



In-Service English Teachers' Perception of Teacher Certification Program

Febby Valeriana Putri¹ and Sitti Fatimah²

^{1,2}English Department, Faculty of Languages and Arts, Universitas Negeri Padang

Correspondence Email: febbyvaleriana12@fbs.unp.ac.id

Article History

Submitted: 2020-08-12

Accepted: 2020-08-30

Published: 2020-08-30

Keywords:

Perception, Teacher Certification Program, Online Learning, Workshop and Teaching Practicum

Abstract

PPG (Pendidikan Profesi Guru) is a program that prepares qualified teachers by BAN PT (National Accreditation Body for University). The program aims to increase teacher's competences and to become qualified teachers to teach in the real field. This research aims to find the perceptions of 50 in-service English teachers participating in PPG programs in 2018 and 2019 at Universitas Negeri Padang. The type of research used in this research was qualitative research. The data were collected through open-ended and close-ended questionnaire distributed by Google-form. The findings of the research show that the PPG program provides a lot of knowledge for teachers' pedagogical and professional competence that can be applied in the implementation of duties and responsibilities as a teacher. In general, almost all teachers perceived that the implementation of the PPG program was going well and punctually, although there were still some teachers who complained about several problems through this program. These findings can be used as a recommendation for PPG Program planner to improve the quality system of PPG program especially online learning, workshop and teaching practice based on in-service English teacher perception.

©2020 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Putri, F, V & Fatimah, S. (2020). In-Service English Teachers' Perception of Teacher Certification Program. *Journal of English Language Teaching*, 9 (3): pp. 538-552. DOI: [10.24036/jelt.v9i3.44110](https://doi.org/10.24036/jelt.v9i3.44110)

INTRODUCTION

In order to improve the quality of the nation, each country in this world has its policy to upgrade the quality of the teacher, such as the United States. Before the teacher asks a teaching certificate, they need to pass the Educational Testing Service (Ingersoll, 2007). In the European Union, the teacher needs to follow the program named Postgraduate Certificate in Education (PGCE) before they are certified (Zgaga, 2016). In the same case, Iceland also has a rule which requires every teacher to get a Master's Degree in education before they get a teaching certificate and teach in the school (Eurydice, 2016). Indonesia also has the same regulation to improve the quality of the teacher. Our government organizes a program named Teacher Certification

Program (called PPG) for a bachelor or fresh graduate students from education or non-education interested to be a teacher and for all in-service teachers who have not been certified.

Teacher certification program (PPG) is a program that prepares qualified teachers based on national standard of education. Thus, the government expects that the teachers' competences will improve through this program. The program will help PPG students to develop their teaching skills and content knowledge. The student who passes the whole program will get a certificate and is admitted as a professional teacher.

PPG program is organized for pre-service teachers and in-service teachers. Pre-service teacher is a bachelor or fresh graduate who want to take this profession (teacher) as their job. Education or non-education students can join this program. The duration of the study for pre-service teachers is two semesters. Meanwhile the PPG program for in-service teacher is the one for teachers who have been teaching in schools but they have not been certified yet. In order to participate in this program, they must be able to pass the pre-test and post-test. The study period for in-service teachers is held for around 4-6 months.

UNP is one of the LPTKs (*Lembaga Pendidikan Tenaga Kependidikan*) in Indonesia that works closely with the government, in this case, *Kemristekdikti* to run this program. So, *Kemristekdikti* (The Ministry of Research, Technology, and Higher Education) needs to control how the program has been implemented so far, especially for in-service teachers. Based on the PPG implementation guidelines issued by the *Kemristekdikti* in 2018, the program activities for in-service teachers consist of online and offline learning. Online learning consists of 10 credits to study and do the tasks from the module available online, so the PPG students can access them easily anywhere and anytime without having a face to face lecture. Those who pass the online learning are admitted to participate in the workshop that has eight credits conducted in offline mode in the referred LPTK. The workshop in general consists of three activities, they are 1) Pleno: the students work in a group to present their teaching devices and then commented by peers and lecturer; 2) Peer teaching: the students teach their peers who pretend to be the students; and 3) Classroom Action Research: the students learn the concept of classroom action research and write a proposal. The last learning process is teaching practicum that consists of 6 credits. They will apply all the knowledge that they have got in the university to the real field with the help of a supervisor teacher in each school.

