

PROFESSIONAL DEVELOPMENT: ENGLISH TEACHERS' PERCEPTION

SUBAGAS

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: subagas@ymail.com

Abstract

The research aims to: 1) explore the description of perception of English teachers in SMAN 1 Karangrejo on the professional development, 2) describe the English teachers' perception on their professionalism after taking professional development, and 3) describe English teachers' professionalism after taking professional development.

The research was conducted in SMAN 1 Karangrejo Tulungagung. The subject of this research are three English teachers at the school. The research uses qualitative method research in the form of case study. The researcher used interview, observation, and document analysis as the strategy for collecting data.

The results are: 1) all the three teachers in this research had been taking professional development before. They all agreed to the idea that professional development was an ongoing process to teach in the classroom according to the lesson plan, 2) conducting professional development supplied a lot of advantages for the three teachers. They thought that professional development brought some improvements in teachers' professionalism. They were able to develop students' thinking and communication skill, to manage the class, and to enrich teaching techniques, and 3) the teachers acknowledged that conducting professional development gave massive benefits for them, especially in improving their qualities as good English teachers.

Keywords: professional development, perception

INTRODUCTION

Education is a conscious effort which is intentionally arranged to achieve the demanded purposes. The purpose of education is to improve the quality of human resources. One way to improve the quality of human resources is by conducting learning process in school. The most crucial

Subagas
Professional Development: English Teachers' Perception

part in this process is teachers. Therefore, teachers are needed to be lead and developed continuously in order to improve the quality of human resources and themselves.

Teachers are seen as professionals who always develop and grow not only their academics, knowledge, but also their characters. Brand cited in Butler, et.al (2010: 115) proposes five characteristics of professional teachers namely, (1) teachers have commitment to the students and learning process; (2) teachers master well about the material to be taught and how to teach to the students; (3) teachers are responsible for monitoring their students' learning result through many kinds of evaluation techniques; (4) teachers are able to think systematically about what they have done and learn through their experiences; and (5) teachers as the part of society should learn in their professional environment.

Brown (2001: 430) defines some characteristics of language teachers as: (1) technical knowledge, (2) pedagogical skills, (3) interpersonal skills, and (4) personal qualities. It is clearly seen that as language teachers who transfer knowledge to their students the pedagogical and personality aspects play important role.

Some experienced teachers are not as receptive as new teachers in professionalism, even though they may get benefit from opportunities to reflect on and enhance their knowledge and refresh their enthusiasm for teaching (Rodriguez and McKay, 2010:1).

It means that the quality of language teachers do not necessarily depend on how long they have been teaching but how fast their progress in grasping the opportunity to develop their professionalism. As Curtis in Hismanoglu (2010: 2) says that staying abreast of the rapidly evolving field of ELT is a valid reason for participating in professional development. Being an effective foreign language teacher requires a commitment to keep up with the developments in the field and a willingness to engage in continuous professionalism. English language teachers should be able to satisfy the expectations of regularly increasing number of students by using up-to-date teaching methodologies performed adeptly with dedication and enthusiasm. To achieve this purpose, they should be concerned with recent knowledge and comprehend many factors and variables that control and govern the learning and teaching in the classroom context.

The success of professional development depends on language teachers' perception themselves. How they perceive their professional development will result in their professionalisms. If the teachers perceive professional development as a tool to improve their professionalism, their teaching qualities are probably better than those who perceive professional development as a requirement to fulfill the paperwork formalities and regulations.

Thus, this research attempts to see what perception of English teachers toward professional development. Then, the researcher proposes three statements of problems:

Subagas

Professional Development: English Teachers' Perception

1. How do the English teachers in SMAN 1 Karangrejo perceive the professional development?
2. What is the English teachers' perception on their professionalism after taking professional development?
3. How is the English teachers' professionalism after taking professional development?

The language teachers, in this case English, need to master all of four language competencies. However, their way of thinking in teaching may be different from one to another. It is because each teacher has her/his own perception.

