard to current policy and practices.

Section 6.6 presents recommendations and some concluding thoughts.

6.2 Answering the Research Questions

This study has been conducted with the aim of providing findings and answers to the following research questions:

1. What are the issues that certified teachers of English face in relation to their pedagogical and professional competencies, as required in the standards of the Indonesian Professional Certification Program?
2. How do the certified teachers of English deal with these issues?
3. What factors would be helpful to improve the professional development of the certified teachers of English?

The key findings that address each of these questions are discussed in the following subsection.

6.2.1 Issues in Pedagogical and Professional Competencies

Research question one aimed to explore the issues facing the participants of this study as related to their efforts for realising the professional standards mandated by the Professional Certification Program. Focusing on the aspects of pedagogical competencies and professional competencies of the four domains of the program, this study found that participants faced difficulties when seeking to align themselves to the ideal standards of pedagogical and professional (see Appendix B for details of this standards) due to three key issues.

The first issue has been located in the domain of organisational policies. According to the participants there were some organisational policies that were not supportive of their professional improvement. In regards to pedagogical competency, the participants agreed that short teaching rotations across the departments had caused limited time for interacting with students as well as for building their expertise in the content knowledge of the subject they sought to teach. In regards to professional competency which was essentially concerned with the research capacity of the teachers (see the detail in Appendix B), the participants agreed that the opportunity to conduct funded research was very limited. Furthermore, the system of funding distribution across the departments in the Salient State Polytechnic (SSP) was not equitable and tended to favour the departments that focused on specialised vocational knowledge such as engineering. This has been further related to the nature of SSP as a higher vocational education institution. The limitations in research opportunities for the participants also impacted on their ability to develop their pedagogical competencies.

The second issue was concerned with teachers' self-capacity in professional and pedagogical knowledge and skills (i.e. research-related capacities). The issue regarding self-capacity in pedagogical competency was mainly about the lack of ESP/VE in-service training that caused insufficient English Pedagogical knowledge for teach ESP/VE at the

polytechnic level. The difference in focus between general English and ESP/VE (Avis, 2014; Wheelahan, 2010; Widodo, 2015) emerged as an issue faced by the participants in relation to their levels of self-capacity for developing pedagogical competency. Nevertheless, some of the basic pedagogical knowledge they had gathered from their pre-service training was claimed to be helpful, at least in regards to the general aspects of their teaching and learning processes such as classroom management, dealing with problem behaviour, and assessment. Another issue that emerged within the domain of teachers' self-capacity was related to the teachers' workload. This issue affected the teachers in their pedagogical performance as well as their professional competency. Massive teaching classes and paper work caused not only limited time for delivering proper teaching tasks such as planning, delivering, evaluating but also minimised time for any involvement in research and professional development activities. Coupled with these issues, the lack of funding to support such professional development has added yet another issue related to teachers' workloads; this latter issue represents a continuing challenge for the participants.

The third issue is concerned with support facilities. Participants agreed that the vital role of supporting facilities has been an essential part of the development of their pedagogical performance. As a key part of government institutions, the SSP has been equipped with some facilities that support teaching and learning processes. The facilities that have related to the participants' jobs include language laboratories, audio-visual facilities in classrooms, and teaching and learning materials. While some of these facilities function well, most of them do not function properly at all. Moreover, as these facilities have to be used by all students (and all teachers in the English Department), the existing facilities are insufficient given that the number of students in each class is always big. There have also been setbacks during the transitions from one class to another. In addition to this, teaching and learning materials have not been well supplied by the

institution. Teachers have often had to supply the teaching and learning materials themselves. This has posed challenges for the teachers in terms of their pedagogical performances. However, one unit in the organisation, called the Information Technology (IT) Unit, has proved very helpful in supporting teachers' endeavours to achieve higher levels of pedagogical and professional competency. The findings have illustrated that IT support has contributed to an important integration of technology in teaching and learning processes. This has benefited and enabled teachers' improvement in pedagogical knowledge and skills. In terms of professional competency, the IT support has further enabled the teachers to access information related to education development via academic journals. This access to knowledge has proved relevant to their jobs as it has lessened the tension regarding the issue of any lack of support for improving teacher capacity in research.

6.2.2 How do They Deal with the Issues?

As described above, three key issues have emerged in the findings and these have affected the teachers in their pedagogical and professional competencies, in areas such as organisational policies, self-capacity, and supporting resources. The issues in organisational policies have been associated with the limited funding and the lack of opportunities for conducting funded research projects. This has caused a lack of research skills for the teachers. To address these issues, some participants have initiated and conducted self-funded or joint, interdisciplinary research and community service projects.

Another issue related to organisation policies concerns the teaching rotation system. Short teaching rotation systems have meant that there has been limited time to master the subject content knowledge and the development of meaningful interactions with students. To deal with this issue, the participants have initiated the effective process of knowing *by doing* whereby the content knowledge is learnt successfully. However, in terms of their obligation to assist with developing meaningful interaction with the students, there

has been no tangible solution indicated in the data.

In terms of self-capacity, the emerging issue has been associated with the impact of the gap between pedagogical background and the nature of the subject content knowledge as used in SSP, with its emphasis on vocational knowledge and skills. Participants have agreed that the pedagogical knowledge and skills they had learnt from their teacher training have proved insufficient to meet the expectations of vocational English teaching in a polytechnic. To deal with this issue, the participants initiated a self-upgrading of their pedagogical knowledge by reading journals and by participating in self-funded seminars or workshops regarding ESP/VE teaching.

In addition to the issue of pedagogical background, teachers pointed out those working loads were also a factor that affected their pedagogical and professional competencies. Massive teaching classes and paper work caused minimal time to improve professional developments such as the conducting of research, providing proper feedback on students' assignment, and joining professional associations, all of which are mandated by the standards required for professionalism. To deal with this issue, the participants have initiated the conducting of classroom action research so that they can do research and teaching simultaneously. They have also implemented the reviewing of a few student assignments that have then acted as successful models for other students. In addition, the reading of professional association journals have helped keep them up to date, professionally.

In terms of supporting facilities, the findings have suggested that the existing facilities were insufficient to support teaching and learning processes. To deal with this issue, the participants have initiated ways to equip themselves with personal equipment such as laptops, projectors, and loudspeakers. Regarding the issue related to teaching and learning materials, the findings have revealed that the teaching and learning materials

used in the English Departments were mostly for general English and less relevant for teaching vocational. To deal with these issues, the participants have initiated a provision of their own teaching and learning materials either by designing or purchasing. Some participants have reported that they have used the IT facilities to help solve the problems and gaps caused by the lack of facilities.

Reflecting on how the teachers have dealt with the issues in their efforts to perform better in pedagogy and professional competencies, a significant finding has been connected with the importance of the vital self-motivation of the teachers. In the discussion chapter, this finding has been elaborated in detail. The key message from this finding is that while factors related to organisational factors are beyond the teachers control to change; individual factors such as motivation are fully under their control. This suggests that in the context where an institution has limitations when supporting teachers' pedagogical and professional competencies, teachers with high personal motivation can still make a greater difference than those with low self-motivation when dealing with the issues of professionalism they have to face.