During and after the implementation of PPG, some of the students feel that this program could help them to develop their pedagogical, personal, social, and professional competence, and also it could help them to be more professionals and innovative teachers (Iriani, 2018). However, there is also some negative feedback that is heard from the PPG students. First, they complained about the location of the LPTK

which was very far from their area, especially the majority of the participants were already married and they had babies, so it became a tough choice for them. Then, some of them think that the learning process at the workshop by the lecturers should be improved. Subsequently, some of the participants feel that face-to-face activities in LPTK carried out for 3-5 weeks are less effective to increase the competencies.

Therefore, the researcher is interested to conduct an investigation related to the existence of some of those issues. The researcher wants to get more information about PPG students' perceptions of the PPG program that has been carried out by LPTK, especially by UNP.

Indriyani, Sumaryono, and Ismandri (2015) from UNY also conducted a study to analyze PPG student's perception of PPG programs. The researchers investigated the perceptions of students in Economics Faculty of UNY. In contrast, this research focused on the importance of the PPG program based on the student's perception. They also investigated educational students' understanding of the PPG program

In fact, the last five years, there have been several studies on PPG program implementation based on PPG student's perception. For example, Kisrianto and Iriani (2018) studied the perception of Historical Education students on the PPG program. The research method used was descriptive method with survey technique. The researchers in this study only focused on the purpose of the PPG program and the benefits of this program based on PPG student's perceptions in general.

In general, the previous studies only focused on the importance and benefits of PPG programs, rather than how the actual implementation of the program itself. There is no doubt that we need to study more about the implementation of the PPG program. Also, the previous researchers did not investigate how the actual implementation of online learning, workshop, and teaching practicum. They still focused on investigating the general issues in this program, such as the importance and benefit of it. Thus, this present study intend to develop this point further which focuses on the implementation of online learning, workshop, and teaching practicum for English subjects in UNP based on in-service teachers' perceptions.

Based on the above-mentioned evidence, the researcher is curious to research the implementation of the PPG program for in-service English teachers at UNP. The focus is on their perceptions of the program that includes online and offline learning conducted in 2018 and 2019.

METHOD

This study aims to obtain and analyze the in-service English teachers' perception of the implementation of the PPG Program in 2018 and 2019. Hence, in this research, the researcher used a qualitative approach with descriptive method.

The population in this research was the in-service English teachers who participated in the PPG program in UNP which consists of 50 teachers from different

schools. The sample taken for this study was 50 which is less than 100, so all sample was taken. The data in this research obtained from a questionnaire that distributed to PPG students who have undergone the PPG program majoring in English Education at UNP.

To get the data needed in this study, the instrument used was the questionnaire that consisted of close and open-ended questions. These questions enabled the researcher to get more complete information and in-depth data from the respondents. The questionnaire arranged in the form of questions based on the indicators.

RESULT AND DISCUSSION

Research Finding

In-Service English Teachers' Perceptions of Online Learning

In-service English teachers participated in online learning had to do it for 10 credit hours. The learning process is done independently because every participant could access the module of learning materials from the website after they had their personal account. Thus, the participants could study and completed the tasks anywhere. Each participant should monitor updated information regarding online learning activities, so the communication with the group mates is very important. Below is the data showing the perceptions of in-service English teachers about online learning.

