

**PROFESSIONAL DEVELOPMENT OF A NOVICE TEACHER OF
ENGLISH
AT SMPN 58 PALEMBANG**

A Thesis by

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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1 The Background

One of the main challenges Indonesian government encounters is to improve the quality of its human resources, especially in education sector. Quality of education must be supported by professional teachers as a strategy to develop the quality of human resources. Therefore, a teacher is the person who is at the forefront row in transferring knowledge to students to improve the quality of education. Mbise (2008) states that teacher is the person who is capable of creating behavioural change in terms of cognitive, psychomotor, as well as affective domain. Similarly, Mustofa (2007) asserts that a teacher is dominant element in an educational process so that the quality of education is largely determined by the quality of teachers in carrying out their roles and duties in the community. Meanwhile, UNESCO (2018) defines teachers as one of the most influential and powerful forces for equity, access and quality in education and key to sustainable global development. However, their training, recruitment, retention, status, and working condition remain preoccupying. In particular novice teachers, they still have less of teaching experience and have just implemented their teaching skills learned in a school.

Barrett et al. (2002) define a novice teacher as a beginning teacher who has less than three years of teaching experience and one whose teaching tends to focus on “survival” and establishing basic classroom routines. Meanwhile, Kim and Roth (2011) assert that novice teacher, beginning teacher, is defined as a teacher with less than five years of teaching experience. Beginning period of teaching is usually challenging for teachers of different subjects. Teachers play important role for the lives of their students. They become role model and they are at the forefront in improving the quality of education of their students as they

directly interact with them in the classroom. Sarnou and Belatrech (2018) state that little experience of teachers in their profession would bring about several problems and obstacles due to the awkwardness of the induction stage of teaching where everything is new, inexperienced and sometimes unexpected. It can be concluded that novice teachers would face several problems and obstacles when they just have limited teaching experience and have difficulties dealing with their task at work, meanwhile they have the same responsibility as other teachers with many years of service.

Barrett, et. al (2002) found that when novice teachers did classroom practices, they did not carried specific goals through, felt frequent confusion caused by mis-sent signals, struggled to listen to children's thinking, dissonance between beliefs and practice and lack of confidence in her own subject. Sumarsono (2016) also found that novice EFL lecturers face internal challenges related to pedagogical, professional, and psychological aspect. In pedagogical aspects, they had no teaching experience so that they got difficulty in managing classroom especially handling students who are relatively similar ages as the lecturers. Besides, Sumarsono (2016) also uncovered that in professional aspect their knowledge about English subject-grammar, vocabulary, etc. was good, but sometimes they still did some mistakes when it was applied. Meanwhile, in psychological aspects, they are unstable or immature, their personality has not established well as they are still fresh graduates. Therefore, the efforts to develop the professional teachers become an absolute condition for the progress of the nation in terms of education. If the quality of teachers increases, it will encourage the improvement of the quality of education in both the process and the results.

British Council (2015) points out that there are twelve practices or aspects that teachers should master and do in order to develop their professional development. First, they should be able to plan the lessons and courses. Second, they should understand the learners. Third, they should be able to manage the lesson. Fourth, they should know the subject. Fifth, they should be able to manage resources. Sixth, they should be able to assess learning. Seventh, they should integrate ICT. Eighth, they should take responsibility for professional

development. Ninth, they should use inclusive practices. Tenth, they should be able to use multilingual approaches. Besides, they should develop and promote 21st century skills, and another is they should understand education policies and practice.

Indonesian government has set the standards of national education system for developing professional development for teachers. Professional development is the process of changing professional thinking, knowing, feeling and doing. Postholm (2012) defines teachers' professional development as teachers' learning. It means that the way the teachers learn how to learn and teach, how to apply the knowledge that they got to the students, how to support the students' learning, and how to develop their skills and knowledge. Similarly, Avalos (2010) asserts that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. In addition, Yunjun (2016) states that teachers' professional development refers to teachers' professional growth, which is a dynamic process of constantly updating and accelerating teachers' internal professional structure and professional attributes.

Regulation No. 20/2003 about National Education System states that teacher is the one who has an obligation to plan and do the learning process, evaluate the result of learning, guide and train the students, and do the research and public service. It is also supported by Regulation No. 14/2005 in line 20 about Rights and Obligations of Teachers that in doing the professional work, teachers have an obligation to increase and develop their academic qualification and academic competence by following the development of knowledge, technology, and culture. It means that teachers' job is not only teaching students the lessons but also developing their own skills in terms of technology, culture and knowledge. Moreover, Regulation No.16/2007 states that teachers have to possess four competences, viz. pedagogical competence, professional competence, social competence and personal competence in order to make them ready to become a qualified teacher. Qualified teacher will make qualified generations who are ready

to face difficulties in their life because they have got the supplies when they meet challenges.

