

Non-English lecturers' perception and their difficulties toward English Proficiency Test (EPT) for lecturer certification

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Abstract

The importance of English Proficiency Test (EPT) cannot be separated from the career development of lecturers in Indonesia, as it has become a requirement for obtaining the much desired lecturer certification. This research is conducted to find out the non-English lecturers' perceptions and difficulties with EPT. It employed a descriptive qualitative approach and used a questionnaire as the data collection method. The results show that non-English lecturers agree that EPT is a deserved requirement for lecturer certification. They were also in agreement with the certain passing grades in EPT, certain fees in EPT payment, the institutions which administer the EPT, and the scheduling of EPT. The study suggests that the case leans more towards the non-English lecturers' difficulties in doing the EPT which concern 1) the lack of preparation in the form of (both) offline and online courses, 2) difficulties in certain English skills, 3) the lack of English vocabularies, 8) the time limit of EPT, 4) the overwhelming number of questions, 5) unfamiliarity with the various types of questions, 6) the absence of clear guidelines in EPT, and 7) the lack of clear instructions for the test items. Furthermore, it was found that while the institution, faculty, or study program gives full support regarding policies and facilities in administering EPT courses for the lecturer certification, most of them do not provide the compensation for the lecturers who take the EPT.

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INTRODUCTION

Higher education institutions are expected to produce quality graduates. This goal can be realized when there are qualified and competent lecturers, especially in carrying out the *Tri Dharma* of Higher Education (Zuhri, 2019). Education is one of the three parts of the *Tri Dharma* of Higher Education. Furthermore, learning is a series of activities as a part of the implementation of education. One of the most important factors influencing quality learning is the professionalism of the lecturer. The learning process in a university (higher education) should be in line with the needs of the community and the students. To be classified as a good learning process, academic culture is needed so that the learning process can be carried out effectively, productively, and efficiently. Quality learning will create quality graduates, and to realize it, professional lecturers are needed.

Lecturers are one of the essential components of the education system. In higher education in Indonesia, the roles, duties, and responsibilities of lecturers are crucial to realize the goals of national education, namely educating the nation's life, improving the quality of Indonesian people, including the quality of faith and piety, noble character, mastery of science, technology, and art (Nugroho, 2021). The regulation on teachers and lecturers on the Legislation no. 45 of 2005 about Teachers and Lecturers states that lecturers must have academic qualifications, competence, lecturer

certification, be physically and mentally healthy, meet other qualifications required by the higher education unit where they are assigned, as well as being able to realize the goals of national education. The concern of the study concerning Legislation no. 45 of 2005 is regarding the educator certification for lecturers (i.e., educator certificate). An educator certificate is formal proof of recognition given to a lecturer as a professional. However, thus far, there are lecturers without certification who become formal lecturers as a professional (Oktapani, 2019). To acquire certification, a lecturer must satisfy the required criteria and conditions.

In addition to academic qualifications, lecturers must have 4 (four) competencies, namely professional competence, pedagogic competence, personal competence, and social competence. The qualification is shown by the possession of an educator certificate (Dalimunthe, 2014). This statement is supported by Yusup and Marzani (2019) that a lecturer plays a very important role, ideally, they should have competencies that can be relied upon as educational staff; these competencies at least consist of personal competence, professional competence, and social competence. Therefore, lecturers must have pedagogical, professional, social, and personal competencies, with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. The government continues to strive to improve the quality of lecturers, one of which is by the provision of certification. The act of giving a lecturer certification is not only meant as an award but also an evaluation in the context of controlling the quality of national education (Nusantari, 2022).

Lecturers act as professional educators as well as scientists with the main task of transforming, evolving, and spreading knowledge, technology, and arts through education, research, and community service. The enactment of the new Legislation no. 14 of 2015 concerning teachers and lecturers has become something that has been eagerly awaited as it is related to the efforts to improve the welfare of teachers and lecturers. One of the efforts is through the realization of lecturer certification.

The professionalism of educators is the basic need for the establishment of a solid education system. The preparation of educators' quality will affect the development process of the students in higher education. The improvement of educators' quality is realized by holding supportive activities such as training or seminars. These activities are intended so that educators can consider professionalism in the workplace. The implementation of education in higher education requires professional, creative, innovative, and productive educators who can compete in the ever-changing environment. The program of lecturer certification is one of the proofs that educators have been recognized nationally as a professional.