Table 1. Indicators of Online Learning

No	Statements	ANSWER CHOICE									
		Strongly Agree (5)		Agree (4)		No Idea (3)		Disagree (2)		Strongly Disagree (1)	
		F	%	F	%	F	%	F	%	f	%
1.	Online learning platform is easy to use (provides clear instruction)	8	16%	29	58%	9	18%	4	8%	0	0
2.	I can easily download the materials in online learning platform	10	20%	31	62%	4	8%	5	10%	0	0
3.	The module available in online learning improves my content (professional) competency	12	24%	32	64%	4	8%	1	2%	1	2%

4.	The module available in online learning improves my pedagogical competency	11	22%	29	58%	8	16%	2	4%	0	0
5.	I believe that online learning encourages the interaction between the lectures (instructors) and the students.	10	20%	28	56%	7	14%	4	8%	1	2%
6.	I can easily submit my assignments through online learning platform	10	20%	32	64%	6	12%	2	4%	0	0
7.	I enjoy the learning process when using online learning platform	11	22%	30	60%	7	14%	2	4%	0	0
8.	The online discussion through online learning is effective	10	20%	32	64%	5	10%	2	4%	1	2%
9.	The exercises in online learning could increase my English language proficiency	9	18%	37	74%	4	8%	0	0	0	0
10	I can get feedback for my assignment from lecturers easily	11	22%	33	66%	4	8%	2	4%	0	0
11	The feedback from the lectures improve my pedagogical competency	12	24%	30	60%	3	6%	5	10%	0	0
12	The feedback from the lectures improve my professional competency	14	28%	28	56%	3	6%	4	8%	1	2%
13	Online learning save time and effort (I can use it anytime and anywhere)	11	22%	30	60%	6	12%	3	6%	0	0
14	Online learning improves my IT (information and technology) skill	14	28%	31	62%	5	10%	0	0	0	0
15	Online learning is an effective method to be use in PPG program	10	20%	30	60%	6	12%	4	8%	0	0

Based on 15 questions that I have asked in closed-ended questions above, there are more than half of the in-service English teachers had positive responses about online learning program. For example, from the question number 1, we could see that 37 teachers or 74% of them agreed that online learning is easy to use and provides clear instructions. There were only 4 teachers that disagree with this statement. So, I looked back their reasons in the open-ended questions. Interestingly, I found here the reason why she felt that online learning was difficult because of she is lack of technology and it makes her quite difficult to access the platform.

From all of the questions about the online learning program above, the highest positive responses come to question number 9, whereas the in-service English teachers felt that the exercises provided in online learning platform could increase their English language proficiency. This is proven by 46 or 92 % of the respondents from 50, agreed with these statements and only 4 or 8% of them had no idea with this. That is mean there were no respondents disagree.

The second highest percentage came from question number 10. It could be seen that 44 or 88 % of the respondents agreed that they can get feedback for their assignment from the lecturers easily. 4 respondents neutral and had no idea with this statements and only 2 or 4 % of them disagree. Based on open ended questions, the respondents who disagreed with this statement explain that they did not feel the role of the lecturers because there was no any introduction with the lecturers during online learning program so, she did not have any lecturers contact to be contacted except the head of undergraduate program. She also mentioned that there was no comment from the lecturer on their assignment sometime, another case, she need an explanation of that assignment form the lecturers feedback.

I would like to highlight statements number 13, 41 or 82% of teachers agreed that online learning saved their time and effort; they could use it anytime and anywhere. It supported by their open ended questions which is they told there that they could play multiple job as a teacher in their school, the students in the PPG program, wife for their husband and mom for their child. So, with online learning they could save time and effort to learn in the university as we seen from their data description most all of them are not in Padang city, with online learning program they could learn from different places as well. But, the problem was come from the internet connection. Not all of the teachers live in the good places where the electricity and the internet connection always stable. Example, there was in one area where the teachers came from, the electricity in that place will be off every 3 days a week, when she got a connection days after that, she was in deadline to submit her assignments. So, the problem also came from the deadline that given by the lecturers. Most of the in-service English teacher problem in the online learning program came from the connection of the internet.

