

**THE INFLUENCE OF TEACHER CERTIFICATION PROGRAM
TOWARD ENGLISH TEACHER PERFORMANCE IN TEACHING
READING COMPREHENSION**

(A Qualitative Study At SMA N 3 Takengon)

THESIS

Submitted by

JURYANA MUNTHER

Student of the Faculty of Education and Teacher Training

Department of English Language Education

Reg. No. 231 222 623



Faculty of Education and Teacher Training

Ar-Raniry State Islamic University

Darussalam – Banda Aceh

2017 M – 1438 H

THESIS

**Submitted to The Faculty of Tarbiyah and Teacher Training of Universitas
Islam Negeri Ar-Raniry Banda Aceh as a Partial Pulfillment of the
Requirements for Sarjana Degree (S1)
On Teacher Education**

By:


JURYANA MUNTHE

**Student of Department of English Education
Faculty of Tarbiyah and Teacher Training**

Reg. No. 231222623

Approved By:

Main Supervisor



(Habiburrahim Ph.D)

Co-Supervisor



(Erryzul Akbar S.Pd.I, M.Pd)

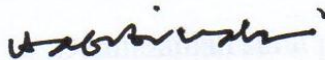
It has been defended in Sidang Munaqasyah in front of The Council of
Examiners for Working Paper and has been accepted in Partial
Fulfillment of the Requirements for Sarjana Degree S-1
on Teacher Education

On :

Monday, January 23th 2017
24 Rabi'ul Akhir 1438 H

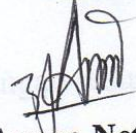
Darussalam - Banda Aceh

Chairperson



Habiburrahim, MS., Ph. D

Secretary



Ayuna Netta M.Pd

Member,




Erry Zul Akbar M.Pd

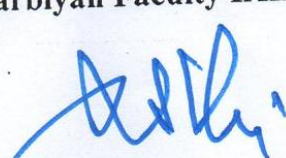
Member,



Syarifah Dahliana, Ph.D

Certified by:

The Dean of Tarbiyah Faculty IAIN Ar-Raniry, 


Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Juryana Munthe
NIM : 231222623
Tempat/tgl lahir : Takengon, 08 Desember 1994
Alamat : Jl. Prada Utama, Lr. Durian Timur, Banda Aceh.

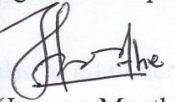
Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“The Influence of Teacher Certification Program toward English Teacher Performance in Teaching Reading Comprehension A Qualitative Study at SMA N 3 Takengon”** adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 23 Januari 2017

Saya yang membuat pernyataan




(Juryana Munthe)

ABSTRACT

This study entitled “The Influence of Teacher Certification Program toward English Teacher Performance in Teaching Reading Comprehension”. The purpose of this study is to find out what extent does the program influence English teachers performance in teaching reading comprehension and also to find out the responses of principals or vice principal of curriculum about their performance before and after certificated. This research was conducted on SMA N 3 Takengon with three English Teachers who have been certificated as participants, fifteen students at three different classes and a staff curriculum. In collecting the data the researcher interviewed the whole participants, observed the performance of three English Teachers and also analyzed their reading comprehension lesson plan documents. The data from interviewed were analyzed by thematic analysis technique with the result divided into several themes and observation data added with document analysis data. Data analysis showed that the teachers already known about certification means and purpose. They also knew become certificated teachers demand them to perform more professional in every aspect of teaching learning process. In this case the researcher made it more specific only in their performance while teach reading comprehension. The fact showed that they knew how to make a good lesson plan of it, but in the implementation two of them still teach reading comprehension with same methods and unvaried medias or materials sources, so it gave effect to evaluation step. They used grammar translation method to teach reading comprehension but it made students hard to understand the materials. Therefore, those teachers only got the influence of certification program in term of administration aspect. Probably, base on the interviewed with vice principal of curriculum she gave a good response about the performance of them before and also after certificated, its really contrary with the result of students interviewed and also the observation that have done by the researcher. By considering the influence of certification program that only in administration aspect or completed reading comprehension lesson plan document not on their whole performance while teaching to act as professional Teachers, that matter can be the good output for further research.

Keywords: *Certification Program, Performance, and Reading Comprehension*

ACKNOWLEDGEMENT

Firstly, all praises to Allah, the Almighty who has given us the mercy and blessings. Allah is the most powerful in the earth and the creator of everything in this world. Allah, who has always gives her strength, health and chance until this thesis is finished. Peace and Blessing are upon our prophet Muhammad S.A.W who has brought us from the dark way of live to the bright way of live.

In completing this thesis, the researcher faced some obstacles. Therefore, it is her intention to sincerely thank to Habiburrahim Ph.D and Erryzul Akbar S.Pd.I, M.Pd to their willingness to supervise and provide much time in reading as well as examining this thesis.

The researcher also expresses her gratitude to her beloved mother and father, her precious sisters and brother, Aldahni Raeisha Munthe, Fathin Nazwa Munthe and Fikri Ranggayo Munthe, her counsin Icha Munthe and Sari Darizka Munthe, and also her bestfriend Dian Mardalena, thanks for the supports and encouragements in completing this thesis.

Finally, a lot of thanks and appreciation are also to all of her friends of PBI '012 who support, inform and contribute so that the researcher could finish her duty as good as she can.

Banda Aceh, January 23th 2017

Researcher

CONTENT

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
CONTENT	iii
LIST OF TABLES	iv
LIST OF APPENDICES	v
ABSTRACT	vi

CHAPTER I: INTRODUCTION	
A. Background of Study	1
B. Previous Study.....	3
C. Research Question.....	5
D. The Purpose of Study	5
E. Significance of the Study	5
F. Research Terminologies.....	6

CHAPTER II: LITERATURE REVIEW	
A. Basic Concept of Teacher Certificated Program.....	8
B. Teacher Performance.....	9
C. Reading Comprehension	11
D. English Certificated Teacher Based on PLPG Regulation	13

CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design	16
B. Population and Sample.....	17
C. Technique of Data Collection	18
D. Technique of Data Analysis	20
E. Brief Description of Research Location.....	21

CHAPTER IV: FINDINGS AND DISCUSSION	
A. Result of the Interview	23
B. Result of the Observation and Document Analysis	36
C. Discussion	37

CHAPTER V: CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	40
B. Suggestions	42

REFERENCES
APPENDICES

LIST OF TABLES

Tables	Page
1. The Name of English Teachers	21
2. The Firts Category of Participants	23
3. The Second Category of Prticipants.....	28

LIST OF APPENDICES

Appendix

- I. Appointment Letter of Supervisor
- II. Recommendation of Conducting Research from Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
- III. Recommendation Letter of Conducting Research from SMA N 3 Takengon
- IV. Sample of the Interview and the Transcribe of Participants
- V. Sample of Observation Table and Document Analysis
- VI. Autobiography

CHAPTER 1

INTRODUCTION

A. Background of study

Certification is a process of giving an educational certificate to the teacher and lecturer. The function of it as a formal proof of recognition that given to them as a professional teacher or lecturer. (Indonesia Constitution Number 14, 2005). Nowadays, this program becomes one of the most hot issues not only in education level but also among the society specifically in Indonesia. This issue is being talked around the teachers and also other people who do not include in teaching learning proces at school. Many people still discuss about the advantages and disadvantages of this program. Therefore, it is controversial matters in Indonesia, who are the teacher that can be certified and who criterias that teacher must have to get it.

Arifust (2010, march 31) had interviewed a DITJEN PMPTK, he argued that understanding the aim of the program is a crucial point. It composes the teacher to be more professional and intellectual. In other article (Wijaya, K. 2011, May 19) discussed that certification program does not ensure the teachers become more professional. The increase of the salary depends on their teaching periode allocation and distributes the supposed reward for ther achievement than aplly this program. Based on several discussion above, we know that this development program still to be a critical issue.