Hornby (1995: 1) gives some definitions about perception: (1) perception is the ability to see, hear or understand things; awareness; improve one's power of perception, (2) deeper natural understanding and awareness that is usual; in sight, (3) a way of seeing, understanding or interpreting. In addition, Wang (2007: 1) states that perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind.

Adding Wang, Rookes and Wilson (2005: 1) state that perception as a process involving the recognition and interpretation of stimuli which on our senses. Recognition means the ability to accept something. Meanwhile, interpretation is defined as some one's opinion or ideas about the meaning of something. Stimuli means the senses can be visual or auditory. Thus, perception relates to the ways a person makes sense of the stimulation.

In another way, Banda (2005: 13) says that perception is views or opinions held by an individual resulting from experience and external factors acting on the individual. It means that we cannot judge whether one's perception is not acceptable or acceptable since it differs based on individual. More critical also is the fact that perceptions affect behavior (Wang, 2007: 29).

The Nature of Professionalism

Professionalism has been recognized as important for teachers and administrators, is coming into its own and gaining fast momentum for support professionals. To improve the current status of teaching quality, teachers' professionalism is hoped to provide with a way to apply what they learn to their teaching directly.

It leads to better instruction and improved student learning when it is connected to the curriculum materials that teachers use, and the academic standards that guide their work, and the assessment and accountability measures that evaluate their success. In agreement with this, many researchers report that the more professional knowledge teachers have, higher the level of student achievement.

Subagas

Professional Development: English Teachers' Perception

Professionalism means preparing oneself to do a competent job through learning. This learning may take the form of preserves or in- service courses, reflection on experience, reading, observation, discussion with colleagues, writing, and research-the means are numerous. The professional recognizes certain standards: of knowledge (of the subject and of its methodology), of dedication and hard work of behavior and of relationships with clients (learners, patients) and other professionals.

Some of these standards are, in many professions, maintained through compulsory examinations and nationally or internationally recognized qualifications-this is increasingly true also of English teaching, though not universally. Finally, there is the aspect of commitment and responsibility. Just as the lawyer is committed to do the best for the client, so professional teachers are committed to bring about the best learning they can in their classes (Urcited in Richards and Shulman, 2002: 389).

Najamuddin (2013: 1) defines professionalism as a view which considers the work field as a perpetuation by using special expertise that is gained through certain education and considers that expertise as an object to be renewed and developed continually by utilizing the advancements.

Hoyle (1975: 315) explains professionalism as those strategies and rhetoric employed by members of an occupation in seeking to improve status, salary and conditions. Additionally, he gives new definition of professionalism as a term used to describe enhancement of the quality of service seemsto align more closely with these interpretationsthandoes the one he employed over thirty years ago.

Meanwhile, Ozga (1995: 35) gives different idea about professionalism. She explains that the concept of professionalism as a form of occupational control of teachers. She further explains that professionalism is best understood in context, and particularly in policy context. Critical analyses of professionalism do not stress the qualities inherent in an occupation but explore the value of the service offered by the members of that occupation to those in power.

Troman (1996: 476) similarly perceives professionalism not as an absolute or an ideal, but as a socially constructed, contextually variable and contested concept which are defined by management and expressed in its expectations of workers and the stipulation of tasks they will perform. In addition Lonka, et. Al. (2004: 23) says professionalism is about the quality of practice", and ads and the public status of the job.

Review of Related Research

Teacher learning in the context of educational innovation: Learning activities and learning outcomes of experienced teachers (Vermunt, 2010). He tried to indicate how teachers learn in secondary education program. They tried to find out the relationship between teachers' development

Subagas

Proffesional Development: English Teachers' Perception

towards students' outcome. This is a qualitative research involving questionnaire and interview. The paper commences with theoretical underpinning of dual terms, teachers' professional development and students' outcome in relation to English language context. 94 teachers participated in this study and also interviews were conducted face to face.

The result shows significant associations between learning activities and learning outcomes found here point to qualitative differences between the various learning activities (Vermunt, 2007). Comparing the teacher learning activities from the present study with research on student learning (Entwistle & McCune, 2004; Lonka et al., 2004) and student teacher learning (Oosterheert & Vermunt, 2001), it is apparent that meaning-oriented learning (e.g., trying to extend one's understanding of own practice and of new ideas, try new practices based on that understanding) is an important aspect of both teacher and student learning.