In-Service English Teachers' Perceptions of Workshop

Teacher certification program followed by 5 (five) weeks attending workshops on teaching and education at the teacher training universities which weighs 8 (eights) credits. The workshop in general consists of three activities, they are 1) Pleno: the students work in a group to present their teaching devices and then commented by peers and lecturer; 2) Peer teaching: the students teach their peers who pretend to be the students; and 3) Classroom Action Research: the students learn the concept of classroom action research and write a proposal. As for data showing the perceptions of in-service English teachers towards workshop implementation, statements number 16 to 27 are the questions for the in-service English teacher perceptions about pleno implementation, statements number 28 until 32 for peer teaching perceptions and statements number 33 until 37 for the classroom action research implementation perceptions.

Table 2. Indicator of Workshop

No	Statements	ANSWER CHOICE									
		Strongly Agree		Agree		No Idea		Disagree		Strongly Disagree	
		F	%	F	%	F	%	f	%	f	%
16	UNP has good facilities to support the workshop	15	30%	24	48%	11	22%	0	0%	0	0%
17	Workshop (pleno) could improve my social competency	16	32%	24	48%	9	18%	1	2%	0	0%
18	Workshop (pleno) could improve my personality competency	7	14%	36	72%	6	12%	1	2%	0	0%
19	Workshop (pleno) helped me develop my teaching materials	11	22%	31	62%	8	16%	0	0%	0	0%
20	Workshop (pleno) helped me develop my teaching media	13	26%	26	52%	7	14%	3	6%	1	2%
21	Workshop (pleno) helped me develop my teaching technique	9	18%	33	66%	8	16%	0	0%	0	0%
22	Workshop (pleno) helped me develop assessment/evaluation method	10	20%	29	58%	9	18%	2	4%	0	0%
23	Workshop (pleno) helped me develop my IT skill	10	20%	27	54%	10	20%	3	6%	0	0%
24	Feedback from peers were beneficial to	8	16%	37	74%	5	10%	0	0%	0	0%

	improve my pedagogical and professional competencies										
25	Feedback from lecturers were beneficial to improve my pedagogical and professional competencies	14	28%	26	52%	9	18%	1	2%	0	0
26	The time allocated for workshop was too short. It was only for 5 weeks.	7	14%	26	52%	10	20%	7	14%	0	0
27	English teachers from SMP/SMA should come twice a week to explain about the curriculum	11	22%	29	58%	7	14%	3	6%	0	0
28	My pedagogical competency improved through peer teaching	10	20%	29	58%	9	18%	2	4%	0	0
29	My professional competency improved through peer teaching	18	36%	23	46%	9	18%	0	0	0	0
30	My self-confidence increased through peer teaching	16	32%	22	44%	12	24%	0	0	0	0
31	With peer teaching I know my strenghts and weakness in classroom management	17	34%	19	38%	14	28%	0	0	0	0
32	I need more time to do peer teaching	19	38%	19	38%	9	18%	3	6%	0	0
33	I never conducted CAR (PTK) during teaching and learning process in my own class	14	28%	20	40%	13	26%	2	4%	1	2%
34	The knowledge about CAR (PTK) is not important for me	8	16%	27	54%	9	18%	4	8%	2	4%
35	I wrote the CAR proposal only to get the mark from the lecturer	2	4%	17	34%	6	12%	20	40%	5	10%
36	CAR/PTK could help me to solve problems in my class.	8	16%	36	72%	3	6%	3	6%	0	0
37	CAR/PTK can improve my performance as a teacher	14	28%	35	70%	1	2%	0	0	0	0

There were 22 questions about the implementation of workshop in PPG program in this research. From these questions, I would like to highlight the questions number 28, from 50 of respondents 39 or 78% of teachers agreed that workshop (pleno) helped them to develop their teaching media. 7 or 14% respondents had no idea and 4 or 8% respondents disagree with this statement. Based on deep understanding of these responses, I found that in the open-ended questions response, teachers are helped with this program. One of respondents explained that workshop could increase her ability in teaching media, as long as her teaching in the school she rarely use technology as a media in teaching because she lacked of technology. Through workshop program, she could learn from the lecturers and friends how to create an interesting media in teaching, so she has known how to teach 4.0 students with an interesting media and not only depends on books anymore. (*see appendix 3*).