Lecturer certification is a process of giving educator certificates to lecturers (Sudarmanto et al., 2021). Lecturer certification aims to assess their level of professionalism which is then used to determine the feasibility of those lecturers; protect their profession; improve educational processes and outcomes; and accelerate the realization of educational goals (Mariya et al., 2021). Wahyudi (2017) states that with the provision of lecturer certification, it is hoped that an increase in the quality of learning will also be followed by an increase in the quality of education, including an increase in the quality of lecturers and an increase in the welfare of lecturers.

The benefit of certification is to maintain the qualification of teachers, lecturers, and professionals in the learning process. The lecturer certification program is a mandate which requires a lecturer to educate their students by providing knowledge according to the current development of science and technology that is constantly evolving. Therefore, a lecturer should always develop the ability and knowledge to provide the best learning experiences for students. As the successor of the nation, students must have competencies that are worthy of being compared to other nations. Consequently, as part of the global community, lecturers must be able to educate their students, be human beings with noble character, have knowledge, skills, independence, positive attitude to discovery, as well as apply useful science, technology, and art for humanity. The future generation is also expected to be able to compete and easily reflect themselves with their skills and knowledge. Such is the importance of the role of a lecturer so that their competence will affect the future quality of a nation.

Lecturers need and are obliged to master several competencies related to the profession. To achieve that, lecturers take part in several stages of training, especially those required by the government through the Indonesian Ministry of Education and Culture (Kemendikbud). This mandatory exam for lecturers includes TKDA (Basic Academic Ability Test) and TKBI (English Proficiency Test), both of which are the requirements to be able to take part in lecturer certification. Therefore, for young lecturers who are currently working on the requirement for certification or in the process of preparing to take part in the certification process, taking TKDA and TKBI as early as possible is recommended. Without the results of TKDA and TKBI from official organizers appointed by the Ministry of Education and Culture, young lecturers will not be able to meet the requirements to take part in lecturer certification. Related to lecturer certification, the Law of the Republic of Indonesia number 14 of 2005 about Teachers and Lecturers states that lecturers are required to have an educator certificate obtained through a test of competence for certification (Ananda & Amiruddin, 2018).

Lecturers act as teachers in universities by planning and carrying out the learning process. The quality of lecturers will greatly affect the output produced by students. High-quality lecturers are expected to be able to produce quality and highly competitive students. The quality of lecturers is greatly influenced by the proficiency in the knowledge in which they acquire. Therefore, a lecturer must always add and develop their knowledge through various research and continuous learning processes. Lecturer certification is a government policy to ensure the quality of education in Indonesia. A lecturer's status is recognized through the acquisition of certification, which is an acknowledgment of ability as an educator at the university level.

Several former studies related to the English Proficiency Test for lecturer certification had been conducted. For instance, Utami and Rakhmanina (2019) stated that most University lecturers of Prof. Dr. Hazairin SH Bengkulu get insufficient TOEP scores because of difficulty understanding and answering questions in English. Second, Laili and Nashir (2020) revealed that lecturers of STIKES Banyuwangi still considered TOEFL to be difficult because English is a foreign language. Thus, many words and sentences are unfamiliar to lecturers. Third, Jakob et al. (2021) stated that the English language skills of the lecturers at Ambon State Polytechnic have increased after the training which can be seen from pre-test and post-test scores on the TOEFL test in preparation for lecturer certification. Fourth, Rahman et al. (2021) reported that non-English lecturers of Mataram University of Technology failed to get the best scores on the TOEFL test. Fifth, Octa (2021) stated that selected lecturers of the Private colleges around Jakarta have the predicate of Beginner when it comes to earning their TOEFL final score through training for facing lecturer certification. Sixth, Fatoni and Meita (2022) stated that at Wiraraja University, the lack of graduation of lecturers taking the PLTI test is because they have difficulty in the listening test and lack of mastery of English vocabulary.