Basically, certification program held for those teachers are who qualified to be professional educator in the school. Teachers who have been certified need to be more professional. It means they should teach perfectly in every aspect of teaching learning process. Moreover, being a dicipline teacher is also called as professional. Futhermore, they ough to understand the current curriculum well. Preparing the lesson plan better than before they got certification is also become a crucial thing. In term of teaching performance, mastering four basic skills of English language teaching well is a base thing if they want be a professional teacher.

In this case the writer focus on reading comprehension skill. So, English teacher need to prepare the whole aspect of teaching reading comprehension. Such as, preparing the reading comprehension lesson plan including the materials that going to use, understanding some teaching methodology and medias before teach in the classroom, and the teachers also need to understand how to evaluate students reading compreheension ability. Professional performance on teaching reading comprehension also can be categorized if the teacher who have been certified also master the technology, because it can make them easy to get the material of reading it self.

In the implementation of certification program, generally, the researcher found English teacher at school faced difficulty in understanding how to be a professional educator. Some of them who have been certified still coming late to their class, the others did not prepare the lesson plan well, teaching reading comprehension with incomplete material to the students and they are also not

really understand to the material or they do not know how to be a good reader. Those problems had obtained during the time of the program held. It means the teachers could become unprofessional English teachers especially in teaching reading comprehension.

Based on the problem about, she would like to do the research regarding to professional teacher by conducting a training for certification program. The research would discuss about does teacher certification program influence the English teacher performance in teaching reading comprehension. She chooses this topic because she has observed the real fact in her environment. She really want to know whether Certification program had affected the English teacher performance in teaching reading comprehension or not. Finally, the researcher is highly motivated in investigating **“The Influence of Teacher Certification Program Toward English Teacher Performance In Teaching Reading Comprehension (A Qualitative Study At SMA N 3 Takengon)”**.

B. Previous Study

There are several study that have done by some researchers about certification program in Indonesia. In this section, there are some related studies discussed briefly to give clear foundation and support to the present study.

The first study was done by Erni Sulastri (2011) from Economic Education Study Program, Semarang University who conducted “The Influence of Teacher Certification Program and Work Motivation Toward Teacher Performance at SMA N 1 Juwana of Pati District.” This research was held to see the influence of certification and motivation of the teachers toward their performance in teaching.

The subject of this research was all the teachers of SMA N 1 Juwana who have been certificated. The data was collected by using documentation technique and questionnaire. The data was analyzed by using descriptive analysis. The result indicated the performance of teachers who have been certificated was truly higher because the lesson plan and the implementation as well of the evaluation of teaching learning process was done better by them.

The other previous study was done by Drs. D. Deni Koswara., M.Pd. Asep Suryana, S.Pd., M.Pd, and Cepi Triatna, S.PD., M.Pd. This research conducted in West Java. The purpose of this study was to see some impact of certification program toward the increasing of teacher professionalism and the quality of teaching. The data was analyzed by using descriptive quantitative. The result was the program has lower leverage toward the profesionalism of the teacher and the quality of teaching. Its in appropriate to the purpose of the program itself. It means there was something wrong with the implementation of certification in the designing, system or could be the process or the target of that program. Certification program truly needed to increase the quality of the teachers in Indonesian educational system. The better application of it could be put the higher standard of them to teach more profesional and competence. Specifically in teaching English as foreign language at Senior high school which is more focus on reading comprehension skill because, the students at senior high school was demanded to have good reading before they face the national examination (UN). Now she is interested to do the research under the title The Influence of Certification Program toward English Teacher Performance in Teaching Reading

Comprehension, the subject of this research is English Teacher of SMA N 3 Takengon. In process of doing the research the writer collect the data by using dept-interview with them who teach English specifically reading comprehension on that school, some students and a curriculum staff. To add the data she also observe their performance and analyzing the lesson plan documents.

C. Reasearch Question

The reasearch questions were briefly stated as follows:

1. To what extent does teacher certification program influence English teachers performance in teaching Reading Comprehension?
2. How was the principal or vice principal of curriculum responses about the performance of English teachers in teaching reading comprehension before and after they are certificated?

D. The Purpose of Study

The purpose of this research are followings:

1. To find out what extent does teacher certification program influences English teachers performance in teaching reading comprehension.
2. To find out the principal or vice principal of curriculum responses about the performance of English teachers in teaching reading comprehension before and after they certificated.

E. Significance of the Study

The significance of this research is hopefully give the information to the researcher and teacher specifically for English teacher in applying the teacher professional development program or Certification. They need to understand well

and implementing it well. This research also expectealy be useful for the every readers not only in educational level but also for the society to know the advantages and disadvantages of the educational system nowadays. It is hoped this research also will be usefull for the next researchers.

F. Research Terminologies

1. Influence

Oxford Dictionary (4th Edition), effect that somebody or something has on the way somebody thinks or behaves or on the way somebody develop. Power to produce an effect on somebody or something.

In this study the meaning of influence is power that teachers get to teach more professional or to increase their professional performance after certification program. Specically, the influence of the certification toward English teacher performance in teaching reading comprehension.

2. Certification Program

According to Indonesia Constitution Number 14 (2005) certification program is a process of giving an education certificate to the teacher and lecture. The certificate given to them who qualified to be professional teacher. Professional it self according this constitution is the teacher who should have good acquisition and skill or competence to teach students in certain subject.

3. Performance

According to Cambridge online Dictionary, performance is how well a [person](#), [machine](#), etc. does a [piece](#) of [work](#) or an [activity](#). Related to this research performance is an activity that teacher do in teaching reading comprehension

begin from completing or preparing the lesson plan, material, evaluate and until do teaching itself.

4. Reading Comprehension

Caldwell (2008) states reading comprehension is about relating background knowledge to new knowledge contained in the written texts. Readers ability to understand what readers read is highly dependent upon the background knowledge that readers bring to the act of reading. In this study, reading comprehension is described as English subject that must be taken by students to read and comprehend the new knowledge contained in the written texts at school.

CHAPTER II

LITERATURE REVIEW

A. Basic Concept of Teacher Certificated Program

1. Certificated Program

According to Sunanik (2015) The definition of certificated program is a process of giving certificate to the teacher. The educator certificated was given to the teacher who have quality to be professional teacher. Professional teacher became a prior criteria to build a system of a good education quality. Profesional is an activity that perfome by a person and be his/her financial income but need expertise, profeciency and ability that appropriate to the standard quality or some specific norm then require to get profesional education (Constitution Number 14, 2015). In other side of profesional definition, this regulation also stated that teacher is a professional educator with the prior task is to educate, teach, guide, direct , coach and evaluate the students.

There are some characteristics that teacher should have before they get certificated. According to Indonesia constitution Number 18 (2007) about teachers certification on their occupation assert that the evaluation of teacher who will get educator certificate measure through their portofolio (collecting documents) then should describes the following points:

1. Qualified academic teacher
2. Education and training
3. Teaching experiences

4. Planing and the implementation of teaching
5. Assessment by the head master and supervisor
6. Academic achievement
7. The creation of profesional development
8. The participation in scientic forums
9. The organization experiences in term of education and social
10. And the last is award that relevant to the education level (Translated)

Those all are the requirements that teacher should complete before they get educator certificate. So teachers who doesn't have the criterias above can't be certified.

In conclusion, the researcher can find definition of professional, and what kind of teacher that including on professional teacher that certifiable. She also can understand the characteristic of teacher before they get certification program.

B. Teacher Performance

According to Sunarti. S & Pertama. W. In education process teacher is not only as a transfer knowledge but also to increase students value and develop student's character (Character Building). Teacher also have role to be nurturer that means teacher need to helps and support the students. In class room activity she/he demanded to supervise students works (teacher as supervisor). On the process of transferring knowledges and values teacher need to build a good communication among them. Mistake that they made ought to evaluate by teacher. It makes she/he act as agent of change. The whole activity that was done by teachers make them become a model so, what ever they want to do, teacher

must give a good value to their students because, the students will do the same with what their teacher done.