In contrast to the fact that happened in the field, Syafmen (2014) found although junior high school teachers in Jambi had already been certified as professional, it did not give the positive impact on their pedagogical and professional competence and their students learning outcomes. It is also supported by Tanang and Abu (2014) that the teachers of senior high schools in South Sulawesi, Indonesia still need to improve their pedagogical competence in terms of structuring teaching and teaching skills because they have low competence in this pedagogical aspect. The skills cover the ability in using visual aids, integrating technology to match the objective, and applying suitable evaluation technique. In addition, based on Ministry of National Education (2010) evaluation on teachers' competence in Indonesia, it was found that the national average score of TCT (Teacher Competence Test) for senior high school teacher of English was 38.73. This score indicated that Indonesian teachers are not qualified because the passing grade of TCT is 70, but their average score was under 70. It implies that the teachers still have problem in their teaching developments. Therefore, one of the main challenges of education in Indonesian is to improve the quality of its human resources in education sector.

Meanwhile, Sumarsono (2016) states the fact that certified teachers who are labelled as professional teachers were not really professional. In professional development, Veenman (1984) states that there were eight problems perceived by novice teachers namely classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationship with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies and dealing with problems of individual students. Besides, Education First English Proficiency Index (EF EPI) (2016) ranked 72 countries and territories based on data from more than 950.000 adults who took their online tests in 2015. The first section of the report looks at the relationship between English and a range of economic and social indicators, including earning power, innovation, and connectivity. The second section examines the position of English

in four different regions of the world—Europe, Asia, Latin America, and the Middle East and North Africa (MENA)—and discusses the challenges and opportunities that countries in these regions experience as they strive to develop English-speaking workforces. In this international measure, Indonesia is in the 32nd rank from 72 countries. Meanwhile, Malaysia is in 12th rank, Singapore is in 6th rank, Philippine is in 13th rank and Vietnam is in 31st rank. It shows that Indonesia is still left behind from its neighbouring countries. Besides, Indonesia is almost categorized as the low proficiency country in the world. In addition, the Minister of Education and Culture (2014) reported the result of national examination in Indonesia that there were 7,811 students of senior high schools/senior high Islamic boarding schools failed in national examination in Indonesia, particularly 384 of those 7,811 students failed in national examination in South Sumatera. In other words, they were unsuccessful in reaching the standard score 5.5 at that time. If teachers had good professional development, that problems might not have occurred.

Learning the phenomenon of teachers' professionalism above, the researcher was challenged to look at "Professional Development of a Novice Teacher of English at SMPN 58 Palembang." This school has been running for 6 years and novice teachers in this school might face more challenges in their professional development.

1.2 The Problems of the Study

The problems of the study are formulated into the following questions:

1. What is the novice teacher's understanding about professional development at SMPN 58 Palembang?
2. How is the professional development of the novice teacher at SMPN 58 Palembang?
3. What are the challenges faced by the novice teacher in developing professional development at SMPN 58 Palembang?
4. How does the novice teacher meet the challenges at SMPN 58 Palembang?

5. What are supports provided by school (experienced teachers and vice principle of curriculum) and the government at SMPN 58 Palembang?

1.3 The Objectives of the Study

Based on the problems above, the objectives of the study were:

1. to find out the novice teacher's of English understanding about professional development at SMPN 58 Palembang.
2. to find out how professional development of the novice teacher of English at SMPN 58 Palembang.
3. to find out what the challenges faced by the novice teacher of English in developing professional development at SMPN 58.
4. to find out how the novice teacher of English meet the challenges at SMPN 58 Palembang.
5. to find out what supports are provided by school (experienced teachers and vice principle of curriculum) and the government at SMPN 58 Palembang.

1.4 The Significance of the Study

It is expected that the result of this study could make a teacher especially the novice teacher realizes that he or she has an obligation to develop his or her professional development regulated by the government since this study provides teacher with the information about professional development of the teacher. Thus, a novice teacher is expected to be conscious with the importance of developing the professional development so that it will motivate him or her to improve his or her professional development in order to fulfil the qualification as a teacher. If his or her professional development is qualified and good, he or she can be professional in which later can create qualified generation. Moreover, the schools are expected to support the process of teacher professional development especially for novice teacher because he or she has just implemented what he or she had learned to the school. He or she really needs guidance from the school and senior teacher in order to be professional teacher. Furthermore, this study is expected to give valuable information and it can be a useful reference for the next researcher.

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