Trying to understand why things work as they work is a distinctive learning pattern in both student and teacher learning. A main dimension in student learning, namely reproduction-oriented learning, did not occur in teacher learning. There is a parallel between the performance-oriented learning (e.g., wanting to apply new ideas, experimenting within one's current understanding), as found in the present study, and application directed learning (with a focus on applying in practice what one learns) as observed in studies on student learning.

Clarke et. Al. (2002) attempt to investigate the teachers' professional development changes students' outcome and create good teachers' belief. The research shows that teachers' professional development may be varied. A good result of students' outcome turns out to influence how teachers see themselves.

This research also showed that increasing complexity of teaching (Darling-Hammond, 1997) requires a corresponding sophistication in models of both teaching and of teacher professional growth. Recognition of the complexity of professional growth in a form which models possible growth networks allows the designers of in-service programs and other professional development enterprises to anticipate and encourage all avenues to professional growth.

METHOD

The research was conducted on February to June 2019 in the academic year of 2018/2019. Here is the time schedule for the research.

Table 1. Time Schedule for the Research

No.	Activities	Feb	March	Apr	May	June
1.	Proposal					

Subagas

Professional Development: English Teachers' Perception

2.	Developing Instrument					
3.	Collecting and Analyzing Data					
4.	Writing Report					
5.	Submitting the Document					

The research was conducted in SMAN 1 Karangrejo Tulungagung, esat JavaThe subject of this reserach are three English teachers at the school. The research attempts to take the data of teachers and then tried to analyze them to see whether there is different perception of professional development of the teachers.

Since this research's aim is describing what the English teachers' perception their professionalism after taking professional development, the research uses qualitative method research in the form of case study. Qualitative research triesto understand the world from the perspectives of those living in it. It was axiomatic in this view that individuals acted on the world based not on some supposed objective reality but on their perceptions of the realities that surround them. Qualitative studies tried to capture the perspectives that actors used as a basis for their actions in specific social settings (Hatch, 2002:7).

The statement above emphasizes that human experience is the focus attention of qualitative study. This idea is supported by Anderson (1998:119) who says that studying and interpreting human experiences in authentic setting cannot be represented quantitatively. Then he states "Qualitative research is a form of inquiry that explores phenomena in their natural setting and uses multi- methods to interpret, understand, and bring meaning to them". In addition, through observation a breadth and depth of understanding about human experiences were regained.

Besides exploring human experiences, qualitative methods provides means whereby social contexts can be systematically examined as a whole, without breaking them down into isolated, incomplete, and disconnected variables (Hatch, 2002:9).

Furthermore, Wolcott in Hatch (2002: 9) draws distinctions among qualitative studies that emphasize description, analysis, and interpretation. Subjective judgment was necessary in all three but more is required as researchers moved from description toward interpretation. Most qualitative researchers deny the possibility of pure objectivity in any scientific endeavor.

Techniques of Collecting Data

Subagas

Professional Development: English Teachers' Perception

In this research, the researcher used interview, observation, and document analysis as the strategy for collecting data. All of the data above are in the form of qualitative ones which mean that the data are the description of the reality happening during the supervision and teaching and learning process.

Technique of Analyzing Data

The goal of data analysis in a qualitative research is to find common themes and broad patterns in data. According to Sutter (2006: 327), the data analysis process is a way to discover "patterns, coherent themes, meaningful categories, and new ideas and in general uncovers better understanding of a phenomenon or process." Neuman (2003) described the process of data analysis as a mean of looking for patterns to explain the goal of the studied phenomena.

Since this research belongs to qualitative research, the data analysis are used is inductive process proposed by Lodico, et al. (2010: 180). Inductive process meant that numerous small pieces of data are collected and gradually combined or related to form broader, more general descriptions and conclusions.