Based on the studies above, shows that the introduction of English Proficiency Tests (EPT) cannot be separated from the importance of proficiency in English. As is well known, the implementation of the worldwide scale test is frequently used as a reference for lecturers' graduation to achieve lecturer certification. There are still several barriers to obtaining these certifications, including the English Proficiency Tests (EPT) score, which is still below the average English Proficiency Tests (EPT) is an important component that must be satisfied in the application for lecturer certification. Such as in the first research, most of the causes of failure are insufficient TOEP scores, the second research shows that TOEP is considered difficult, the third research states that there is training in English language skills to face lecturer certification, the fourth research states that lecturers do not have an English background, especially those non-English lecturers or the ones outside English department who struggled in their scores of TOEFL test. The fifth research states that most lecturers have the predicate of Beginner when it comes to earning their TOEFL final score through training. Furthermore, the sixth research states that the lack of graduation of lecturers in taking the PLTI test is because most of the participants have difficulty such as vocabulary when doing the listening test. Therefore, the researcher is interested to find out the non-English lecturers' perceptions about their difficulties in English Proficiency Tests (EPT) in preparation as a prerequisite for lecturer certification.

RESEARCH METHOD

This research is a descriptive qualitative study. However, quantitative characteristics (i.e., numbers) were also used by the researcher as a way to summarize some of the major qualitative themes generated from the collected data (Hesse-Biber, 2016). It is supported by Purwanto (2022) that researchers may include numeric figures in the results of qualitative research. In this research, the researcher analyzed the data descriptively using additional information in numbers.

The subjects of this research were 34 non-English subject lecturers from various universities in Indonesia. There were 17 male lecturers and 17 female lecturers. There are 25 non-English lecturers (73.5 %) from state-owned colleges and 9 non-English lecturers (26.5 %) from private colleges. The participants were from various disciplines such as Sharia Economics, Information Systems, Elementary School Teacher Education, Taxation, Economic Education, Marine Science, Public Administration Science (State), Guidance and Counseling, Computer Technology, Agribusiness, Hospitality Administration, Geography Education, Indonesian Language Education, Administrative Science, Accounting, Information Technology, Forensic Medicine, Administration, Nursing, Midwifery, Electronics, Technical Information, and Management study program. Seven (7) of the lecturers were from East Java, four (4) were from Central Java, and three (3) were from Nanggroe Aceh Darussalam. Consequently, there were two (2) lecturers each from West Java, Jakarta, Gorontalo, Riau, Lampung, and South Sulawesi. Then, the rest of the participants consisted of one (1) lecturer from Banten, West Papua, Central Sulawesi, Bali, East Kalimantan, West Kalimantan, West Sumatra, and South Sumatra. From the total, 14 or 41.2 % of the lecturers have taught for more than 5 years.

The data collection was facilitated using a questionnaire. A questionnaire is a universal tool that has commonly been used to collect relevant and intended information from the respondents of a survey (Bujang et al., 2022). The questionnaire is a closed-ended questionnaire in which there are answers to be chosen by the respondent (Roosinda et al., 2021). The data analysis was done by using three ways of qualitative research (Miles et al., 2018; Miles & Huberman 1994) such as data reduction, data display, and conclusion.

FINDINGS AND DISCUSSION

Findings

This research is done to find out the non-English lecturers' perception and difficulty of the English Proficiency Test (EPT) as a part of lecturer certification. Tables 1 and 2 below provide general information about the participants such as age and year of teaching. The most dominant non-English lecturers were in the range of 36-40 years old (10 or 29.4 %), while many of the lecturers (41.2%) have taught for more than 5 years.

Table 1. Lecturers' Age (in Years)

| Lecturers' Age (in Years) | | | | | | | | |
|---------------------------|-----------|-------------|-------------|------------|------------|-----------|-----------|---------|
| 20-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | >60 |
| 0 (0 %) | 2 (5.9 %) | 11 (32.4 %) | 10 (29.4 %) | 4 (11.8 %) | 4 (11.8 %) | 2 (5.9 %) | 1 (2.9 %) | 0 (0 %) |

Table 2. Length of Teaching

| Length of Teaching | | | |
|--------------------|-------------------|--------------------|--------------------|
| Less than 5 years | More than 5 years | More than 10 Years | More than 15 years |
| 5 (14.7 %) | 14 (41.2 %) | 8 (23.5 %) | 7 (20.6 %) |