6.2.3 What Factors would be Helpful to Improve Their Professional Development?

This subsection has aimed at exploring participants' aspirations regarding ideal conditions that can be proposed to improve teachers' pedagogical and professional competencies in their context. Some aspirations and recommendations from the participants, revealed in the findings, are summarised as follows.

Firstly, in regards to the issue of organisational policies that regulate funds for research, the participants have agreed that the allocation across the departments need to be based on objective competition and merit so as to give equal opportunities to all lecturers. They have also recommended that SSP should facilitate more opportunities for teachers to be involved in community service projects. In regards to the short teaching

rotations, they have proposed that the duration of a teaching rotation should be lengthened to provide more time for mastering content knowledge in a specific field as well as building better quality relations with their students.

Secondly, in regards to teachers' self-capacity, the key issue has been about the gap between teachers' pedagogical background and the nature of teaching in a higher vocational education that emphasises vocational knowledge and skills. To address this issue, the participants have recommended planned and regular training (in-service, seminars, or workshops) in ESP/VE pedagogy. Pertaining to the issue of workloads, it has been recommended that SSP and the English Department hire some transient teachers of English to share the massive teaching classes; this would be done in order to provide spare time for professional development activities and sabbatical leaves for conducting good research or book writing.

Finally, in regards to the issue of supporting resources, all participants have agreed that to facilitate better quality teaching and learning processes, the provision of more modern language laboratories and audio-visual in the classroom needs to be viewed as a fundamental need by the institution, in the upcoming strategic planning. They believe that this would facilitate the improvement of the teachers' pedagogical and professional competencies. The graphical representation of the results has been illustrated in the Figure 6.1, below.

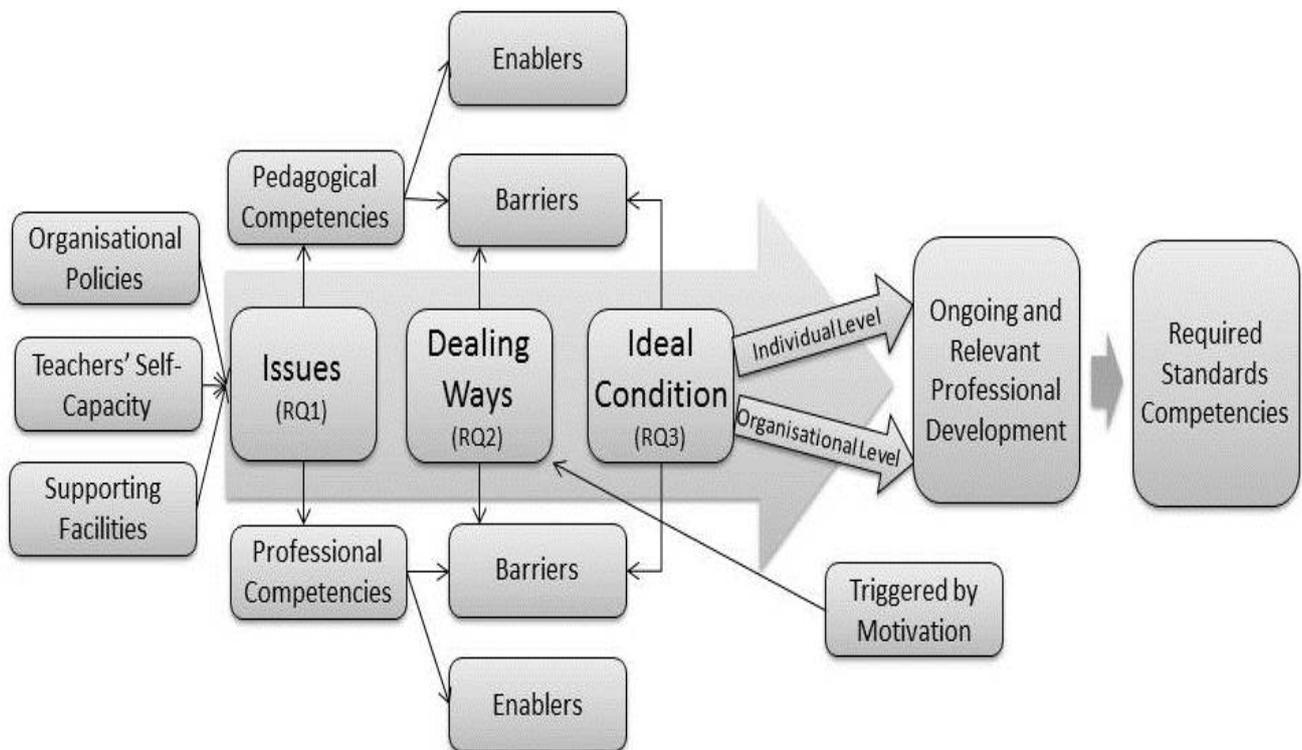


Figure 6. 1 Graphical Presentation of the Results

6.3 Limitation of the Study

It has been acknowledged that this study has some limitations. Those limitations are inherent in the choice of methodology. The research has been conducted as a case study in one state polytechnic out of 39 state polytechnics in Indonesia (Prasetyono, 2016) and this has limited this study in terms of its representativeness regarding the issues under investigation i.e. teachers professional development in state polytechnics. The decision to conduct a case study in one site only was made due to time and budget constraints. This study, however, did not seek generalisability as its main goal. Rather it aimed at exploring a case in depth to have a better understanding of the issues the teachers are facing in their day-to-day professional lives in relation to enacting professional standards. Hence, this study has relied on participants' views as the main sources of data. Inherent with these data sources is the issue of openness and genuine responses to interview questions. To encourage openness and authenticity via the participants' responses,

throughout the data collection processes, the interviewers have consistently ensured the participants of the confidentiality and anonymity of the data (see Chapter 3 on the ethics procedures). To improve the trustworthiness of the data, triangulation of the data sources and the data collection method have been employed. Factors associated with the participants such as different ranks, roles in English Departments, and the length of teaching experiences. Furthermore, this has included a data collection method that has involved individual and focus group interviews as a significant triangulation in this study.

Another key limitation was the status of the researcher as a teacher in the English Department being studied. This had the potential to challenge the ethics and conflicts of interest. However, these ethical issues were managed in a positive manner in this research (see Chapter 3), via the employment of a colleague who assisted the researcher with the data collection, thereby coping with ethical issues and conflicts of interest.

A further limitation was concerned with the study's small number of participants given that this might have posed a question regarding the representativeness of teachers of English in state polytechnics in Indonesia. This study focused on exploring the issues of professional development in relation to the enactment of professional standards solely through the views of teachers in English Department in a state polytechnic. Therefore, generalisation of the findings from this study may only be applied on a limited basis to state polytechnics that have very similar characteristics with the one explored in this study (i.e. an English Department in a state polytechnic with a focus on health, marine issues, or agriculture).