Teacher as a model in teaching character and culture of the nation on English education. According to Indonesia Constitution Number 20 (2010) claim that, the act of teacher is not only to teach but also give a good attitude and behavior then make students have that good character too. In English education, teachers act as catalisator and dinamisator. They give the value about knowledge in the past, know, and future and build a good communication to make they can choose a good value of their life. So, those all make teacher perform their professional, humane, and social duties (Sunarti et al)

Muslich (2007) argued that competence is the way or the ability of teacher in act, behavior, and think consistently as a result of knowledge, behavior and skill that students have. So, if teacher including those aspects it means she/he become a competence teacher, and competence teacher is a professional teacher who must be certified. Therefore, competence and certified teacher ought to have a good performance in teaching, Specifically in English teaching.

To sum up, the writer understand about the role of teacher is not only to transfer knowledge in classroom activity, they can be a model that student can follow wheter their attitude and behavior. I also can find the understanding about competence teachers should have a good performance in teaching.

C. Reading Comprehension

According to RAND Reading Study Group on Pardo.S. Laura (2004) comprehension is process of consolidate understanding and improving meaning of a written language through interaction and involvement of the students. Reading comprehension is process of interaction both of reader and text variable that take place within a larger social context (Goldman, Saul, & Cote. 1995 on Kwiatkowska White, 2012). According to CIERA Center for the Improvement of Early reading Achievement (2001) has stated that the purpose of reading is comprehension. How do we teach students to understand more difficult and varied text.

According to some research from recent decades about effective of reading comprehension then CIERA Center for the Improvement of Early reading Achievement (2001, p.1) has argued that there are ten base principles of effective reading comprehension, they are:

1. Effective comprehension instruction requires purposeful and explicit teaching. Effective teachers are clear about their purposes. They know what they are trying to help students achieve and how to accomplish their goal.
2. Effective reading instruction requires classroom interaction that support the understanding of specific texts. Effective teachers have lists about the techniques for enhancing students comprehension specific texts, including discussion, writing in response to reading and multiple encounters with a complex texts.

3. Effective reading comprehension instruction starts before children read conventionally. Teacher give clear instruction to the children to avoid phonemic awareness in reading or avoid misunderstanding of information on the text.
4. Effective reading comprehension teachers students the skill and strategies used by expert readers. Expert reader can give clear example about how to undertand or comprehen the text. Expert reader also has vary reading techniques that can be folloe by students to enjoy the text.
5. Effective reading comprehension instruction requires careful analysis of the text to determine its appropriateness for particular students and strategies. Teacher should analyzed the text to know the potential challenges and match with the teaching goal
6. Effective reading comprehension instruction builds on results in knowledge, vocabulary, and advanced language development. students are better able to comprehend text when they are thaugh to make connections between what they know and what they are reading.
7. Effective reading comprehension instruction pervades all genres and school subjects. Students need to read wide variety of genres not only narrative, but also informational, procedura nad other kind of texts.
8. Effective reading comprehension instruction actively engages children in textand motivates them to use strategies and skills. Effective tecahers create an invirinment that make students can actively improve their reading ability.

9. Good comprehension instruction requires assessments that inform instruction and monitor students progress. Good assessment identifies students' comprehension levels as they develop from preschool to advanced grade levels, and helps the teacher to evaluate each child's need for support in areas such as language development, strategy, and the application of knowledge. Effective assessment also enables teachers to reliably interpret data and communicate results to students, parents, and colleagues.
10. Effective reading comprehension instruction requires continuous teacher learning about the process and techniques detailed in the previous nine principle and ways to use such knowledge to develop the comprehension skills and strategies of all students.

In short, author find the definition of reading comprehension itself. Other than that the writer also understand about the purpose of reading comprehension to the students. Furthermore to get effective reading there are ten basic strategies to teach reading comprehension in classroom teaching.

D. English Certificated Teacher Based on PLPG Regulation

According to Murdadi and Sulistari (2015), PLPG theories demand that teacher should have three characteristics after they certificated. The first is English teacher should have pedagogical competence, it means the teachers ability on managing teaching and learning process, such as preparing lesson plan, mastering syllabus or curriculum, able to use some technology to support learning

process, and understanding the students evaluation process. This competence will realize if there are learning efficient and effective.

In other hand, English teachers should have personality competence, which is meant English teacher not only transfer their knowledge on the classroom but they act as a model. Whatever the teachers do it will influence the students. So in this type of competence English teacher should be wise on composing the students personality. In addition, professional competence is the last characteristic that English teachers should have. In this type, theachers prosecuted to transfer the knowledge. It means the they ought to master the whole reading comprehension materials before they teach the students. They also have to good in teaching method variation to avoid students boredom during learning process.

English certificated teachers should prepare a good lesson plan, master some teaching methods and can evaluate the students well before they teach reading comprehension.

a. A good reading comprehension lesson plan

Lesson plan is the first important thing that English teacher should arrange before they come to the classroom. Before they create a lesson they need to master the current curriculum and syllabus. The teachers ought to adjust basic competence with the indicators.

b. Preparing a method which is good for reading comprehension

English teacher should master many methods to teach reading comprehension. Then choose a best method to use in reading comprehension

classroom. Based on PLPG theories, English certificated teacher should be able to manage the methods that appropriate to reading comprehension materials. Teaching some tricks to make students easy to get information from the texts is also needed in reading comprehension.

c. Evaluate the students reading results

Based on PLPG theories, professional teacher should mastered the way how to evaluate the students intelligence and personality. In this context, English teachers can evaluate students reading comprehension ability. Such as how to give students score when they answer multiple choice questions, short answer question and essay questions.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

Research method is concerned with how the design is implemented and how the research is carried out. In this study, she use qualitative study as the design of the research. Qualitative researchers are interested in understanding the meaning people have constructed, that is how people make sense of their world and the experiences they have in the world (Merriam 1998 in Creswell 2009). Furthermore, qualitative research is a study using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. This design demanded the researchers to study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2005, p.3).

In this qualitative research, the researcher collect the data herself. Afterwards, review all the data, understand it, and divide it into some categories or themes that find all of the data sources. This is an emergent design, it means when the researcher begin to collect the data sometime she need to change the questions, because the main idea of qualitative study is the researcher learn about the issue/problem from the participants (Cresswell, 2009).

According to Sugiyono (2015) collecting the qualitative data should be *perspective emic*, it means the data that researchers use on the study ough to depend on the real data that they got not base on their perception. Basic approaches that writer use is case study, which is analyzing the unique case or

rarely observed quality. This study examine a phenomenon within its real-life context. Data are collected on single individual, group or event. Then the technique that researcher use is dept-interview with some individu to get a real and dept information about the topic.

B. Population and Sample

1. Population

Arikunto (2010) “population is the entire group of entities or persons to whom the results of a study are intended to apply” (p.186). “Population is a set ob oject people, or situations that be a concerning of researcher and will use to generalize the result of the research” (Fraenkel, 1980, p.84). Sugiyono (2003) argued that population is a generalization of area on th eobject/subject that have specific quantity and caharacteristic that have been designed by researcher to study and make the conclusion. In this study, the population is all of English teacher at SMA N 3 Takengon.

2. Sample

Fraenkel (1990) sample is most of population that can be study and can dscribe the caharacteristic of it population. In this case, the researcher takes the sample the part of English Teacher at SMA N 3 Takengon. The sampling that will apply by researcher is purposive sampling. Purposive sampling is considered desirable when the universe happens to be small and a known charactersitic of it is to be studied intensively (C.R Khotari, 2004). Purposeful Sampling is a method of choosing the objects of study such as human, setting and other that really ough to choose to give important information because they have the unique criteria to be

sample of study (Alwasilah, 2002). According to Creswell (2009) the researcher should be focus on learning and understanding the problem or issue that participant hold, don't be focus on the literature review that the writer got. In this study, the researcher should learn the problem from the whole English teachers at SMA N 3 Takengon who have certified and expert on reading comprehension. So, the sample select purposefully, it means the object of the research is teacher who have characteristics which is same with the purpose of the study, the principal or curriculum staff and some students who take randomly.