Table 3. Non-English Lecturers' Perception Toward English

| No | Statements | Responses | | | |
|----|--|----------------|-------------|-----------|-------------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | English is an international language that needs to be learned and mastered in life | 21 (61.8 %) | 11 (32.4 %) | 1 (2.9 %) | 1 (2.9 %) |
| 2. | A lecturer needs to have the ability to speak English orally | 19 (55.9 %) | 13 (38.2 %) | 1 (2.9 %) | 1 (2.9 %) |
| 3. | A lecturer needs to have the ability to speak English in writing | 18 (52.9 %) | 15 (44.1 %) | 0 (0 %) | 1 (2.9 %) |
| 4. | Professional lecturers are lecturers who master English | 13 (38.2 %) | 18 (52.9 %) | 2 (5.9 %) | 1 (2.9 %) |

Table 3 shows the lecturers' perception of English. In the 1st statement, the majority expressed strong agreement that English is an international language that needs to be learned and mastered in life. They were also strongly agreeing that a lecturer needs to have the ability to speak English orally. In the 3rd statement, they also expressed “strongly agree” that a lecturer needs to have the ability to speak English in writing. In the last question, the majority agreed that professional lecturers are those who master English.

Table 4. Non-English Lecturers' Perception Toward English Proficiency Test (EPT)

| No. | Statements | Responses | | | |
|-----|---|----------------|-------------|------------|-------------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | English Proficiency Test (EPT) is one of the requirements for participating in lecturer certification | 15 (44.1 %) | 15 (44.1 %) | 3 (8.8 %) | 1 (2.9 %) |
| 2. | The regulation of certain Passing Grades in the English Proficiency Test (EPT) is one of the requirements for participating in lecturer certification | 12 (35.3 %) | 15 (44.1 %) | 6 (17.6 %) | 1 (2.9 %) |
| 3. | The regulation of certain fees in the English Proficiency Test (EPT) for lecturer certification | 7 (20.6 %) | 16 (47.1 %) | 8 (23.5 %) | 3 (8.8 %) |
| 4. | The regulation of certain organizing institutions is appointed to administer the English Proficiency Test (EPT) for lecturer certification | 11 (32.4 %) | 18 (52.9 %) | 4 (11.8 %) | 1 (2.9 %) |
| 5. | The regulation of a certain schedule is set regarding the implementation of the English Proficiency Test (EPT) for lecturer certification | 10 (29.4 %) | 18 (52.9 %) | 5 (14.7 %) | 1 (2.9 %) |

It is shown that the non-English lecturers' perception of the English Proficiency Test (EPT) varies. Regarding the 1st statement, 15 lecturers (44.1%) strongly agreed that the English Proficiency Test (EPT) is one of the requirements for participating in lecturer certification, then followed by another fifteen (15 or 44.1%) who stated “agree”. The majority (44.1%) agreed with the second statement regarding the regulation of certain Passing Grades in the English Proficiency Test (EPT) as one of the requirements for participating in lecturer certification. In the 3rd statement, the majority (47.1%) agreed about the regulation of certain fees in the English Proficiency Test (EPT) for lecturer certification. In the 4th statement, they (52.9%) also agreed about the regulation of certain organizing institutions that are appointed to administer the English Proficiency Test (EPT) for lecturer certification. In the last question, the majority (44.1%) agreed that the regulation of a certain schedule is set regarding the implementation of the English Proficiency Test (EPT) for lecturer certification.