6.4 Implication to the Theory

The findings have pointed out that teachers' professional development is a fundamental factor affecting teachers' performances in their jobs. It is relevant with the existing literature about teachers' professional development. This study, however, has contributed in ways that highlight the importance of the organisational mechanism. This mechanism fosters a system that encourages open and candid communication as well as the importance of equality principles in the distribution of the funds that both support teachers' professional development, via research and community development programs.

This research has also supported the existing theories regarding the importance of self-motivation in improving the quality of teachers professionalism (Angeline, 2014; Feng, 2010; Gorozidis & Papaioannou, 2014; Hasan & McDonal, 2015; Hildebrandt & Eom, 2011; Katz & Shahar, 2015; Lusková & Hudáková, 2015; Mkumbo, 2013). The findings of this research have highlighted the teachers' self-motivation function as a key-enabling factor for teachers when coping with the issues in their professional work. Those who have high-level self-motivation have tended to see the issues in a more generative way and this enabled them to cope better with the issues.

6.5 Implication to Policy and Practice

In the context of the Indonesian Professional Certification Program, the findings of this research have indicated that there were some problems in regards to the use of some the same standards in both general universities and polytechnics. More particularly, this related to the domain of professional competency that emphasised the conduction of research as part of the professional requirements for the teachers. The findings have suggested that in polytechnics, given that their core business has been directed toward vocational education, teachers have found themselves struggling to conduct research. This has occurred mainly because the atmosphere of the polytechnics tended to focus

more on practical courses; they provided less focus on academic development. Inherent in this same particular context of polytechnic, research in general subjects like English was not a top priority of the institution. Rather, the allocations of research budgets were more directed to teachers from vocational-based departments. The implication of this to policy has been that there is a need to evaluate the system of teachers' professional certification programs via a review of the contextual difference between universities that focus on academic issues (with stronger research foci) and polytechnics that are more concentrated on the development of vocational skills.

In terms of individual practices, one of the key findings of this study has suggested that self-motivation is important for the teachers so that they are able to deal with issues in their professionalism despite the lack of support resources. In the absence of organisational support for professional development, those with high self-motivation have viewed the challenges as opportunities for them to improve their professionalism.

6.6 Recommendation for further Research

This study has illuminated some important points that can be developed through further research. Firstly, findings associated with the organisational nature of polytechnic have indicated that in the current system of Teacher Professional Certification Programs there are areas that are problematic for teachers who teach general subjects like English language, in a polytechnic. Future studies are needed to further clarify the differences needed in order to enable improvement of the current Teacher Professional Certification Program.

Secondly, while self-motivation has been indicated as a corner stone for teachers to improve their professionalism and cope with issues and challenges, further study would help identify organisational factors that could facilitate motivation in a collective setting via the development of a concept related to collective motivation.

Finally, this study has confirmed the importance of IT in supporting teachers' professional development. Further investigation that focuses on developing a system which can facilitate inter-departmental collaboration among the departments in a polytechnic, would contribute to fostering better collaborative research environments. In turn, this would help the teachers deal with the issues related to the lack of research opportunities. The creation of such a system could also help teachers reduce the burden of excessive workloads.

6.7 Concluding Comments

This final chapter has presented the conclusions that have addressed each research question, the limitations of the study and the valuable recommendations for policy, practices, and further research. The results of this study have provided insights on the issues facing the teachers of English in a polytechnic of Indonesia as they seek to achieve pedagogical and professional standards mandated by the Professional Certification Program. It is expected that the results of this study could contribute to a collective endeavour to improve the quality of teachers in Indonesia; especially teachers of English in polytechnics. As the researcher is part of the teachers in the institution being studied in this research, some recommendations that have addressed the specific needs of the institution being studied in this research will be developed. The developed recommendation, further, will be collaborated with all relevant parties in the organisation so that initial recommendations that have resulted from this study can be used as part of an organisational development of this institution. This has been the commitment that underpins this study.

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APPENDIX A: THE PROFESSIONAL CERTIFICATION PROGRAM FOR LECTURES IN INDONESIA

Deliverer

The professional certification program for teachers in higher education/lecturers is delivered by The Ministry of National Education via designated Higher Education Institutions that acts as the Lecturers' Certification Administrator.

Legal Bases

The professional certification program for all teachers in Indonesia is mandated under the Government of Indonesia in Law No. 14, year 2005, regarding Teachers and Lecturers. Teachers in higher education are regulated under the Ministry of National Education in Rule No. 42 year 2007, regarding Lecturer Certification. It is also regulated under the following legal bases:

- The Government of Indonesia Law No. 20 year 2003 regarding the National Education System.
- The Government of Indonesia Law No. 12 year 2012 regarding Higher Education.
- The Government of Indonesia Regulation No. 37 year 2009 regarding Lecturers.
- The Government of Indonesia Regulation No. 60 year 1999 regarding Higher Education.
- The Government of Indonesia Regulation No. 19 year 2005 regarding National Education Standards.
- The Government of Indonesia Regulation No. 41 year 2009 regarding Incentives for Teachers and Lecturers, Special Incentives for Teachers and Lecturers, Honorary Incentives for Professor.
- The President of Indonesia Regulation No. 165 year 2015 regarding Assignment and Function of Working Cabinet.
- The Ministry of National Education Regulation No. 49 year 2014 regarding National Higher Education Standards.
- The Ministry of National Education Regulation No. 48 year 2009 regarding Manual of Studying Assignment for Civil Servants in Ministry of National Education.
- The Ministry of National Education Regulation No. 47 year 2009 regarding Lecturers' Teaching Certification.
- The Ministry of National Education Regulation No. 9 year 2008 regarding Working Extension for Civil Servants as Professors and Designation of Emeritus Professor.
- The Ministry of National Education Regulation No. 17 year 2010 regarding Prevention and Anti Lecturers' Plagiarism in Higher Education.
- The State Minister of the Empowerment of State Apparatus and Bureaucracy Reform Regulation No. 17 year 2013 regarding Lecturers' Functional Positions and Credits. ("Regulation No. 17 Lecturers' Functional Positions and Credits (Permeneg PANRB No. 17 tentang Jabatan Fungsional Dosen dan Angka Kreditnya)," 2013)

- The State Minister of the Empowerment of State Apparatus and Bureaucracy Reform Regulation No. 46 year 2013 regarding Modification of the State Minister of the Empowerment of State Apparatus and Bureaucracy Reform Regulation No. 17 year 2013 regarding Lecturers' Functional Positions and Credits.

Objective

The professional certification is aimed at improving the quality of education in Indonesia by creating good quality national lecturers with good competencies in pedagogy, teaching professionalism, personal character and social issues via the following channels:

- (1) Assessment of lecturers' professionalism to determine their eligibility in undertaking their tasks;
- (2) Assurance of the security of the lecturer profession as the learning agent in higher education;
- (3) Improvement of the processes and outcomes of education;
- (4) Acceleration of the realisation of national education goals; and
- (5) Raised lecturers' awareness to the obligations in reinforcing integrity and academic ethics, especially the prohibition of performing plagiarism.

