

**CONTINUING PROFESSIONAL DEVELOPMENT OF
SENIOR HIGH SCHOOL TEACHERS OF ENGLISH IN
PALEMBANG**

A THESIS

by

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CHAPTER I

INTRODUCTION

This chapter presents (1) background (2) the problems of the study (3) the objectives of the study and (4) the significance of the study.

1.1 Background

Teachers are one of powerful keys in improving the quality of education. Teachers are required to produce competent students who are able to cope with constantly, continuously, and rapidly changing world. As an integral part of educational organizations in schools, teachers are also required to be able and ready to face the changes. Thus, to be professional is a must for teachers, including teachers of English.

To be a professional language teacher, it is not adequate to have just the skills in using the language. Students need language teachers who have abilities, outstanding skills, and also competencies in the knowledge of the language and their professional life. Alatis (2007) states that there are three aspects that teachers should have in language teaching; competency, encouraging personalities, and care. Moreover, Sasmoko (cited in Inderawati, Sofendi, Purnomo, Vianty, & Suhendi, 2019, p. 123) states that students in the learning of 21st century era are required to possess skills, knowledge, and skills in technology, media and information, learning skills, innovation and life.

In Indonesian context, there are four components of teachers' competences stated in the Teachers and Lecturers Act No. 14/2005 Chapter IV about Teachers' Academic Qualification, Competence, and certification. Those four components are pedagogical, personal, social, and professional competences (Depdiknas, 2005). These competencies are also in line with Brown's (2001) concept about categories of professional language teachers; technical knowledge (subject matter), pedagogical skills, interpersonal skills, and personal qualities. The quality of students learning depends on the quality of teacher's teaching. If teachers can

twelve professional practices that help teachers to develop their professionalism in their practices. First, they should be able to plan the lessons and courses that can meet students' needs. Second, they should be able to understand their learners. Third, they should be able to manage the lessons. Fourth, they should know their subject. Fifth, they should be able to manage resources they are going to use in their teaching. Sixth, they should be able to assess learning. Seventh, they should integrate ICT in their teaching. Eighth, they should take responsibility for their own professional development. Ninth, they should use inclusive practices. Tenth, they should be able to use multilingual approaches. Eleventh, they should develop and promote 21st century skills and twelfth, they should understand education policies and practice.

In manual book of CPD published by Indonesia Ministry of National Education in 2012, it is mentioned that in order to continuously keep teacher professional competence in line with the development of the world, both in terms of science and technology, there are three things teachers must do, namely 1), self-development, the activities include functional training, teacher collective activities and competency enhancement activities, 2), scientific publications, the activities include presentations on scientific forums, scientific publications on research in the field of formal education and also publication of textbooks and teacher guidelines, and 3), innovative work, the activities include the discovery of appropriate technology, the discovery or development of artwork, the creation or modification of teaching tools and the preparation of standard questions.

In the world of education, CPD itself has attracted many researchers. They were interested in exploring how CPD was held and implemented, how the teacher addressed the CPD activities, how effective the CPD was for teacher competencies, and so on.

In terms of worldwide study, Agbayahoun (2016), in his study that focused on EFL teachers' view on professional development, teachers' experiences in the area, teacher's knowledge and opinions about inquiry-based teaching, indicates that though EFL teachers often have taken part in teacher development activities, they are still unable to develop their skill of reflection and action on practice.

Meanwhile, the study conducted by Al Asmari (2016) which investigated teachers' perceptions and practices on CPD in Saudi Arabia showed that the teachers were aware of professional development as a need of the hour and indispensable to their academic and management skills. A large number of teachers portrayed that the goals they had set were to improve professionally and reflect upon their teaching. CPD was essentially perceived as a learning activity, a challenge to think creatively and critically as a learner and a teacher. In Indonesia, Lie, Lie, and Pramastiwi (2018) in their study on challenges and resources in CPD for in-service teachers indicate that the challenges faced the teachers in improving their professionalism are time management and the lack of access to a wider learning community. In addition, Badri, Alnuaimi, Mohaidat, Yang, and Rashedi (2016) in their study reported family responsibilities as one of barriers to teachers' participation in continuing professional development activities. To get to know more, Guan and Huang (2013) suggested that there should be more research on teacher development in more specific contexts such as EFL, language teachers, and perceptions and experiences from the teachers.

From the resumes of the studies above, the writer was interested in conducting research on CPD activities of senior high school teachers of English. The results of those studies are not the only reasons why the writer wants to carry out research on this matter. The writer who works as a teacher in one of the English language courses in Palembang, whose students are mostly middle and high school students, also found problems related to teachers' professionalism in teaching. From the informal interview conducted by the writer to several students from different schools, it was found that their teachers often give questions to students and then let students do the problem and they leave the class until the lesson ends. There are also those who only enter several times in class in one semester. This reality is in line with what Yuwono and Harbon (2010) revealed in their study on 46 Indonesian EFL teachers' professional development that the teachers associate their professionalism to their oral and written skills in the language before pedagogical knowledge and skills that a teacher should have.

This finding may indicate that English teachers in Indonesia may have different interpretations of what professional development means.

These issues triggered the writer to see the broader benefits, perceptions, and challenges of professional development that senior high school teachers of English may conceptualize.

Hence, this study entitled Continuing Professional Development of Senior High School Teachers of English in Palembang.

1.2 Problems of the Study

Based on the background above, the problems of this study are formulated in the following questions:

1. What types of CPD activities have the senior high school teachers of English in Palembang undertaken?
2. How do the senior high school teachers of English in Palembang perceive CPD?
3. What are the challenges faced by the senior high school teachers of English in Palembang in improving their professionalism through CPD program?

1.3 Objectives of the Study

Based on the problems above, the objectives of this study are:

1. To find out the types of CPD activities of senior high school teachers of English in Palembang have undertaken.
2. To find out how senior high school teachers of English in Palembang perceive CPD.
3. To find out the challenges faced by the senior high school teachers of English in Palembang in improving their professionalism through CPD program.

1.4 Significance of the Study

It is expected that this study would be beneficial for the following parties.

First, teachers, this study was expected to help them, not only for teachers of English but also all language teachers to have a better perception of CPD. This study was expected to define the role of CPD for teachers, especially teachers of English in Indonesia. It was hoped to help teachers to develop their knowledge about CPD and to enhance their awareness of the importance of CPD activities so that it could improve the four competencies; personal, social, pedagogical, and professional competencies.

Second, schools, this study was expected to be used as input so that the schools could produce qualified output. It was also expected for school headmasters to take deeper notice on teachers' performances in teaching in order the quality of teachers, as well as students, could go hand-in-hand.

Third, future researchers, it was expected that the result of this study could be used by the future researchers especially by students of the English Education department to conduct deeper research related to teacher professional development.

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