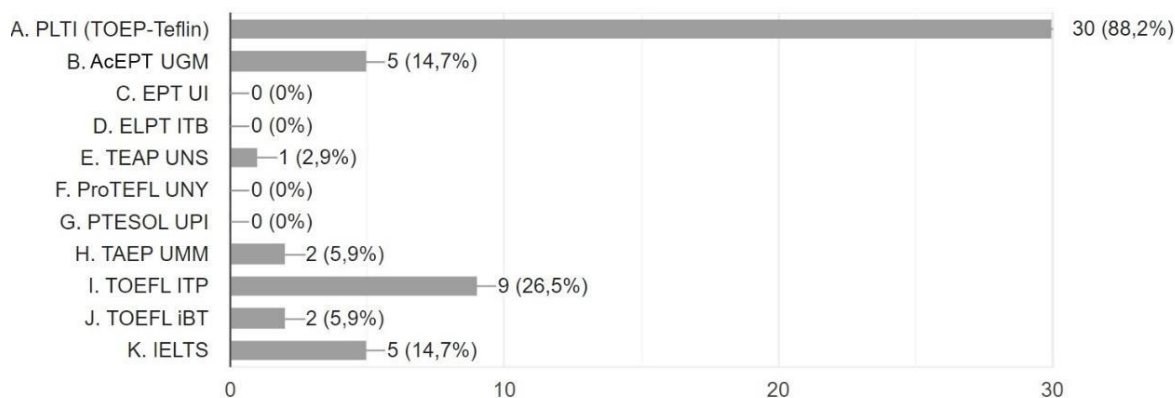


Figure 1. Types of English Proficiency Test (EPT) for Lecturer Certification

Based on the graph above, shows that several types of English Proficiency Tests (EPT) are required for lecturer certification, for example, PLTI (TOEP-Teflin), AcEPT UGM, EPT UI, ELPT ITB, TEAP UNS, ProTEFL UNY, PTESOL UPI, TAEP UMM, TOEFL ITP, TOEFL iBT, and IELTS. The results demonstrated that only several tests are preferred by the participants. The participants were allowed to choose more than one answer. The data shows that the English Proficiency Test (EPT) of PLTI (TOEP-Teflin) is the most preferred test and or provider.

Based on the questionnaire of the type of English Proficiency Test (EPT) administration followed, there are 16 (47.1 %) non-English lecturers choose the offline English Proficiency Test (EPT), 9 (26.5 %) non-English lecturers choose the online EPT, and 9 (26.5 %) non-English lecturers who choose the offline and online EPT. It shows that the most dominant non-English lecturers choose the offline EPT.

Subsequently, the data in Table 5 presents the difficulties experienced by non-English lecturers in completing English Proficiency Test. The participants were presented with 12 questions assessing the possible issues during the test. Questions #1 and #2 inquired whether the participant had taken courses or training in preparation for the test. The first question is about offline courses or training whereas the second question is on the opposite (i.e., online training). Questions #3-7 explored difficulties regarding English language skills such as listening, reading, writing, structure (grammar), and vocabulary. The next questions, i.e., numbers 8-12 explored the technicalities during the test. These questions assessed the time allocation for the test (whether there is enough time), whether there are too many questions in the test, whether the participant is familiar with the question, whether there are clear guidelines when taking the test, and whether there is a clue regarding the test question. The details of the answer distribution on each question are presented in percentages in the table.

Table 5. Non-English Lecturers' Difficulty in Doing English Proficiency Test (EPT)

| No. | Statements | Responses | |
|-----|---|-------------|-------------|
| | | Yes | No |
| 1. | Taking courses/guidance for the English Proficiency Test (EPT) in dealing with lecturer certification outside the institution offline | 16 (17.6 %) | 28 (82.4 %) |
| 2. | Taking courses/guidance for the English Proficiency Test (EPT) in dealing with lecturer certification outside the institution offline | 10 (29.4 %) | 24 (70.6 %) |
| 3. | Difficulty doing the English Proficiency Test (EPT) in the listening comprehension section | 24 (70.6 %) | 10 (29.4 %) |
| 4. | Difficulty doing the English Proficiency Test (EPT) in the reading comprehension section | 22 (64.7 %) | 12 (35.2 %) |
| 5. | Difficulty doing the English Proficiency Test (EPT) in the writing skill section | 21 (61.8 %) | 13 (38.2 %) |
| 6. | Difficulty doing the English Proficiency Test (EPT) in the structure (grammar) section | 23 (67.6 %) | 11 (32.4 %) |
| 7. | Lack of mastery (vocabulary) of English vocabulary in doing the English Proficiency Test | 26 (76.5 %) | 8 (23.5 %) |

| | | | |
|-----|--|-------------|-------------|
| 8. | Having limited time for the English Proficiency Test (EPT) | 25 (73.5 %) | 9 (26.5 %) |
| 9. | The number of questions on the English Proficiency Test (EPT) is too many | 21 (61.8 %) | 13 (38.2 %) |
| 10. | Ignorance of the various types of questions in the English Proficiency Test (EPT) (about 3 or more 3 types of questions) | 21 (61.8 %) | 13 (38.2 %) |
| 11. | The absence of clear guidelines/guidelines in the English Proficiency Test (EPT) by the test organizer | 23 (67.6 %) | 11 (32.4 %) |
| 12. | There is no clue of questions in the English Proficiency Test (EPT) held by the test organizer | 14 (70.6 %) | 10 (29.4 %) |