The another percentage about peer teaching that came from question number 31, 36 or 72% respondents agreed that with peer teaching, they know their strengths and weakness in classroom management. 14 or 28% respondents had no idea and no of them disagree with this statement. It supported by open ended questions responses whereas the teacher felt that feedback that given of the lecturers and their friends while peer teaching could make they know about their strengths and weakness, so they could improve it while teaching practicum.

In this study, it also showed that 34 or 68% respondents never conducted CAR (PTK) during teaching and learning process in their own class. 13 or 26% respondents had no idea and only 3 or 6% respondents disagree with this statement. It proven by the response of the in-service English teachers answered through open ended. One of respondents said that CAR (PTK) was very useful to solve the problem of teaching in their own class but, she never conducted it because she often solved her problem in the class without did the classroom action research. So, we could see from the question number 35, they wrote the CAR proposal only to get the mark from the lecturer. 19 or 38% respondents agreed, 6 or 12% had no idea and 25 or 50% disagreed. So, it was 50 50 for the perception of this statement.

In-Service English Teachers' Perceptions of Teaching Practicum

The in-service English teachers who participated in the PPG program are required to do practical teaching for 3 (three) weeks at some school which weighs 6 (six) credits. They will apply all the knowledge that they have got in the university to the real field with the help of a supervisor teacher in each school. As for data showing the perceptions of in-service English teachers towards teaching practicum implementation

Table 3. Indicator of Teaching Practice

No	Statements	ANSWER CHOICE									
		Strongly Agree		Agree		No Idea		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	f	%
38	During teaching practice I had the opportunity to apply the knowledge and skill I got during workshop and peer teaching	13	26%	26	52%	7	14%	3	6%	1	2%
39	I felt nervous at the beginning of teaching practice because I did not teach my own students	9	18%	33	66%	8	16%				
40	The school (teachers and headmaster) where I did my teaching practice supported me	10	20%	29	58%	9	18%	2	4%		
41	The students in the school where I did my teaching practice respected me as their own teacher	10	20%	27	54%	10	20%	3	6%		
42	The supervising teacher (guru pamong) was very helpful	8	16%	37	74%	4	8%	1	2%		
43	I always shared my difficulties with my supervising teacher	14	28%	26	52%	9	18%	1	2%		
44	During teaching practice my advisor (dosen pembimbing) always gave advice	7	14%	26	52%	10	20%	7	14%		

45	During teaching practice I learnt new things from my supervising teacher (guru pamong)	11	22%	29	58%	7	14%	3	6%		
46	My competences as a language teacher increase through teaching practice	10	20%	29	58%	9	18%	2	4%		
47	Teaching practice is an effective way to develop my teaching skills	18	36%	23	46%	9	18%				
48	During teaching practice I can demonstrate competences in planning, implementing and evaluating learning outcomes	16	32%	22	44%	12	24%				
49	Teaching practice can develop my professional capabilities	17	34%	19	38%	14	28%				
50	Overall, teaching practice gave me a lot of useful experiences	20	40%	28	56%	2	4%				

There were 13 questions about teaching practicum implementation based on in-service English teachers perception. The highest percentage of this questionnaire came to question number 42, 45 or 90 % respondents agreed that supervising teacher (guru pamong) was very helpful, 4 or 8% respondents had no idea and only 1 or 2% respondent disagreed. In fact, based on analyzed from open ended questionnaire responses, there was respondent felt that supervising teacher did not lead them to become more professional teachers because she assumed that in-service English teacher, who practiced in her school had good experience in teaching, so she immediately let her teach on her first day of practice without guided them to become more competent teacher. (see Appendix 3).