In addition to the required competencies (pedagogical, professional, personal, and social), a certified lecturer is also obligated to meet an educational qualification as a teacher and perform their contribution through three key responsibilities of higher education (*Tridharma Perguruan Tinggi*), i.e.: education and teaching, research' and community service. In other words, a certified lecturer is able to implement the assigned tasks professionally and be equipped with standard competencies in pedagogical, professional, personal, and social which are required for undertaking teaching, research and community service.

Requirements

The applicants must meet the following requirements:

1. Master graduation for academic qualification.
2. Experience as permanent teaching staff at a state or private higher education.
3. Two-year teaching experiences at the host institution.
4. Achieving the rank of *associate lecturer* rank as the lowest possible academic rank.
5. Implementing the three key responsibilities of higher education for 12 credit units or being combined with managerial tasks per semester at the host institution.

Process

Teachers' competencies are assessed via portfolio-based assessment. The portfolios are submitted online to be assessed by assessors in designated higher education institutions as certification administrators. Portfolio assessment is implemented to give recognition for lecturers' standard competencies, which assess:

1. Academic qualifications and performance of the three key responsibilities of higher education.
2. Perceptions of supervisors, students, and personal needs regarding their pedagogical, professional, personal, and social competencies.
3. Self-descriptions regarding their contribution in implementing and developing the three key responsibilities of higher education.

Compensation

The Government of Indonesia has agreed to remunerate an amount of a basic salary for all certified teachers as an extra incentive for professional development expenses.

Reference

MoNE. (2015). Lecturer Certification Manual: Book 1A-Academic Text-Integrated. Jakarta: The Ministry of National Education (pp. 1-6)

APPENDIX B: THE PEDAGOGICAL AND PROFESSIONAL COMPETENCIES OF LECTURERS IN INDONESIA

Pedagogical Competency

Pedagogical competency refers to the ability to develop appropriate teaching and learning techniques for the delivery of effective and efficient learning processes.

There are four standard required competencies:

1. Designing Learning Subject

- a. Competency Descriptor: The ability in developing subjects in curriculum, developing teaching materials, and designing learning strategies.
- b. Sub-competencies:
 - 1.1 Comprehend diverse development and issues in the education system.
 - 1.2 Comprehend strategies of creativity development
 - 1.3 Comprehend principles of basic teaching and learning.
 - 1.4 Understand students well.
 - 1.5 Comprehend various learning approaches/methods that are appropriate to students' characteristics.
 - 1.6 Comprehend principles of competent-based curriculum development.
 - 1.7 Develop subjects in accordance with the study program curriculum.
 - 1.8 Develop teaching materials in various media and formats for specific subjects
 - 1.9 Design strategies for use of various teaching materials in students' learning process.
 - 1.10 Design learning strategies.
 - 1.11 Design ICT-based learning strategies.

2. Applying Learning Process

- a. Competency Descriptor: The ability to understand students' characteristics and background, a variety of learning technics and methods, a variety of learning media and resources, and management of the learning process.
- b. Sub-competencies
 - 2.1 Comprehend fundamental teaching skills.
 - 2.2 Identify students' characteristics and background.
 - 2.3. Apply various learning techniques and methods that are suitable to their students' characteristics and learning objectives.
 - 2.4 Use various learning resources and media in the learning process.
 - 2.5 Perform/deliver productive, creative, active, effective, and enjoyable learning processes.
 - 2.6 Manage the learning process.
 - 2.7 Conduct meaningful interaction with students.
 - 2.8 Assist individual learning based on student needs.

3. Assessing Learning Processes and Outcomes

- a. Competency Descriptor: The ability in evaluating and reflecting on the learning process and the outcomes using legitimate evaluation instruments based on the appropriate principles, strategies and procedures of learning objectives and assessment.
- b. Sub-competencies:
 - 3.1 Comprehend standards and indicators of subject learning outcomes that correspond to learning objectives.
 - 3.2 Comprehend principles, strategies, and procedures of learning assessment.
 - 3.3 Develop various assessment instruments for learning outcomes and processes.
 - 3.4 Assess learning outcomes and processes continually.
 - 3.5 Conduct ongoing reflections on the learning process.
 - 3.6 Provide constructive feedback on students' achievements.
 - 3.7 Analyse learning assessment and outcomes as well as the reflective processes.
 - 3.8 Follow up the results of assessment to improve learning quality.

4. Utilising Relevant Research Findings to Improve Learning Quality

- a. Competency Descriptor: The ability to conduct instructional research on a subject matter, and integrate the findings to improve learning quality in learning process management and learning subject matter.
- b. Sub-competencies:
 - 4.1 Comprehend principles, strategies, and procedures of instructional research from diverse learning aspects.
 - 4.2 Conduct instructional research based on authentic learning issues.
 - 4.3 Analyse instructional research findings.
 - 4.4 Follow up results of instructional research to improve learning quality.

Professional Competency

Professional Competency relates to acquiring a level of content knowledge that identifies one as a 'specialist' or 'expert' in a particular subject area.

Competency Descriptor

Professionalism is the attitude of a belief in an occupation as a high valued and respectful profession. The belief is manifested via continuous efforts and sustained improvement in the profession. Hence, professional competency is an integrated ability in content knowledge for a particular subject matter, skills of knowledge implementation, and natural positive attitudes to promote, improve and develop knowledge in a sustainable manner with a firm determination to implement it in everyday life.

Professional educators embody their aptitude and attitude to generate learners with ambition, determination and ability to advance their profession use of knowledge and technology. Having the aptitude and attitude, lecturers are required to conduct continuous

improvement and updating of their efficiency in the profession through creative use of available resources.

Research, experimenting and development are creative processes of lecturers in advancing the horizon of their content knowledge and technological knowledge in a certain subject matter which entails positive influences in culture and civilization. Results of the research, experimenting and development are introduced by the lecturer to the community as a form of public problem-solving service, efficiency enhancement of business and industry, as well as mental improvement of the community that support the development of the character and prosperity of the nation. Community service provides a means of dissemination and application of the research findings that help to promote the development of culture and civilization through technology advancement, guidance, and policy.

Professional competency drives lecturers dynamically in developing their knowledge perception; it enables them to generate valuable information, art, and technology. Professional competency is also helpful when conducting community services based on lecturers' research findings, which, in turn, will develop the culture and civilization of the community as the stakeholder.

Sub Competencies

1. Holistic and Profound Comprehension of a Particular Subject Matter

Holistic comprehension of a particular subject matter is defined as the ability to understand more about the source, development, nature and purpose of the knowledge. Meanwhile, profound comprehension refers to the ability to understand ways of developing and discovering the information, technology and/or arts. Lecturers are expected to possess the ability to understand value, meaning and usefulness of their subject matter, especially in relation to its utilisation in human life, to the betterment of the culture and civilization. The limitations and restrictions of their subject matter in terms of the ethics of the knowledge, traditional laws and academic culture are the basis for moral prevention of possible confusion and hazards in their profession. Accordingly, the holistic and profound comprehension of a particular subject matter is closely related to the philosophy of the knowledge being studied.