The researcher also inquired the participants regarding their stance regarding support of the provision of EPT as a requirement for lecturer certification. This section consists of two questions. Both the question and the results from the participant's responses are presented in Table 6 below:

Table 6. Perception Toward Support in English Proficiency Test (EPT)

| No. | Statements | Responses | |
|-----|--|-------------|-------------|
| | | Yes | No |
| 1. | The institution/faculty/study program provides full support regarding policies and facilities in administering the course/guidance of the English Proficiency Test (EPT) in the face of lecturer certification | 20 (58.8 %) | 14 (41.2 %) |
| 2. | Institutions/faculties/study programs provide compensation related to financing for lecturers who take the English Proficiency Test (EPT) in facing lecturer certification (test fees) | 14 (41.2 %) | 20 (58.8 %) |

Based on the table above, shows non-English lecturers' perception of support in the English Proficiency Test (EPT). The first statement shows that the institution/faculty/study program provides full support regarding policies and facilities in administering the course/guidance of the English Proficiency Test (EPT) in the face of lecturer certification. The second statement, it shows that the institutions/faculties/study programs provide compensation related to financing for lecturers who take the English Proficiency Test (EPT) in facing lecturer certification (test fees).

Discussion

There are several types of English Proficiency Tests (EPT) that are required for lecturer certification, but most dominant non-English lecturers take PLTI (TOEP-Teflin), and most dominant non-English lecturers choose the offline English Proficiency Test (EPT). The Test of English Proficiency (TOEP) is an English proficiency test in an academic context that is held online using a multimedia computer. This test measures the participants' English proficiency as indicated by test scores ranging from 310 (three hundred and ten) which means not yet a user of English to 642 (six hundred forty-two) which means very proficient English users. The TOEP test accurately measures the level of English proficiency, especially receptive skills, namely listening skills in oral communication events and reading comprehension skills. For productive skills (speaking and writing), test services are provided upon request. This test is accurate and predictive, able to accurately measure English language skills and predict the score that will be achieved in other standardized English Proficiency Tests.

Related to the English lecturers' perception of English, it shows that non-English lecturers agree that 1) English is an international language that needs to be learned and mastered in life, and 2) the lecturer needs to have the ability to speak English orally and in writing. 3) professional lecturers are lecturers who master English. It is in line with Afriani (2021) that English is required for lecturers to develop their professionalism. English can help them advance in their professional careers. In this situation, lecturers must be fluent in English to attain their goals. Based on the interviews, having high English skills made it easier for lecturers to obtain certification, information, and scholarships and also to continue their studies.

Related to the non-English lecturers' perception of the English Proficiency Test (EPT), it also shows that non-English lecturers agree that: 1) EPT is one of the requirements for participating in lecturer certification. 2) the regulation of certain Passing Grades in EPT, certain fees, certain organizing institutions to administer EPT, and certain schedules of EPT for lecturer certification.

But, in doing English Proficiency Test (EPT), most dominant non-English lecturers have several difficulties such as 1) do not take courses/guidance for the English Proficiency Test (EPT) in dealing with lecturer certification outside the institution offline, 2) do not take courses/guidance for the English Proficiency Test (EPT) in dealing with lecturer certification outside the institution online, 3) have difficulty doing the English Proficiency Test (EPT) in the listening comprehension section. 4) have difficulty doing the English Proficiency Test (EPT) in the reading comprehension section. 5) have difficulty doing the English Proficiency Test (EPT) in the writing skill section. 6) have difficulty doing the English Proficiency Test (EPT) in the structure/grammar section, 7) lack proficiency (vocabulary) in English vocabulary in doing the English Proficiency Test (EPT), 8) have limited time for the English Proficiency Test (EPT). 9) the number of questions on the English Proficiency Test (EPT) is too much. 10) do not know/understand the various types of questions in the English Proficiency Test (EPT) (about 3 or more 3 types of questions). 11) the absence of clear guidelines/guidelines in the English Proficiency Test (EPT) by the test organizer. 12) there is no clue of questions in the English Proficiency Test (EPT) held by the test organizer.