RESEARCH FINDINGS AND DISCUSSION

There are three sections, the teachers' perception on educational supervision, teachers' perception on their professionalism after being supervised, and teachers' professionalism after being supervised.

Teachers' Perception on their Professionalism

All the teachers in this research had been taking professional development before. Based on their experience, they share their perception. They all agreed to the idea that professional development was an ongoing process to observe the way teachers teach in the classroom according to the lesson plan and to improve their teaching skills.

It is in line with Ghebard as cited in Bailey (2006: 5) that defines professional development as an ongoing process of teacher education. Supporting Bailey's idea, Lilis (1992: 1) adds that professional development is seen as one key to the complex issue of improving the quality and efficiency of basic education, the quality of educational management and the quality of educational attainment.

In addition, they also admit that conducting professional development is very important to their teaching. According to them, the most important thing in teaching was lesson plan. They believe that as long as they thing according to the lesson plan well, they will be considered as good teachers. But, they realize that as English teachers, one should kept improving or developing his

Subagas

Professional Development: English Teachers' Perception

teaching skill, not only in making lesson plan but also teaching technique and information technology used.

As stated by Shyamlee and Phill (2012: 151) that there are some necessities in utilizing multimedia technology to English teaching, namely: (1) to cultivate students' interest in study; (2) to promote students' communication capacity; (3) to improve teaching effect; and (4) to create a context for language teaching.

Even though all the teachers had different ideas about the importance of educational supervision, but all of them agreed that it encourages them in enriching teaching techniques. It is supported by Fillon (1968: 70) that points out that one of the purposes of educational supervision is to evaluate method and technique in terms of the material, objectives, and particular students. It implies that in applying a certain technique, one should reconsider not only the learning objectives but also the condition of the students. That is why teacher B used lecturing in his class because of his passive students. However, he needs to change his habit in using lecturing teaching technique and students' passive attitude.

The teachers above had different point of views about their preference of professional development kind; however, they shared the same ideas about the biggest challenge in conducting professional development. They thought that preparing the media and documents was the hardest things to do. They needed much time and efforts in doing so.

They had to prepare the best teaching media to make the learning fun and interesting, they also had to prepare the documents like lesson plan, assessment, evaluation, and annual teaching program. On the other hand, another teacher gave different idea. According to her, the biggest challenge in educational is the lack of communication swiftness. She found out that her students had very little competencies in using English in communication, whereas she expected them to communicate using English in her class.

Such condition can not be avoided by teachers, since English is taught as foreign language in Indonesia. Teachers need extra efforts in helping the students to accomplish English competencies.

Accomplishing students' English competencies is one of the objectives of English lesson in school. And it is the teachers' job to do so. Thus, conducting professional development might help them in developing students' English competencies. The result shows that all the teachers agreed that conducting professional development helped them in developing students' thinking and communication skill.

Even though, one of the teachers said that his students' communication skill was hard to be developed since they were reluctant to speak up. Students' passiveness became his biggest challenge in accomplishing students' English competencies. And it made him trying extra hard to

resolve his obstacle to make his students to be more active in communicate.

After conducting educational supervision, the teachers said that they could accommodate students' behavior differences very well. They got to know how to treat noisy students and problematic students. The way they used was by warning them or replacing their seats. As for ignorant students, they gave them questions to make them focus on the lesson. Meanwhile for the passive students, they asked them to read or answer the questions.

All the teachers were given plenty of time in preparing it since the headmaster had already given them information a month before. After that the headmaster asked the teachers to prepare all the documents needed like lesson plan, teaching media, assessment, and evaluation analysis.

Based on the research, it was found that two of the teachers seemed prepare well but another one did not prepare well. He said that once he forgot to bring his media. Due to the distance between his house and the school was really far, he then decided not to use the media while teaching. Of course it affected the result of the educational supervision, it could bring down the score in which the score itself represent their capability in teaching.

Teachers' Perception on their Professionalism

Conducting professional development supplied a lot of advantages for the teachers. As explained in point one above, professional development brought some improvement in teachers' professionalism. They were able to develop students' thinking and communication skill, to manage the class, and to enrich teaching techniques.