Relating to the holistic and profound comprehension of a particular subject matter, lecturers are expected to understand:

- 1.1 the importance of having profound comprehension pertaining to the knowledge of the subject matter; this constantly motivates them to learn more information about their subject matter.
- 1.2 the importance of joining and gauging their competencies in a professional association enables them to actively participate in the association and to develop their professional development.
- 1.3 the importance of being able to position themselves as responsible individuals includes the development of science and art, and readiness to initiate steps for knowledge development and problem solving.

2. Ability in Designing, Conducting and Reporting Research Findings on a Particular Subject Matter

This ability relates to the comprehension and skills such as research methodology, research design and/or procedures; it also include the ability to organise and conduct research starting from problem formulation, hypotheses formulation, data collection methods, and data analysis procedures. Lecturers are expected to be capable in implementing the design, methods and analysis in their research to achieve the research objectives. This research knowledge and skills, in the end, are demonstrated in written forms that can be presented in scientific seminars and/or published in scientific journals.

3. Ability in Developing and Disseminating Research Findings that Addresses Innovations in a Particular Subject Matter

Lecturers are able to develop their research findings in more applicable constructions that can be used for specific purposes, such as techniques, guidance, and policies. They also should demonstrate a motivation to disseminate their research findings. This is an important part of their scholarly activities within their areas of expertise. The measurements of their expertise are in the forms of evidence of co-authorship and meaningful support in: educational research and reports; paper assessment or reviews; writing a textbook or a chapter in a textbook; editorial service; electronic media utilisation in their research findings dissemination; writing a letter to the editor of a scientific journal; designing syllabus for teaching material based on their research findings; managing scientific seminars; and managing laboratories.

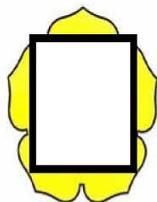
4. Ability in Designing, Implementing, and Assessing Projects that Focus on the Values and Importance of Community Service

The obtained research findings need to be developed for the purpose of community service. Therefore, professional lecturers must have the ability to further develop the results of their research into more tangible applications either through a small scale piloting project or through a massive contribution. The results of the experiment must then be assessed by the lecturers for further improvements or material for further research. The two-way evaluation plays an important role in lecturers' content knowledge development and related competencies. It also encourages the improvement and advancement of technology in the community which, in turn, can provide positive impacts in society and human civilization.

Reference

MoNE. (2015). Lecturer Certification Manual: Book 1A-Academic Text-Integrated. Jakarta: The Ministry of National Education (pp. 23-27)

APPENDIX C: LETTER OF RESEARCH PERMISSION



KEMENTRIAN PENDIDIKAN DAN KEBUDAYAAN
POLITEKNIK [REDACTED]

Jalan [REDACTED]
Telepon [REDACTED]
Website: [REDACTED]



Letter of Permission to Conduct Research

Ref. No : 7090/PL6.4.2/KP/2014

On the behalf of State Polytechnic of [REDACTED], I hereby grant Sri Gustiani permission to conduct research entitled *Investigating the Challenges of Professionally Certified Lecturers of English at [REDACTED] State Polytechnic in Indonesia* in our institution.

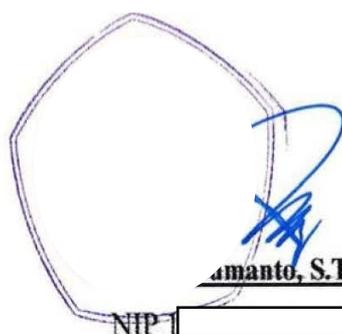
The researcher and I have discussed about it and I understand its purpose and nature. I have carefully read the information letter regarding the letter presented to me. I have also received clear explanation about the details of procedures and any possible risks.

I understand that: (1) participation in this research is voluntary; (2) all participants are entirely free to discontinue their participation at any time or to decline to answer particular questions; and (3) all information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting report and other publications.

Thus I convey this letter to be used as appropriate. Thank you for the attention and cooperation.

Palembang, 11 November 2014

Director,


amanto, S.T., M.M.
NIP 1 [REDACTED] 4



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CRICOS Provider No. 00114A

LETTER OF INTRODUCTION

Dear Sir/Madam

This letter is to introduce Sri Gustiani who is a Doctoral student in the School of Education at Flinders University. She is undertaking research leading to the production of a thesis or other publications on the subject of "Investigating the Challenges of Professionally Certified Lecturers of English at ██████████ State Polytechnic in Indonesia". This project is supported by the School of Education, Flinders University.

I would be most grateful if you would volunteer to assist in this project, by granting an individual interview and focus group interview which cover certain aspects of this topic. The individual interview will take 45 minutes and 60 minutes for focus group interview. As Sri Gustiani is a lecturer in this Polytechnic Institute and to avoid the possibility of a conflict of interest due to collegial relationship, she will employ a co-researcher (Mr. Tomy Bawulang) as the interviewer and transcriber, from another organisation, who has no prior relationship to your institution, to conduct the interviews and transcribe the interviews transcripts. She will also be absent during the interviews to avoid the issue of coercion between her, as the researcher, and you, as the participants. Hence, the co-researcher will produce his ID card, which carries a photograph, as proof of identity. Your participation is voluntary and you will be entirely free to discontinue it at any time or to decline to answer particular questions. The interviews will be conducted in your workplace (the research site).

Be assured that any information provided will be treated in the strictest confidence and none of you, as the participants, will be individually identifiable in the resulting paper, report or any other publication.

Since Tomy Bawulang, the co-researcher, intends to make a tape recording of the interviews, he will ask your consent, on the attached form, to: (1) record the interviews; and (2) to use the recording or a transcription in preparing the thesis, report or other publications, on condition that your name is codified.

The co-researcher is the only person who will have access to the interview recordings and will be the only one to transcribe them. You will also be given the opportunity to review the interview transcripts so that you may delete any information that contains sensitive issues; this review will occur before said transcripts are treated as data. All the completed copies of consent forms and interview recordings will be kept by the co-researcher in order to avoid the possibility of any identified conflict of interest.

Any enquiries you may have concerning this project should be directed to me at the address given above or by telephone on +61 882015950 or by email (marietta.rossetto@flinders.edu.au).

Thank you for your attention and assistance.