These findings are in line with several previous studies that most lecturers have problems such as insufficient TOEP scores, and difficulty understanding and answering questions. TOEP is still considered difficult because so many words and sentences are unfamiliar. Most lecturers have the predicate of Beginner when doing the TOEFL training test. Besides, they have difficulty with English skills such as doing the listening test, and lack proficiency in English vocabulary. Therefore, TOEP and TOEFL training is very necessary and urgent to be carried out as a solution to improve the ability to master English for lecturers who have not been certified.

Related to non-English lecturers' perception of support in the English Proficiency Test (EPT), it shows that the institution/faculty/study program provides full support regarding policies and facilities in administering the course/guidance of the English Proficiency Test (EPT) in the face of lecturer certification but the institutions/faculties/study programs do not provide compensation related to financing for lecturers who take the English Proficiency Test (EPT) in facing lecturer certification (test fees).

The importance of mastering English cannot be separated from the implementation of international-scale English Proficiency Tests (EPT) (Fatoni & Meita, 2022). As it is known that the implementation of the international scale test is often a reference for lecturers' graduation to obtain lecturer certification. There are still many obstacles in the process of getting these certifications including the English Proficiency Test (EPT) value which is still below the average (Syazali et al., 2020). While the value of English Proficiency Tests (EPT) is one of the important components which must be met in the application for lecturer certification.

English is one of the most important foreign languages to learn. English has now become one of the languages that must be mastered by teaching staff, especially lecturers. Mastering English will certainly improve the quality of lecturers as a determinant of the quality of higher education. A lecturer must be able to speak and write in English because this is one of the requirements to take part in lecturer certification qualifications. To determine the quality of lecturers, Indonesia has an assessment standard, namely Lecturer Certification. Lecturer Certification is the process of giving educator certificates to lecturers. Teaching staff who have English skills can certainly have a better teaching experience. they will read a lot of references not only in Indonesian but also in English. This is certainly important because lecturers are learners who throughout their careers will regularly learn from various sources. Good command of English allows lecturers to read learning literature from a foreign language. So that they can expand their reading and expand their knowledge of the field they are engaged in. Therefore, lecturers must pass the TKBI before being able to take part in lecturer certification.

Efforts to improve English skills and academic potential for lecturers need to be done to help prepare lecturers who will get an Educator Certificate. Although there are factors in working on the EPT questions. It must be admitted, with careful preparation and the right strategy. By studying Tips & Trick you will get useful information such as the form of questions, number of questions, time allocation, and so on. So, it can save time, effort, and cost because we do not have to repeat the test more than once. Then it can increase the opportunity to meet the threshold value or passing grade.

The increasing number of lecturers who get educator certificates will have a good impact on an institution.

English language skills are very important to be involved in the global world, language skills are also one of the provisions to remove barriers in communication languages, where English is one of the international languages that is widely used in the world industry. Efforts to improve English language skills and academic potential for lecturers need to be done to help prepare lecturers who will get an Educator Certificate. The increasing number of lecturers who get educator certificates will have a good impact on the university (Syazali et al., 2020).

CONCLUSION

Regarding the perception of the non-English lecturers of the EPT, it is concluded that most of the lecturers agreed on several aspects including 1) the fact that EPT is one of the requirements for lecturer certification, 2) the regulation of certain passing grades in EPT, 3) the regulation of certain fees in EPT payment, 4) the regulation of certain institutions to administer EPT, 5) and lastly, the regulation of a certain schedule concerning the implementation of EPT for lecturer certification. Most non-English lecturers have several difficulties in doing the test. Those difficulties include: 1) the lack of preparation both in offline and online courses before taking EPT, 2) having difficulty doing the listening, reading, writing, and structure/grammar section, 3) the lack of English vocabulary proficiency, 4) having limited time in doing EPT, 4) a large number of questions on the test, 5) unfamiliarity to the various types of questions in EPT, 6) the absence of clear guidelines in EPT test, and 7) the lack of clue on the questions of the test. Moreover, despite the facilitation given by the institution, faculty, or study program regarding policies and facilities in administering the course of EPT for lecturer certification, the institutions, faculty, or study program does not provide compensation related to financing (i.e., test fee) for lecturers who take EPT for lecturer certification.

Therefore, the institution should consider holding an English course offline, online, or both. Non-English lecturers must prepare from the beginning to practice their English skills and take similar tests. Various methods can be used to improve English skills so that the score for the English proficiency test is following the requirement.

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