C. Technique of Data Collection

a. Observation

Alwasilah (2002) stated that "observation enable the researcher to make a conclusion about the participant view, event, phenomenon or the process observed" (p.154). So the researcher will get the understanding from the participant that didn't get from interview. Marshall (1995) in Sugiyono (2015) claimed that "by doing the observation, the researcher learn about behavior and the meaning attached to those behavior" (p.309).

In this case, the researcher want to get the fact information from English Teachers at SMA N 3 Takengon about the influence of certification program when they teach reading comprehension through the observation to make the data on study more stronger than only use interview data. In other words, the writer would like to see the performance of English teacher who teach reading comprehension in that school base on the characteristic of certified teacher that

should be professional in every aspect of teaching and learning process. Specifically about time management and material understanding.

b. Interview

According to C.R Khotari (2004) “depth interview are those interview that are designed to discover underlying motives and desires and are often in motivational research” (p.110). According Creswell (2009) the procedures of collecting interview data are; “conducted an unstructured open-ended interview and take interview note. Conduct an open-ended interview, audiotape interview, and transcribe it. conduct a semistructured interview, audiotape the interview, and transcribe the interview. Conduct a focus group interview, audiotape the interview, and transcribe it. Conduct different types of interviews, email, face to face, focus group, online focus group, telephone interview” (p.170). The writer would like to conduct semistructure interview to collect the data. The purpose of semistructure interview is to find out the problem more which the participants need to give their opinion and point of view (Sugiyono, 2015).

Probably, in this study the researcher conduct face to face interview with English teacher at SMA N 3 Takengon who teach reading comprehension, and also the principal to know about their response on the influence of certification program toward their teaching performance. In other side, to get many information interview the student randomly as membercheck is also needed. The question that researcher use is open-ended question to make participant can develop their arguments or answers. Using open-ended question is useful to get deep information from the sample who hold the problem or issue. So the

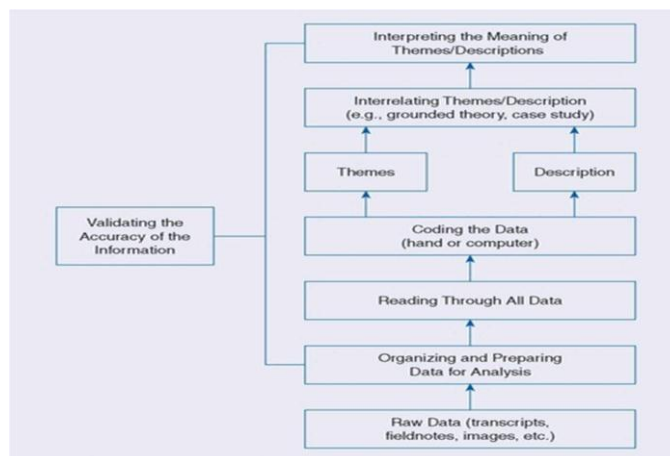
information will not be stuck on one or two answers. Then, the researcher use audiotape or video to record the interview and transcribe the data.

c. Document Analysis

To get deep and accurate information the researcher also use document analysis to collect the data. According to Sugiyono (2015) Document analysis is used to get credible data to support other data that have been collected. In this case, documents that writers need to analyze are lesson plan and syllabus.

D. Technique of Data Analysis

Cresswell (2007 in 2009) drawn a map of qualitative data analysis (p.172).



The first step on analyzing qualitative data based on Cresswell (2009) is organize and prepare the data for analysis, such as transcribing interviews. Second, read the whole data, the first is a step to get general idea of the information. This explain about what participants saying?, about the tone of ideas, and about the influence of the overall the information. Sometime the researcher can write note in margins to talk about general thought of the issue from participant. Third, start to do the detail analysis by using some codes or themes. Rossman & Rallis (1998, p.171) argued that “Coding is the process of organizing the material into chunks

or segments of the text before bringing meaning to information”. Therefore, to analyze the data on this study the answer of participant will divide into some themes that depend on characteristic of the similarity of participant’s answer.

E. Brief Description of Research Location

The writer conducts a research at SMA N 3 Takengon. this School is one of State School in Takengon. It is located in Jln Takengon- Isaq, Kayukul, Pegasing, Central Aceh District, Aceh.

SMA N 3 Takengon has one room for principal, administration room, teacher room, basketball court, vollyball court and a large field for students and techers breaktime. There are twenty one classrooms used for teaching learning process. The first grade has seven classrooms, the second grade has 7 classrooms which are four rooms for science classes and 3 for social classes. For third grade also has seven classrooms which also for science and social class. Ro support teaching and learning process this shool has chemistry laboratory, physics laboratory, computer laboratory, library and art stage.

This school has three English teachers who teach at first, second and third grade, they are:

Name Of The Teachers	Grade That They Teach
Drs.Irmadi	XII Grade
Lely Muktiana M,Ag	XI and XII Grade
Zulaikha S,Pd	X and XI Grade

Table 1. The Name of English Teachers

English curriculum that used at SMA N 3 Takengon is base on KTSP or 2006 curriculum. To support teaching learning process the teacher use **English on Sky** textbook and student handbook, but they use students handbook are often.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of finding and discussion section. In this chapter, the finding focuses on the interview's results. Then, to add the data the researcher would uncover observation result and would reveal the document analysis result. All of them will be discussed in the discussion session.

A. Result of The Interview

a. Teachers interview's result

In this section, the researcher conducted the data by interviewing three English teachers they are:

Name	Interview Date	Code
Drs. Irmadi	November 10th, 2016	T1
Zulaikha S.Pd	November 11th, 2016	T2
Lely Muktiana S.Pd	November 11th, 2016	T3

Table 1. The First Category of Participants

After gathered data from the interview, the researcher analyzed and divided into following themes:

1. The Understanding of Teacher Certificated Program

All of English teachers in this school interviewed, gave their responses about what is certification program means. T1 stated that;

“certification is program that constructed by Education minister to prosper Indonesian teachers but they ought to increase their quality in teaching.”

Whereas T2 responds, “certification is the program for teachers to make them more prosperous by giving them reward or increase their salary, but in the other hand they ought to work more professional because the government have paid them.”

Futhermore, T3 argued that; “this program was made for teachers by Indonesian goverment. They demand the teachers to give their best performance in teaching, then their works will pay by the goverment as a reward.”

From the interview it showed that the whole English teachers in that school already know about certification means and purpose. It can see from their same respon such as, certification is the program that constructed by goverment to increase teachers prosperity and follow by the increasing of their performance quality in teaching learning process.

2. The understanding of Reading Comprehension Lesson Plan (Base on PLPG Regulation)

While interview the teachers about their understanding on reading comprehension lesson plan base on PLPG regulation, the T2 says,

“a good reading comprehension lesson plan should base on the Curriculum and syllabus that applied in the current time. In reading comprehension all the components of it should be prepare on the lesson plan. Such as, time allocation for each meeting, standard of the competence, and the indicators must appropriate to base competences. The teaching method should be exact with the reading materials and also the evaluation.”

Other teachers like T1 and T3 assumed that “a good lesson plan for reading comprehension also ought to prepare well and all of the aspects such as; time allocation, reading materials, teaching process, methodology and the last is evaluation should base on the curriculum and students need”. But on the implementation once in while the lesson plan is not appropriate with the theories that have been decided on the lesson plan documents.