Yours sincerely



Dr Marietta Rossetto
Adjunct Academic Status
School of Education
Faculty of Education, Humanity, and Law
Flinders University

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (PROJECT No.6765). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au

APPENDIX E: INFORMATION SHEET



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INFORMATION SHEET

Title: Investigating the Challenges of Professionally Certified Lecturers of English at [REDACTED] State Polytechnic in Indonesia

Investigators:

Ms Sri Gustiani (Principal Researcher)
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Flinders University
Ph: + 61 450 709 242

Mr Tomy Bawulang (Co-researcher as interviewer and transcriber)
School of Education
Flinders University
Ph: + 61 452 537 861

Supervisor(s):

Dr Marietta Rossetto
Adjunct Academic Status
School of Education
Flinders University
Ph: + 61 882015950

Description of the study:

This study is part of the project entitled *Investigating the Challenges of Professionally Certified Lecturers of English at [REDACTED] State Polytechnic in Indonesia*. It will investigate the enablers and barriers of certified English lecturers at a chosen Polytechnic in enacting the professional standard competencies and seeks to identify supporting factors that may improve professional performance. The study also plans to suggest ways to deal with the existing enablers and barriers. This project is supported by the School of Education, Flinders University.

Purpose of the study:

- To understand the enablers and barriers that certified lecturers of English in a polytechnic in Indonesia face in enacting the professional standard competencies (pedagogical, professional, personal, and social) as mandated in the professional certification program.

- To explore the supportive factors that should be in place to improve the continuous professional development of certified lecturers of English in a polytechnic in Indonesia, and
- To investigate how certified lecturers of English in a polytechnic in Indonesia deal with the barriers in their professional development.

What will I be asked to do?

You will be invited to assist in this project by participating in an individual interview and a focus group interview in Bahasa Indonesia. The interviewer (Mr. Tomy Bawulang, the co-researcher) will ask questions related to (1) enablers and barriers related to professional development in standard competencies in relation to the professional certification program, (2) supportive factors that should be in place to improve professional development, and (3) discuss ways in which each participant deals with the existing barriers. Both interviews will be conducted through a semi structured-interview process. The duration for each individual interview will be 45 minutes and the focus group interview will be 60 minutes. The interviewer will record the interviews and transcribe them anonymously. Participation in the research will be voluntary, and therefore a participant may decline to participate or withdraw from this research at any time.

What benefit will I gain from being involved in this study?

Each participant will have their individual perspectives heard and valued in relation to the enablers and barriers in the required competencies, thereby contributing to research that has the potential to recognise supportive factors and develop ways to improve professional development regarding the professional challenges. Participation in this study will allow a direct focus on reviewing areas of professional development. In addition each participant will be given AU\$15.00 and a small gift as thanks from the researcher.

Will I be identifiable by being involved in this study?

The data will be kept confidential. The co-researcher (Mr. Tomy Bawulang) is the only person who will have access to the interview recordings and to transcribe them. Individual names are not required and the co-researcher will alter the name or omit any information that can lead to identification of the participant; it has to be admitted that the anonymity of the participants cannot be guaranteed. However, before the transcribed interview is handed over to the principal researcher, the co-researcher will ask all participants to review the transcription and make sure that they are confident and feel safe with the final version of the transcription.

Are there any risks or discomforts if I am involved?

There will be no burdens or risks from participating in this research because participants will not be identified. The possible risks in this study are that participants may feel a little bit uncomfortable because they may experience conflicts of interest in terms of

collegial relationships and concerns as to whether their comments will be misinterpreted or misrepresented in published material, in a way that reflects poorly on the institution. However, the risks will be managed by employing a co-researcher from another organisation who has no prior connection to the researcher's institution; this co-researcher will be the interviewer and the transcriber. The participants' names will not be used in the interview transcripts. Furthermore, the participants will also be given the opportunity to review the interview transcripts so that they may delete any information that contains sensitive issues, which reflect poorly on the institution; this review will occur before said transcripts are treated as data.

How do I agree to participate?

Participation is voluntary. A participant may refuse to answer any questions and is free to withdraw from this research at any time without penalties or consequences. If participants agree to assist this project then they are asked to give permission to participate in this study by signing the consent forms. The co-researcher will keep all the completed copies of consent forms and interview recordings in order to avoid the possibility of the identified conflict of interest.

How will I receive feedback?

After transcribing the interviews, the co-researcher will arrange a debriefing session to review the transcripts to enable any necessary revision/feedback.

Thank you for taking the time to read this information sheet and we hope that you will accept our invitation.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (PROJECT No.6765). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au

APPENDIX F: VERBAL SCRIPT

My name is Tomy Bawulang, a colleague of the principal researcher, Sri Gustiani. She is a lecturer at the English Department in this institution (Employee Identity Number: 1 [REDACTED] 1) and pursuing a Doctor of Education at Flinders University, South Australia. As Sri Gustiani is a lecturer in this Polytechnic Institute and to avoid the possibility of a conflict of interest due to collegial relationship, she will employ me as the colleague to be the interviewer and transcriber. As her co-researcher, I am going to collect data as part of her research entitled *Investigating the Challenges of Professionally Certified Lecturers of English at [REDACTED] State Polytechnic in Indonesia*. This study attempts to unveil the professional challenges of professionally certified lecturers of English at [REDACTED] State Polytechnic, particularly in pedagogical and professional competencies. It also focuses on identifying and supporting factors that need to be in place to improve professional performance and thereafter provide possible ways to deal with the challenges. This study, further, aims to contribute to the understanding of the professional challenges from the participants' perspectives.

This project is supported by the School of Education at Flinders University. The sharing of your experiences will help fill the gap in the literature related to the professional challenges faced by professionally certified educators in Indonesia. You will help provide a basis for future researchers who may be interested in investigating the professional challenges of professionally certified lecturers not only in Polytechnics but also in other High Educational Institutions in Indonesia. You will also be able to assist with broadening understanding of the current situation that exists with regards to the professional challenges for certified lecturers in relation to their English competencies, particularly the pedagogical and professional competencies. Because you, as participants, have a much clearer picture of the professional challenges, you will have opportunities to improve your personal professional development by maximizing the factors that may need to be improved and suggesting ways forward in how to deal with the challenges.

I would be most grateful if you would volunteer to assist in this project, by granting an individual interview and focus group interview which cover certain aspects of this topic. Your participation is voluntary and you will be entirely free to discontinue it at any time or to decline to answer particular questions. The interviews will be conducted in your workplace (in research site). To avoid the issue of coercion between the researcher and the participants, Sri Gustiani as the principal researcher will also be absent during the interviews and transcribing.

Since I intend to make a tape recording of the interviews, I will ask your consent on the attached form, to: (1) record the interviews; and (2) to use the recording or a transcription in preparing the thesis, report or other publications, on condition that your name is codified. Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting paper, report or any other publication.

I am the only person who will have access to the interviews recordings and will be the only one to transcribe them. The participants will also be given the opportunity to review the interview transcripts so that they may delete any information that contains sensitive issues; this review will occur before said transcripts are treated as data. All the completed copies of consent forms and interviews recordings will be kept by me in order to avoid the possibility of the identified conflict of interest.