The next percentage came from question number 41, 37 or 74% respondents agreed that the students in the school where they did their teaching practice respected them as their own teacher. 10 or 20% had no idea and 3 or 6% of them disagreed. It also supported with open ended question responses from in-service English teacher, she said that student did not appreciate her as their own teacher, so, the students did

not pay attention while she taught in the class, then it made her difficult to apply any method that she had got from the online learning and workshop program. The faculty in the class also lack, so she need more time to prepare all the media before the class begin, meanwhile, the students went outside the classroom when she prepared it.

Discussion

Based on the findings, the in-service English teachers perception of teacher certification program, the implementation of in-service English teachers (PPG) in UNP has been running well, which indicates that high percentage of strongly agree for positive statements, although there are still several problems about the implementation of this program that come from online learning, workshop and teaching practicum. .

Based on the findings found that the research was difference with the research that conducted by Kisrianto and Iriani (2018). There are 22 respondents involved in this research. This study aims to obtain empirical data about the perception of PPG program students of historical education on PPG program. The research method used is descriptive method with survey technique. The sampling technique used in this study is the sampling 'aim' (purposive sampling). Data collection techniques used questionnaires analyzed descriptively using frequency tables and percentages. The researchers in this study only focus on the purpose of the PPG programs and the benefit of this program based on PPG student's perceptions in general.

It was also different with the research that conducted by Indriyani, Sumaryono, and Ismandri (2015). This study also conducted a study to analyze PPG student's perception of PPG programs in different faculty and university. The researchers investigated among the students of the educational study program of the economics faculty of UNY. In contrast, this research focused on the importance of the PPG program based on the students of educational study perception. They also investigated the educational student's understanding of the PPG program.

Furthermore, this research also different with the research by Saddah and Darkenoo (2019) in Ghana conducted a study with the title “Perception of Teachers on The Effectiveness of in-service education and training at the Basic Schools in Akatsi District of Ghana”. In their study, they used a questionnaire and also an interview. They found that the majority of the teachers perceived or rated INSET programs organized for them as being adequate and very effective with regards to teaching and learning in the district. They were recommended among others that the organizers of in-service training programmers in Akatsi district look for qualified instructors who understand the needs of the teachers.

It was also different with the research that conducted by Sener and Ayten (2017) in Mugla Sitki Kocman University, Turkey. The sample comprised the English in-service teachers working at different state schools in the west of Turkey during the spring term of 2016-2017 education years. They gathered the data via semi-structured

interviews. The analysis showed that it is a process that helped them to be more knowledgeable and experienced. They have different program with our certification program, and also this research did not focus on how the program itself but only to know the effect of this programs to the respondents.

CONCLUSION AND SUGGESTIONS

Based on the results obtained above, it can be concluded that the PPG program provides a lot of knowledge in the area of competence pedagogic and professional that can be applied in implementation duties and responsibilities as a teacher, and also the implementation of the PPG program has been going well and precisely time, although there are still some student complaints about several problems through this program that can be considered for improved for further PPG program implementation.

The result is most of the in-service English teachers tended to choose factors of them which indicate that they live in suburban areas that far from internet connection to access the online learning platform. The rest for the workshop and teaching practice program that has been implemented by UNP has been in good quality although there are some obstacles that also come from the teacher itself, such as their confidence in carrying out the programmed activities. Then the result of the questionnaire, this program has a good program to increase the competencies of the in-service English teachers to become professionals and certified English teachers.