3. The Understanding and the Application of Reading Comprehension Methodology.

There are several responds why each teacher use different ways to teach reading comprehension on the differ classes. T2 took as;

“the methods of teaching reading comprehension are too many, such as Jigsaw and many others. In the implementation we can’t claim a method could be a good for a class, so we should choose one of them that appropriate to the students on that class. For instance, when I teach a Science class, it will be different with the method that I use in Social class. Where the students have high abilities the method will be varies. Because they want to learn actively.”

T1 and T3 replied;

“there is no a good method when we teach students with no pretension to study not only in learning reading comprehension but also all materials, because they don’t have learning motivation. So it is too difficult to teach them. When we teach reading comprehension just give them a bit explanation and ask them to work individually although work in group is good for them sometime.”

In fact, all of teachers know the method to teach reading comprehension but, the method that include on the reading comprehension documents (lesson plan) will be change when the teachers face different characteristics of students in differ class. In addition, some teachers recuring use the same method

4. The uderstanding of Reading comprehension Evaluation (Base on PLPG Regulation)

When the researcher ask the teachers about avaluation concepts and what kind of evaluation that good for reading comprehension materials. T1 and T3 argued that;

“Evaluation is process of evaluate students reading tasks, it could be multiple choice questions and essays. Probably, because of the students English condition on this school we often ask them to translate the text to make they understand after they read and then answer the questions.”

Afterwards, T2 took as;

“this is a process of evaluate students behavior and ability. Generally, it is a process of scoring students cognitive and practice about reading comprehension materials. Sometime, I ask them to rewrite the information that they got from the text by using their own language, and then they should answer the questions on their handbook.”

In short, teachers understand about reading comprehension evaluation concepts althoutg they have different styles to evaluate their students.

5. Perception about the Influence of Certification Program

The researcher found when the interview conducted teachers got many influences from certification program. For instance like T2 Says;

“I got many influences after certificated. Such as, being teachers are demanding to give our best when we teach the students although certificated or didn't. So, for certificated teachers this program like a motivation to perform professionally. Because, the government gives us the salary that make teachers' economy condition better. Thus, we have high responsible to teach better than before. For example in reading comprehension, we can add more medias when we teach, and to do that we need money, so this program really help teachers in increasing medias while teaching. ”

T1 And T3 say, “teachers certificated program give many influences for teachers such as, they asked to teach with meeting time allocation more than before get certification. In teaching reading comprehension specifically they also need to manage the classroom better and use good method to teach”.

It means this program demands that the teachers who have been certificated ought to increase the quality of their teaching performance.

b. Students' interview results

To support the data the researcher also interviewed the students they are:

Name	Class	Interview Date	Code
Ipak Fitri	XI A-1	November 12th, 2016	S1
M. Yusuf	XI A-1	November 12th, 2016	S2
Sarinah	XI A-1	November 12th, 2016	S3
Khairuna	XI A-1	November 12th, 2016	S4

Riska novita	XI A-1	November 12th, 2016	S5
Erpan	XII A-4	November 13th, 2016	P1
Ilmi	XII A-4	November 13th, 2016	P2
Ratna Asyari	XII A-4	November 13th, 2016	P3
Ayumi	XII A-4	November 13th, 2016	P4
Al-Huda	XII A-4	November 13th, 2016	P5
Adly	XII S-3	November 14th, 2016	K1
Rahiman	XII S-3	November 14th, 2016	K2
Khafijas Aprianti	XII S-3	November 14th, 2016	K3
Maulana	XII S-3	November 14th, 2016	K4
Desi Rahmadani	XII S-3	November 14th, 2016	K5

Table 2. The Second Category of Participants

1. Students' XI A-1 respond about T2 Teaching performance

Interview data in this section analyzed into following themes:

1) Beginning the class and the explanation

While the researcher interview the students about the way of T2 in opening the class and her explanation. S1, S2 and S3 say;

“in the beggining of class she always greet us using English greeting, than give some motivation before we start our reading materials. We like the way of her explanation, she explan it clearly and it make us easy to understand the materials well”

Other students, S4 and S5 also agree with that satement, they say,

“this teacher can manage the class by motivate the students in order to have high enthusiasm when start to explain the materials”.

2) The use of material and teacher understanding of it

When the researcher ask 5 students in this class about the use of material, S4, S2 And S3 say,

“this teacher use reading comprehension materials from textbook, students’ handbook and sometime she bring the materials own such as from the internet or others”. It means T2 use varies sources of material to teach reading comprehension.

Afterwards, the next question is about her understanding of the materials, and the five students say;

“she really understand the materials, because we see that she can explain it clearly. So, it means she master the materials”

From the fact, we can get that this teacher use not only one book to give the material and she also understand it well.

3) The use of method and the appropriate of it

S3 and S1 say;

“when we learn about reading comprehension, firts, T2 gives her explanation about what is reading compehension means than she ask us to read the text carefully, and take th information from it before we answer the questions later. Sometime we do it indivually or by groub. This method make us enjoy and we think that is really appropriate in our class and make us can understand the material faster.”

S1 responds;

“sometime she asks the students to seet in groub, read the text and then take the information from the text by rewrite use our own language. The purpose of this method is to know our understanding about the text, this method is appropiate to apply in our classroom when we learn about reading comprehension.”

The answers make the researcher know the use of method is appropriate to the materials and to the students also.

4) Evaluation type and the appropiate of it

The five students, S1, S2, S3, S4 And S5 answer that;

“this teacher often gives us multiple choice item to evaluate our understanding about material/text, sometime she also asks to rewrite the information that we get from the text. We think these kind of evaluations are always appropriate to the materials”.

2. Students' XII A-4 respond about T3 teaching performance

The data were analyzed into several themes such as;

1) Beginning the class and the explanation

Base on the interview result the researcher found the informants of this class almost give same responses about T3 teaching performance, for example like P1, P2 and P4 say;

“when opening the class after salam she always gives motivation for us to learn seriously. It likes speech every begin the class. After that she asks to open our book and do some taks. She explains the material clearly

but, sometime we can't understand it because the students condition fo this class are very noisy.”

P5 also say;

“she gives some motivation for us before we start our lesson, and sometime she also counseled some students who are lazy to study. When she explain the materials I a bit understand but too many materials than I can't get”.

P3 took as;

“when she opens the class, she never greet us by using English greeting. But her explanation is really clear and easy to understand”

In fact, T3 always opens her class with same way to condition the students before begin the material. She explains the material well but some students can't understand it occassionally. Because of classroom situation during learning process which is very noisy

2) The use of material and teacher understanding of it

While the researcher asks about the material that use in teaching reading comprehension, students P1, And P3 respond;

“we always use handbook (LKS). The text is on it and there are a bit explanation there about the material. When she explain about the materials I think she really master it although the explanation in Indonesian.”

The other also give same answer the use of material is from students' handbook and when T3 explain material of reading comprehension she uses Indonesian but she explain it clearly and make the students easy to

understand. It means the teacher understand the material before she teach to the student .

3) The use of method and the appropriate of it

The use of method on this is always same the three participants P3,P2 and P5 explain;

“we always translate the text after read it and then the teacher asks to do the task, we think this method is too boring and sometime appropriate to the material because, we know the meaning of the whole text before we answer the questions.”

In conclusion, this teacher still uses grammar translation method while teach reading comprehension.

4) Evaluation type and the appropriate of it

In evaluation type, five students, P1, P2, P3, P4 and P5 say;

“translate the text is the first task that give by her, then we answer the questions that provided in our hand book below the text. This assignment is appropriate to the material and for us, because if we know the translation of the text it's easy to answer the questions.”

In short, T3 always give that type of evaluation when she teaches reading comprehension according to the students this type is really appropriate.

3. Students' XII S-3 respond about T1 teaching performance

1) Beginning the class and the explanation

Being asked about T1 ways on the beginning of the class, K1, K2 and K3 answer;

“T1 opens the class with salam and greet the students using English and give some motivation or making some jokes to make us fresh before we start our material. But, when explaining the material it's really hard to understand it because he explain it unclearly.”