It will take 45 minutes for each individual interview and 60 minutes for the focus group interview. The interviews will be recorded using a digital voice recorder to help with looking at the results. You will be asked to sign a consent form before the interviews and all the data will be kept confidential. All participants are advised that their participation is voluntary and will be compensated for their participation with AUD\$15 and a small gift. If you agree to participate, please sign the consent form.

If you have further questions, feel free to ask me now.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (PROJECT No.6765). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au

APPENDIX G: CONSENT FORM FOR INDIVIDUAL INTERVIEW



CONSENT FORM FOR PARTICIPATION IN RESEARCH (By Individual Interview)

Investigating the Challenges of Professionally Certified Lecturers of English at [REDACTED] State Polytechnic in Indonesia

Ibeing over the age of 18 years hereby consent to participate as requested in the Letter of Introduction for the research project on challenges of professionally certified lecturers of English.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio recording of my information and participation.
4. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
5. I understand that:
 - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
 - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.

Participant's signature.....**Date**.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name.....

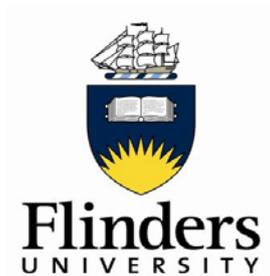
Researcher's signature.....**Date**.....

6. I, the participant whose signature appears below, have read a transcript of my participation and agree to its use by the researcher as explained.

Participant's signature.....Date.....

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (PROJECT No.6765). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au

APPENDIX H: CONSENT FORM FOR FOCUS GROUP INTERVIEW



CONSENT FORM FOR PARTICIPATION IN RESEARCH (By Focus Group Interview)

Investigating the Challenges of Professionally Certified Lecturers of English at [REDACTED] State Polytechnic in Indonesia

Ibeing over the age of 18 years hereby consent to participate as requested in the Letter of Introduction for the research project on challenges of professionally certified lecturers of English.

- 6. I have read the information provided.
- 7. Details of procedures and any risks have been explained to my satisfaction.
- 8. I agree to audio recording of my information and participation.
- 9. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
- 10. I understand that:
 - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
 - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.

Participant's signature.....Date.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name.....

Researcher's signature.....Date.....

6. I, the participant whose signature appears below, have read a transcript of my participation and agree to its use by the researcher as explained.

Participant's signature.....Date.....

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (PROJECT No.6765). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au

APPENDIX I: INDIVIDUAL INTERVIEW GUIDES AND QUESTIONS

Research Project: *Investigating the Challenges of Professionally Certified Lecturers of English at ██████████ State Polytechnic in Indonesia*

Individual Interview Guides/Protocol and Questions

Opening:

Thank you for your willingness to participate in this study. This interview is about your challenges in teaching English, particularly in pedagogical and professional competencies, as certified lecturer of English at ██████████ State Polytechnic (SSP). It also tries to identify supporting factors that need to be in place to improve your professional performance and thereafter provide possible ways to deal with the challenges.

This interview will take about 45 minutes. The focus of the interview will be on the challenges in pedagogical and professional competencies. Overall the interview will be on four topics:

1. The issues or challenges that you as certified teachers of English at the SSP face in relation to pedagogical and professional competence as required by the standard of Indonesian Professional Certification Program (The Indonesia Law No. 14 re Teachers and Lecturer, year 2005).
2. How do you deal with those issues or challenges?
3. The factors that promote or impede professional development of the teachers of English at the SSP?
4. How the promoting factors to professional development can be strengthened and the impeding factors be minimized.

Questions:

Topic 1

Challenges in Teaching English at SSP in Relation to Pedagogical Competency

- 1.1. What are the issues, problems or challenges in teaching English at SSP in relation to your pedagogical competency?
- 1.2. Why do you think those (things that you just mentioned) are challenges or problematic?
- 1.3. What are the teaching methods/approaches you use in teaching English at SSP?

- 1.4. From those methods/approaches, which one you used most often, why?
- 1.5. Please describe how you design an English teaching material for SSP?
- 1.6. How do you implement learning process for your students with different learning styles (and also, probably learning objective) within your class?
- 1.7. How do you assess the process and learning outcome?

.....*Pause*.....

- *give introduction about the following questions: Research in Teaching and Learning English*
- *give the participants time to prepare the answer*

- 1.8. Do you have access to academic journals or other learning and research resources that relevant to your job?
- 1.9a. IF YES: How do you utilise the findings of relevant research in English within your teaching and learning process? How often do you do that?
- OR
- 1.9b. IF NOT: How do you get up dated information and knowledge in regards to your pedagogical competency?

Topic 2

Challenges in Teaching English at SSP in Relation to Professional Competency

- 2.1. What is the biggest challenge in teaching English at SSP in relation to your professional competency?
- 2.2. Why do you think those (things that you just mentioned) are challenges or problematic?
- 2.3. As you teach English for a specific major at SSP, describe your preparation and study in your subject matter?
- 2.4. How often do you design, conduct and publish a research in your subject matter?
- 2.5. How often do you disseminate your research findings as innovations in your subject matter?

.....*Pause*.....

- *give introduction about the following questions: Community Service in Teaching and Learning English*
- *give the participants time to prepare the answer*

- 2.6. Apart from your 'teaching job' in SSP, you are also required (by the regulation) to get involved in community service as part of your professional competency. Do you find it is challenging for you? What are the issues related to this obligation?

2.7. Please describe a community service you get involved in over the past three years (describe your roles in the project).

2.8. Have you ever conducted a community service project based on your own initiative?

2.9a. IF YES: How do you design, implement, and assess projects that focus on the values on importance of community service?

OR

2.9b. IF NOT: Why? What are the challenges of initiating a community service project?

.....*Pause*.....

- *give introduction about the following questions: Professional Development in Teaching and Learning English*
- *give the participants time to prepare the answer*

2.10. What professional development activities have you participated in over the past three years?

2.11. In your opinion, how often should a lecturer (teacher) participate in a professional development? Does it happen here?

If YES: What are the enabling factors that promote it?

If NOT: What are the issues and challenges?

2.12. What other learning experiences have contributed to your professional development?

2.13. Without being humble, if being a professional lecturer can be in scaled 1 to 10, which score you will give yourself? Can you give the reason for the score?

2.14. Do you think the score can be improved? What are the most challenging issue for you to improve the score of your professionalism? How will you deal with those issues?

Topic 3

Supportive Factor for Professional Development

3.1. What the most needed supportive factors should be in place to support your professional development in relation to teaching English at SSP?

3.2. What are the factors that most support your teaching English at SSP?

3.3. What does the institution do best to support your professional development as a lecturer of English?

Topic 4

Ways to Deal with the Existing Challenges

In relation to challenges in teaching English at SSP,

4.1. How do you deal with the challenges? Or how do you adapt to the challenges?

4.2. What is the best way to deal with the challenges?

4.3. In your opinion, what attributes of you, which allowed you achieved the status as a certified lecturer of English.

Closing:

Thank you very much for your participation in this interview.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (PROJECT No.6765). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au

APPENDIX J: FOCUS GROUP INTERVIEW GUIDES AND QUESTIONS

Research Project: *Investigating the Challenges of Professionally Certified Lecturers of English at ████████ State Polytechnic in Indonesia*

Focus Group Interview Guides/Protocol and Questions

Opening:

Thank you for your willingness to participate in this study. This focus group interview is about your challenges in teaching English, particularly in pedagogical and professional competencies, as certified lecturer of English at ████████ State Polytechnic (SSP). It also tries to identify supporting factors that need to be in place to improve your professional performance and thereafter provide possible ways to deal with the challenges.