REFERENCES

- Atmaca, Ç. (2017). English teachers' perspectives about teacher competencies interms of professional identity. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 17(4), 1641-1669
- Brown, H.D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education
- Brown, A.V. (2017). Students' and Teachers' Perceptions of Effective Teaching in the Foreign Language Classroom: A Comparison of Ideals and Ratings. Arizona: The University of Arizona. Retrieved from <http://hdl.handle.net/10150/195302>
- Duncan-Hewitt, W., Leise, C. & Hall, A. (2007). Affective domain. In: Steven W Beyerlein, C Gay, L.R., Mills, G.E., & Airasian, P. (2012) *Educational Research* (10th ed.). Boston: Pearson
- Demuth, A. (2013). *Perception Theories*. Kraków: Innovative Forms of Education in Transforming University Education.
- Drakulic, M. (2013). Foreign Language Teacher Competences as Perceived by English Language and Literature Students. *Education Culture and Society*, 01, 158-165.

- Hyland, T. (2014). Mindfulness-based interventions and the affective domain of education. *Educational Studies*, 40: 1-15
- Hymes, D. (1972). On Communicative Competence. In J. B. Pride and J. Holmes, (eds) *Sociolinguistic*, Penguin.
- Holmes, C. & Apple, D. (Eds.). (2007). *Faculty Guidebook: A Comprehensive Tool for Improving Faculty Performance*. 4th Edition. Pacific Crest, Lisle, IL, pp.213-216
- Hoque, M.D. (2009). A Language Teacher: Qualities That a Teacher Must Have. *Conference: Teachers Qualities for the Present Age*, 2009(3), 1-6.
- Lee, F. H. 1970. The Psychology of Learning (SPRING 1970), *Educational Horizons* 48(3). 65-70
- Thomas, A. (1987). *Language Teacher Competence and Language Teacher Education*. London: British Council.
- Kunandar. (2001). *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Persiapan Menghadapi Sertifikasi Guru*. Jakarta: PT Raja Grafindo Persada
- Medgyes, P. (2001). When the teacher is a nonnative speaker. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*, (3rd Ed.), pp. 415-427. Boston: Heinle & Heinle.
- Miles, M.B, and Huberman, A.M. (1994). *Qualitative Data Analysis, 2nd Ed.*, p. 10-12. Newbury Park, CA: Sage.
- Muchtar, H. J. 2005. *Fikih Pendidikan*. Bandung: Rosda Remaja.
- Mulyasa, E. 2007. *Standar Kompetensi dan Sertifikasi Guru*. Bandung : PT Remaja Rosdakarya
- Procter, P. (1978). *Longman Dictionary of Contemporary English*. Harlow England: Longman.
- Saddah, J. E. & Dorkenoo, A. B. (2019). Perception of Teachers on The Effectiveness of In-Service Education and Training at The Basic Schools in Akatsi District of Ghana. *British Journal Education*, 2019(7), 1-19.
- Sakurai, Y. (2012). Learners' Perceptions of 'Good' Foreign Language Teachers: A Quantitative Analysis Between Native and Non-Native Teachers. *Electronic Journal of Foreign Language Teaching*, 9(1), 46-60. Retrieved from <http://e-ft.nus.edu.sg/v9n12012/sakurai.pdf>
- Sarimaya, F. 2008. *Sertifikasi Guru*. Bandung : Yrama Widya.
- Sener, S. & Ayen, C. (2017). English Language Teachers' Perceptions on Professional Development : A Case Study of IN-Service Teachers in Mugla. *ELT Research Journal*. 6(2), 205-217.
- Shishavan, B. H., & Sadeghi, K. (2009). Characteristics of an Effective English Language Teacher as Perceived by Iranian Teachers and Learners of English. *English Language Teaching*, 2(4), 130-143.

- Sundari, Hanna. (2016). The Qualities of An Effective English Language teacher: University Students' Perception. *The Journal of English Language Studies*, 6(1), 1-12
- Yevale, N.A. 2018. *Primary Teachers' Classroom English Teaching Competencies*. Solapur: Laxmi Book Publication.