Two other, K4 and K5 reply;

“T1 always open the class with the same way, sometime the students still not ready to learn. And when he explains the material not all of it we can get.”

According to the result we know that, this teacher can manage the class but there are some student are not ready yet to begin the material and his explanation also hard to understand by several students.

2) The use of material and teacher understanding of it

Base on the interview, K2 and K3 answer;

“reading comprehension material always takes from students handbook, but his explanation sometime stumblingly (unclear) and it makes them hard to understand”.

K1 says;

“the materials is often from our handbook, and I feel hard to understand the explanation”.

K5 gives response;

”he not really master the materials because the explanation is unclear”

It means, T1 often use LKS as a source of materials, but some students can't understand the explanation clearly.

3) The use of method and the appropriate of it

Talking about method, K1, K2, K4 and K5 students say;

"translate, translate and translate. Open our handbook look for the text, then read it. And the last we just translate the text into Indonesia. We think the method should change because it 's not too appropriate."

K3 says;

"that method is not really appropriate because we always learn reading comprehension in that way".

This teacher, always use same method in teaching specifically reading comprehension. Translate the text (grammar translation method) always use to teach the students.

4) Evaluation type and the appropriate of it

K3, K4 and K5 say;

"sometime T1 asks us to make some questions base on the text, then answer it alone or give to the other students. That kind of evaluation is not appropriate because we always translate the text and we can't get the point of materials after the lesson"

K1 and K2 took as;

"he always ask to translate the text that we rade, it can make us understand the point of the text, then we make our own questions depend on

text and answer those too. That assignment is not appropriate, how can we get the point if the questions make by us and also the answers”

It is same like the teaching method, the way of evaluate students also use text translation scoring. The students get score from their translation not from their understanding on the information of the text. In the other hand they make the questions alone complete with the answers. So, that is not reading comprehension actually.

c. Vice Principal of Curriculum Interview Result

To add the information the researcher also interview Saripah S.Pd (C1) as the vice principal of curriculum at SMA N 3 Takengon on november 11th 2016, the result divided into several themes such as;

1. English teacher performance before certificated

Being talked about English teacher performance before certificated, C1 as vice principal of curriculum of this school argue that;

“the performance of these teachers before certificated almost goes well. Such as, in teaching learning process and they also discipline.”

In brief, the performance of English teacher in this school have good enough before certificated.

2. English teacher performance after certificated

C1 responds, “after they certificated, the quality of their performance was advanced and they have high responsibility.”

It means, the performance of English certificated teachers increased.

3. The influence of certificated program toward English teacher performance (before and after)

The C1 says;

“this program exact to rise teachers quality (English teachers). It influences their performance, we can see from the use of media while they tech students. Before certificated, they use lack of media when the come to the classroom. But now, it uses more.”

Base on the interview, certificated program influence the performance of English teachers, they add more medias to teach in the classroom and they also more discipline.

B. Result of the Observation and Document Analysis

Researcher applied direct observations on November 12th, 13th, and 14th 2016 at three classess there are; XI A-1, XII A-4 and XII S-3 trough English teachers perfomance at SMA N 3 Takengon while they teach reading comprehension in the classroom and combine it with analyzing the Lesson Plan document to support interview data and make it more accurate. From the observations and analyzing the documents of three English teachers on three different classes, the researcher found some facts as follow:

1. All of these English teachers prepared a good lesson plan of reading compehension base on PLPG regulation. The contents was complete. Probably, in teaching learning process there are some aspects can't be implemented in the classroom.

2. In the lesson plan document, the use of media varies but in the implementation the most of them only use one or two media. It is also same with the use of method, in lesson plan some of them create several methods. In the implementation lack of them do it and others teach reading comprehension with the same way always.
3. In understanding of material, almost of these English teachers mastered it although any teachers didn't. In term of evaluation all of them use students handbook (LKS) to get the score from students understanding about reading comprehension materials.
4. Some of English teachers can manage the classroom well. They can prepare the students to ready to learn. But while teaching and learning process only one of them can involve the students actively.

C. Discussions

After analyzing all of research instruments, it is really important to discuss the result to answer the research questions. The first research questions is, "to what extent does teacher certification program influence English teachers performance in teaching reading comprehension?" The result found from the interview to the English teachers themselves, some students and vice principal of curriculum. It can be explained that English certificated teachers get many influences from that program. Such as, they know how to prepare a good lesson plan of reading comprehension base on PLPG regulation and they also more discipline. But in term of implementation, only some of these teachers teach reading comprehension professionally in the classroom. Base on the previous and

current observation, some of them still use same way to teach reading comprehension before and after certificated although on their lesson plan the methods are varies.

The result of certification influences that answer the first research question also discuss on the study that have been done (Alfian, Suraya & Yusraini, 2011) they were conducted *Dampak sertifikasi guru terhadap peningkatan mutu proses pembelajaran:studi kasus di MAN Model Jambi*. The result of this study are every teachers who have been certificated were ready know what is certification means and how to perform or work better after they got it. Probably in fact, their performance still inappropriate to the government or this program demanding. They only understand the theories of certificated teacher but can't apply it well. So, it can conclude that certification program is not really gives significant influence to the teaching and learning quality.

The next research question is "how was the principal or vice principal of curriculum responses about the performance of English teachers in teaching (reading comprehension) before and after they certificated?" the interview result show that, she gave positive responses about these teachers performance after certificated. The quality of these teachers are increase. Such as, the use of media in teaching reading comprehension, and they teach more discipline and responsible.

The result of certificated program influences also shown on the study that has been done (Sunanik, 2015) she was conducted *Pengaruh sertifikasi guru terhadap kinerja guru SMP N 1 Durenan*. The results of this study are certificated

program give big influence to teacher. Certificated teachers performance better than uncertificated teachers. Because, certificated teachers have more performance experiences than uncertificated teachers.

According to the observation and students' interview results, two of three English teachers performance in teaching reading comprehension was not better after they certificated. For example, they use the same methods always and the media also did not increase. In addition, in term of learning process some of them did not involve the students actively. So, it means the classroom activities in reading comprehension still passive.

The results of this research showed that English certificated teachers know how to be a professional English teacher in teaching reading comprehension. But in the implementation they do not do it well as their understanding about the purpose of certification program. They really know and how to create a good lesson plan for reading comprehension include the method that could be use and the process of learning activity in the classroom. But in fact only one of them apply it while they teach reading comprehension to the students. Properly, the understanding of certificated influences not only on the lesson plan document but also in the classroom implementation while teaching reading comprehension materials.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As already stated in the first chapter on this thesis, the purpose of this study were to find out how teacher certification program influences English teachers performance in teaching reading comprehension and to find out the responses of vice principal of curriculum about the performance of English teachers before and after they are certificated. This chapter would be a conclusion from the previous chapters.

First, certification is a program that is constructed by Indonesian government for teacher and lecture. This program demands that all of English teachers who have been certificated ought to perform professionally while teaching in the classroom and also in term of administration aspects. In this case, base on the some issues and primary observation, the researcher argues that there are some problems that are faced by the implementation of this program, such as there are still unprofessional English teachers who teach reading comprehension after they are certificated. According to the regulation those teachers who have been certificated should teach better than before they are certificated.

Second, According to the PLPG regulation, professional English teachers who teach reading comprehension in the classroom should prepare a good lesson plan, understanding some methods that can be used in teaching-learning process and can also asses or evaluate the students' reading comprehension ability, as we

know on theories of reading comprehension, this type of English skills purpose is the student can get their understanding and learn from the text. The effective of reading comprehension will be reached if the teacher teach with an appropriate method or technique.

Third, teachers interviewed result shown that most of English teachers on this school really know about the function of certification program that is to make them perform more professional in teaching (reading comprehension), such as preparing a good reading comprehension lesson plan using appropriate method and media, as well as evaluating the students' reading comprehension skill. According to the vice principal of curriculum, those teachers have higher responsibility in completing the lesson plan and the medias to teach after they are certificated. Moreover in fact, what the teachers write on the lesson plan is not appropriate when they apply it, for example, the teaching method for reading comprehension that is included in lesson plan is not similar with its application in the classroom and it makes some students hard to understand the material or text itself.