This focus group interview will take about 45-60 minutes. The focus of the interview will be on the challenges in pedagogical and professional competencies. Overall the interview will be on four topics:

1. The issues or challenges that you as certified teachers of English at the SSP face in relation to pedagogical and professional competence as required by the standard of Indonesian Professional Certification Program (The Indonesia Law No. 14 re Teachers and Lecturer, year 2005).
2. How do you deal with those issues or challenges?
3. The factors that promote or impede professional development of the teachers of English at the SSP?
4. How the promoting factors to professional development can be strengthened and the impeding factors be minimized.

Questions:

This interview will be open-ended which means you can say anything you think related to the topic. The questions will be based on the themes emerged from the individual interviews.

Sample Questions:

1. The themes relating to the challenges in teaching English at SSP in relation to your pedagogical competency are:

(1) _____

(2) _____

(3) _____

Do you agree with these themes?

Or do you have any comments?

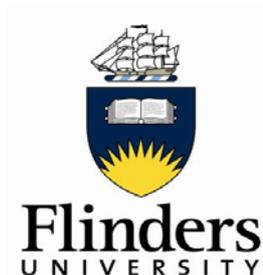
2. Are there times when you think that one challenge is more influential to your professional development as a certified lecturer of English?

Closing:

Thank you very much for your participation in this interview.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (PROJECT No.6765). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au

APPENDIX K: COLLEAGUE CONFIDENTIALITY AGREEMENT



CONFIDENTIALITY AGREEMENT

**Colleague
(as Interviewer and Transcriber)**

Investigating the Challenges of Professionally Certified Lecturers of English at
[REDACTED] State Polytechnic in Indonesia

I, _____, a colleague as interviewer and transcriber, agree to maintain full confidentiality in regards to any and all interviews, audiotapes and documentation from the data collection that I conducted for Sri Gustiani's doctoral study on *Investigating the Challenges of Professionally Certified Lecturers of English at [REDACTED] State Polytechnic in Indonesia*. Furthermore, I agree:

1. To hold in strictest confidence the identification of any individual that may be inadvertently revealed during the interviews and transcription of audio-taped interviews, or in any associated documents (all names will be altered by codes such as Participant 1/P1 and so on);
2. To not make copies of any audiotapes or computerized files of the transcribed interview texts;
3. To store all study-related audiotapes and materials in a safe, secure location as long as they are in my possession;
4. To submit the finalized interview transcripts to Sri Gustiani in a complete and timely manner;
5. To delete all electronic files containing study-related documents from my computer hard drive and any backup devices after the agreed time.

I am aware that I can be held legally liable for any breach of this confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information contained in the interviews, audiotapes and/or files to which I will have access.

Colleague's name (printed): _____

Colleague's signature : _____

Date : _____

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (PROJECT No.6765). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au

APPENDIX L: FINAL RESEARCH ETHICS APPROVAL

FINAL APPROVAL NOTICE

Project No.:	6765	
Project Title:	Investigating the Challenges of Professionally Certified Lecturers of English at ██████████ State Polytechnic in Indonesia	
Principal Researcher:	Ms Sri Gustiani	
Email:	gust0023@flinders.edu.au	
Approval Date:	18 March 2015	Ethics Approval Expiry Date: 18 December 2019

The above proposed project has been **approved** on the basis of the information contained in the application, its attachments and the information subsequently provided.

Additional Note

The response to conditional approval response No.5 indicates that recruitment will be conducted by the co-researcher. It appears from your original application that the co-researcher has not been identified. Please ensure that you submit a modification request to include the co-researcher onto the personnel for this project as soon as you are able.

RESPONSIBILITIES OF RESEARCHERS AND SUPERVISORS

1. Participant Documentation

Please note that it is the responsibility of researchers and supervisors, in the case of student projects, to ensure that:

- all participant documents are checked for spelling, grammatical, numbering and formatting errors. The Committee does not accept any responsibility for the above mentioned errors.
- the Flinders University logo is included on all participant documentation (e.g., letters of Introduction, information Sheets, consent forms, debriefing information and questionnaires – with the exception of purchased research tools) and the current Flinders

University letterhead is included in the header of all letters of introduction. The Flinders University international logo/letterhead should be used and documentation should contain international dialling codes for all telephone and fax numbers listed for all research to be conducted overseas.

- the SBREC contact details, listed below, are included in the footer of all letters of introduction and information sheets.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project Number 'INSERT PROJECT No. here following approval'). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au.

2. Annual Progress / Final Reports

In order to comply with the monitoring requirements of the [National Statement on Ethical Conduct in Human Research \(March 2007\)](#) an annual progress report must be submitted each year on the **18 March** (approval anniversary date) for the duration of the ethics approval using the annual / final report pro forma available from [Annual / Final Reports](#) SBREC web page. *Please retain this notice for reference when completing annual progress or final reports.*

If the project is completed *before* ethics approval has expired please ensure a final report is submitted immediately. If ethics approval for your project expires please submit either (1) a final report; or (2) an extension of time request and an annual report.

Student Projects

The SBREC recommends that current ethics approval is maintained until a student's thesis has been submitted, reviewed and approved. This is to protect the student in the event that reviewers recommend some changes that may include the collection of additional participant data.

Your first report is due on **18 March 2016** or on completion of the project, whichever is the earliest.

3. Modifications to Project

Modifications to the project must not proceed until approval has been obtained from the Ethics Committee. Such matters include:

- proposed changes to the research protocol;
- proposed changes to participant recruitment methods;
- amendments to participant documentation and/or research tools;
- change of project title;
- extension of ethics approval expiry date; and

- changes to the research team (addition, removals, supervisor changes).

To notify the Committee of any proposed modifications to the project please submit a [Modification Request Form](#) to the [Executive Officer](#). Download the form from the website every time a new modification request is submitted to ensure that the most recent form is used. Please note that extension of time requests should be submitted prior to the Ethics Approval Expiry Date listed on this notice.

Change of Contact Details

Please ensure that you notify the Committee if either your mailing or email address changes to ensure that correspondence relating to this project can be sent to you. A modification request is not required to change your contact details.

4. Adverse Events and/or Complaints

Researchers should advise the Executive Officer of the Ethics Committee on 08 8201-3116 or human.researchethics@flinders.edu.au immediately if:

- any complaints regarding the research are received;
- a serious or unexpected adverse event occurs that affects participants;
- an unforeseen event occurs that may affect the ethical acceptability of the project.