The last, According to the observation and students interview result, two of three English teachers still use the same method while teaching reading comprehension in their classroom in every meeting. Also, they always take the material only from textbook and students' handbook. Just one of them uses various sources of material while teaching reading comprehension. Although all of these teachers create a good lesson plan, but in the application of it, only one of

them do it better after they are certificated, and the others only fulfill the requirement of certification in term of administration part.

B. Suggestions

According to the results of the study, the researcher would suggest:

1. English teachers should understand what is the real functions of being a certificated teacher. It will get from teacher training activities or anykind of Certification journal. The knowlegde that the teachers get can make them act as professional English teacher more than before, and if the teachers can do it, the issue about uneffective of certification program will decrease.
2. English teachers should teach reading comprehension appropriate to the lesson plan and students need in the classroom, because according to the study all of them really know the meaning of professional teacher base on certification program. Moreover, they should be more professional because they are certificated English teachers.
3. As certificated teachers, in this study the researcher hope English teachers of this school would improve their understanding on reading comprehension methods to make the students can understand the materials well. Because mastering the teaching methods also type of professional English teachers.
4. The teachers should make learning activities more active when teach reading comprehension because, base on PLPG regulation students take most of action in the classroom than teachers. The teachers also ough to change their method when they teach, and it should appropriate in reading comprehension.

5. For the principal or vice principal of curriculum, the researcher hope they could supervise all of English teachers not only in their administration aspect but sometime also in classroom management while teaching, to see their whole performance as certificated teachers. It can make many improvement because certainly they would teach (in this case reading comprehension) more professional.
6. For the other researchers, the writer is aware that this research is not the end of the problems being studied. It means the result doesn't approve yet, so other researcher could use the ouput of this study all the time to make further research.

REFERENCES

- Alwasilah., A.C. (2002). *Pokoknya kualitatif*. Pustaka jaya: Bandung
- Alfian., Suraya, E., & Yusraini. (2011). *Dampak Sertifikasi Guru terhadap Peningkatan Mutu Proses Pembelajaran: Studi Kasus di MAN Model Jambi*, 26(2), 278-292.
- Arifust. (2010, March 31). *Pelaksanaan sertifikasi guru perlu diperbaiki*. Retrieved from <https://arifust.wordpress.com/2010/03/31/wawancara-pelaksanaan-sertifikasi/>
- Caldwell, J.S. (2008). *Reading Comprehension A Primer for Teachers and Coaches*. New York: The Guildford Press.
- Cambridge Online Dictionary. Retrieved from <http://dictionary.cambridge.org/dictionary/english/performance>
- CIERA. (2001). *Improving the reading comprehension of America's children, 10 research-based principles*. Retrieved from <http://www.ciera.org/library/instresrc/compprinciples/Comp.pdf>
- Khotari, C.R. 2004. *Research Methodology (Methods and technique, 2nd revised edition)*. New Age International Publisher: Jaipur India.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Deni Koswara, M.Pd., Asep Suryana, S.Pd., M.Pd & Cepi Triatna, S.Pd., M.Pd. (2009). *Studi dampak program sertifikasi guru terhadap peningkatan*

profesionalisme dan mutu di Jawa Barat. Retrieved from
http://file.upi.edu/Direktori/FIP/JUR._ADMINISTRASI_PENDIDIKAN/197907232001121CEPI_TRIATNA/LAP_FUNDAMENTAL_Cepi_2009_ADPEND/ARTIKEL_HASIL_PENELITIAN_FIP.pdf

Direktorat Jendral Pendidikan Tinggi. (2007). *Pedoman sertifikasi Guru untuk LptkDinas*. Jakarta: Direktorat Jendral Pendidikan Tinggi, Departemen Pendidikan Nasional.

Eko Putro Widyoko. *Peranan sertifikasi guru dalam meningkatkan mutu pendidikan*. Retrieved from <http://www.umpwr.ac.id/download/publikasi-ilmiah/peranan%20sertifikasi%20guru%20dalam%20Meningkatkan%20mutu%20Pendidikan.pdf>

Sulatri,. E. (2011). *Pengaruh sertifikasi guru dan motivasikerja terhadap kinerja guru SMA N 1 Juwana kabupaten Pati*. Retrieved from <http://lib.unnes.ac.id/7597/1/10456.pdf>

Fahmi, M., Maulana, A., & Yusuf, Arief A. (2011). *Teacher certification in Indonesia: A confusion between means and ends*. Bandung: Padjajaran University.

Jalal, F., Samani, M., Chang, M.C., Stevenson, R., Ragatz, A.B., & Negara, S.D. (2009). *Teacher certification in indonesia: a strategy for teacher quality improvement*. Jakarta:Departemen Pendidikan Nasional

Jhon W Creswell. (2009). *Research Desugn:Qualitative, Quantitaive and Mixed Method Approaches (Third Edition)*, University of Nebraska-lincoln

Kusumah, W. (2011, May 19). *Sertifikasi guru: merugikan atau menguntungkan?*. Retrieved from

http://www.kompasiana.com/wijayalabs/sertifikasi-gurumerugikan-atau-menguntungkan_5500cdc38133116619fa7e6d

Kwiatkowska, B. (2012). *Understanding Reading Comprehension Performance in High School Students*. Retrived from http://Kwiatkowska-white_Bozena_201208_Ph.D.pdf

Laura S. Pardo. (2004). What every teacher needs to know about comprehension.

The Reading Teacher, 58(3). Retrived from

https://ftp.learner.org/workshops/teachreading35/pdf.teachers_knows_comprehension.pdf

Muslich, M. (2007). *Sertifikasi guru menuju profesionalisme pendidik*. Jakarta:

PT. Bumi Aksara.

Murdadai, S., & Sulistari. (2015). *Dampak sertifikasi guru dalam peningkatan*

kompetensi profesional di kalangan guru SMK Pelita Salatiga. Retrieved from

<http://eprints.uny.ac.id/21962/1/58%20Imanuel%20Sri%20Murdadi%20%26%20Entri%20Sulistari.pdf>

Oxford Dictionary 4th Edition.

Rossmann, G., & Rallis, S. F. (1998). *Learning in the field: An introduction to*

qualitative research. Thousand Oaks, CA: Sage.

Sugiyono. (2015). *Metode Penelitian Kombinasi (mixed methods)*. Alfabeta: Bandung.

Sunanik. (2015). *Pengaruh sertifikasi guru terhadap kinerja guru SMPN 1 Durenan*. (26), 74-83. Retrieved from <http://lp2m.unpkediri.ac.id/jurnal/pages/efektor/Nomor26/Hal%207384%20JURNAL%20sunanik%20stkip%20tagung%20HASIL%20TELITI%202012.pdf>

Soendari, T. *Populasi dan Sampel Penelitian (ppt)*. Retrieved from http://file.upi.edu/Direktori/FIP/JUR._PEND._LUAR_BIASA/195602141980032TJUTJU_SOENDARI/Power_Point_Perkuliahan/Eksperimen/Populasi_%26_sampel.ppt_%5BCompatibility_Mode%5D.pdf. Acces on July, 30 20016

Sunarti, S,. & Pertama. W. *Peran guru sebagai model dalam pemebelajaran karakter dan budaya bangsa melalui pendidikan bahasa Inggris*. Retrieved from <http://sumsel.kemenag.go.id/file/file/TULISAN/htbe1341373513.pdf>

Undang-Undang Nomor 14 Tahun 2005 *Tentang Guru dan Dosen (UUGD)*, 30 Desember 2005.

Undang-undang No.20 Tahun 2010 *Tentang Pendidikan*.

Undang-Undang No.18 Tahun 2007 *Tentang Sertifikasi Bagi Guru dan Dosen*. 16 Juni 2007.



Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp. 0651-7551423- Fax. 0651-7553020 Situs: www.tarbiyah.ar-raniry.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : UN.08/FTK/PP.00.9/5802/2016

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Tambang : a. Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu menunjuk pembimbing skripsi;
 b. Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
- Ingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 7. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
 8. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 11. Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan
- Perhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Februari 2016
- MEMUTUSKAN**
- ditetapkan :
 TAMA : Menunjuk Saudara:
- | | |
|--|--|
| 1. Habiburrahim, M.Com., M.S., Ph.D
2. Eryzul Akbar, M.Pd | Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua |
|--|--|
- Untuk membimbing Skripsi :
- Nama : **Juryana Munthe**
 NIM : **231222623**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **The Influence of Teacher Certification Program Toward English Teacher Performance in Teaching (A Qualitative Study at SMAN 3 Takengon)**
- JUA : Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
 TIGA : Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
 EMPAT : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2016/2017.
 LIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Dr. Mujib
NIP. 1971

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

29 April 2016

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp. (0651) 7551423 - Fax .0651 - 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : Un.08/TU-FTK/TL.00/ 10891 /2016
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Banda Aceh, 4 November 2016

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh,
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada :

Nama : **Juryana Munthe**
NIM : 231 222 623
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Alamat : Jl. Pada Utama Lr. Durian Timur

Untuk Mengumpulkan data pada:

SMAN 3 Takengon Aceh Tengah. Aceh

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of Teacher Certification program Toward English Teacher Performance in Teaching Reading Comprehension

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,
M. Said Farzan Ali, S.Pd.I., MM
NIP. 19890703200212001





PEMERINTAH KABUPATEN ACEH TENGAH
DINAS PENDIDIKAN
SMA NEGERI 3 TAKENGON

Jln. Takengon – Isak . Kayu Kul. Kec.Pegasing. 24561

Telp / Fax : (0643) 7426442

Email : sman3takengon@yahoo.co.id



SURAT KETERANGAN PENELITIAN
NO. 422.7/ 327/ 2016

Yang bertanda tangan di bawah ini :

N A M A : **ARMAJA,S.Pd**
NIP : 19570812 198003 1 010
Pangkat / Gol : Pembina Tk.1/IVb
Jabatan : Kepala SMA Negeri 3 Takengon

Menerangkan bahwa :

Nama : JURYANA MUNTHE
NIM : 231 222 623
Semester : IX (Sembilan)
Prodi : S.1 Pendidikan Bahasa Inggris

Benar nama tersebut di atas telah melaksanakan Penelitian di SMA Negeri 3 Takengon Kabupaten Aceh Tengah pada tanggal 10 November s/d 03 Desember 2016 dalam rangka pengumpulan data Skripsi dengan Judul " *The Influence Of Teacher Certification Program Toward English Teacher Performance In Teaching Reading Comprehension .*"

Demikian Surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.



03 Desember 2016

Kepala

ARMAJA, S.Pd

NIP. 19570812 198003 1 010

Tabel Observasi dan Analisis Dokumen Peneliti Pada Performa Guru Mengajar
Reading Comprehension di Kelas

Nama Guru :

Kelas yang diajar :

no	komponen	Yang diamati (skala nilai)
A. Perencanaan Pembelajaran (RPP)		
1	Kesesuaian rumusan indikator dengan KD	1.seluruhnya tidak sesuai 2.sebagian kecil sesuai 3.sebagian besar sesuai 4.seluruhnya sesuai
2	Keragaman sumber belajar	1.hanya satu sumber belajar 2.ada 2 sumber belajar yang digunakan 3.ada 3 sumber belajar yang digunakan 4.seluruhnya sesuai dengan tujuan pembelajaran
3	Keragaman dan kesesuaian metode dan alat/media dengan tujuan pembelajaran	1.tidak sesuai dengan tujuan pembelajaran 2.sebagian kecil sesuai dengan tujuan pembelajaran 3.sebagian besar sesuai dengan pembelajaran 4.seluruhnya sesuai
4	Kegiatan awal	1.tidak ada apersepsi 2.hanya menuliskan apersepsi/motivasi 3.mengaitkan materi bukan dengan pengalaman awal siswa 4.mengaitkan materi dengan pengalaman awal siswa dan kontekstual
5	Kegiatan inti	1.belum melibatkan siswa secara aktif 2.sudah melibatkan siswa, tetapi guru masih mendominasi 3.sudah melibatkan siswa secara aktif, guru

		sebagai fasilitator 4.sudah melibatkan siswa secara aktif, guru sebagai fasilitator dan mencerminkan pendekatan saintifik
6	Kegiatan akhir	1.hanya menuliskan rangkuman pelajaran 2.guru merangkum pelajaran dan ada evaluasi 3.guru bersama siswa merangkum pelajaran dan ada evaluasi 4.guru bersama siswa merangkum pelajaran dan ada evaluasi serta refleksi
7	Kelengkapan instrumen atau alat evaluasi	1.tidak ada instrumen tes 2.hanya ada instrumen tes 3.soal tes disertai kunci jawaban dan penilaian proses 4.soal tes dilengkapi kunci jawaban dan penilaian proses dilengkapi dengan penskoran nilainya
B. Proses pembelajaran		
8	Mempersiapkan siswa untuk belajar	1.langsung masuk ke pelajaran tanpa menyiapkan siswa 2.mempersiapkan siswa namun sebagian besar belum terkondisi 3.menyiapkan siswa dan sebagian besar sudah terkondisi 4.mempersiapkan siswa dan seluruh siswa sudah terkondisi untuk belajar
9	Penguasaan terhadap materi	1.tidak menguasai materi 2.sebagian materi dikuasai 3.sebagian besar materi sudah dikuasai 4.menguasai seluruh materi
10	Penggunaan metode dan media	1.tidak terampil dan tidak sesuai

		2.tidak terampil namun sesuai 3.kurang terampil namun sesuai 4.terampil dan sesuai
11	Keterampilan menjelaskan	1.penjelasan tidak tegas 2.penejelasan belum tuntas sebagian 3.sebagian besar penejelasan tuntas namun tidak berurutan 4.semua penjelasan tuntas dan berurutan
12	Penggunaan lembar kerja atau evaluasi	1.tidak ada LJK dan tidak ada evaluasi 2.ada LJK tapi tidak berbentuk LKS namun tidak ada evaluasi 3.menggunakan LKS sebagai LJK dan sudah ada evaluasi bersama(diskusi)
13	Keseuaian materi dengan evaluasi yang diberikan	1.tidak sesuai sama sekali 2.sebagian besar sesuai 3.ada beberapa soal yang tidak sesuai 4.seluruh soal sesuai dengan materi yang diberikan
14	Keseuaian RPP dengan yang dibelajarkan	1.tidak sesuai 2.sebagian kecil sesuai 3.sebagian besar sesuai 4.seluruhnya sesuai

Adapted from: micro teaching evaluation sheet

AUTOBIOGRAPHY

1. Full Name : Juryana Munthe
2. Place/Date of Birth : Takengon, Desember 8th, 1994
3. Address : Jl. Takengon-Isaq, Kayukul, Kec.Pegasing,
Kab. Aceh Tengah
4. Sex : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Marital Status : Single
8. Occupation : Student
9. Student Reg. Number : 231 222 623
10. Educational Background
 - a. Elementary School : SD N Bertingkat Takengon (2000-2006)
 - b. Junior High School : SMPs Sukma Bangsa Bireuen (2006-2009)
 - c. Senior High School : SMA N 3 Takengon (2009-2012)
 - d. University : UIN Ar-Raniry Banda Aceh (2012-2017)
11. Parents
 - a. Father's Name : Junaidi Item
 - b. Mother's Name : Suryani

Banda Aceh, January 23th, 2017

(Juryana Munthe)