Besides those aspects of improvement, they also felt another improvement in the term of assessment. They acknowledged that after conducting educational supervision, their capability in assessing students was improved. Before they relied too much on written test, but now they use oral test also.

One of the teacherseven said that her oral test was really effective to be implemented. Since it was not time consuming and could be done spontaneously. However, different case happened to teacher B, who admitted that his students' passiveness prevented him in implementing oral test. His students were really hard to be encouraged to speak up. Thus he preferred written test instead of oral test. It also happened to teacher C. She used written test in regard of the easiness in evaluating it.

Besides resulting in the improvement of assessment, also gave the teachers evaluation about their performance. As for teacher B, he needed to improve his way of teaching which was monotonous. He rarely used teaching media in his class because of his students' passiveness. It went the same way for teacher C, who used lecturing in her class. According to her, it was more effective to teach using lecturing than using media.

Subagas

Professional Development: English Teachers' Perception

However, students who regarded as dynamic human being always need something new. They might get bored if the teachers always use the same method. Regardless whether the students were passive or not, different teaching techniques and media which are interesting and fun are needed. It will make the students interested in the lesson and stimulate them to involve the teaching and learning process deeper. This way, it eases them in mastering their competencies.

In addition, improving teachers' professionalism a side from teaching, it could be taken from educational meeting. Teachers regarded as long-life learners had to continuously advance their teaching since there were many new things kept arising in educational world. Thus in order to keep up with the recent trend of education, the teachers should find the best way.

Teacher A preferred to arrange the future plan for her class. It would help her in saving time and less stressing. Meanwhile, teacher B focused on his students' vocabulary mastery. Thus he prepared lesson plan to overcoming students' difficulties in mastering vocabulary.

As for teacher C, she simply joined MGMP to improve her professionalism. It was great idea, because in MGMP she could gather all new information dealing with English language education. Furthermore, when being asked whether all of the teachers joined MGMP, all of them said so. It seemed that they felt the positive effect of joining MGMP.

They acknowledged getting many advantages from joining it. They got to know about the latest issue in education, the newest teaching techniques, method and the motivation to be good teachers from the experts.

The committee of MGMP often invited educational experts to share their experience and to encourage the teachers to be professional teachers. If the teachers could take all of the advantages of MGMP and implement it in their teaching, the desired goals of education was not too far to be reached.

Teachers' Professionalism after Taking Professional Development

The nature of teaching demanded that the teachers engaged in career-long professionalism as teaching expertise did not mature over the span of a career. The quality of language teachers did not necessarily depend on how long they had been teaching but on how fast their progress in grasping the opportunity to develop their professionalism.

Being effective English teachers required a commitment to keep up with the development in the field and willingness to engage in continuous professionalism. In another word, teachers were also regarded as lifelong learner. Texas education agency (1997: 6) stated that since teachers were the key to the success of reforms, they must improve their competencies.

Unlike students who learned in the classroom by receiving lesson from the teachers, teachers learned through their weaknesses found out in supervision. Since the result of educational

Subagas

Professional Development: English Teachers' Perception

supervision could be used as reflection of their teaching quality. And by analyzing the result, they could decide in what aspects did they need to be improved.

Based on the result of the research, it was clear that teachers' professionalism was increased after they were supervised. They clearly realized the important after effect of educational supervision was to improve their professionalism and then by doing so, they could improve the students' learning output as well.

All of the teachers had improvement in assessing their students after conducting professional development. It helped them in varying their assessment, not only formal test but also informal test.

Assessment is very important to check students' thinking skill toward the lesson. It also can be used as reflection of teachers' competencies in making assessment, whether the assessment is suitable or not. Based on the explanation, it is clear enough that assessment is very important for both for students and teachers. It reflects how far the competencies the students have.

Since there were many students with different capabilities, the way the teachers gave the assessment should consider this condition. And the way they assess their students became one point that was evaluated by the supervisors. Thus, teachers prepared well the assessment before they were supervised. They tried to make variation of assessment that was interesting and challenging.

Before taking professional development, the teachers relied more on formal and written test, but after supervision they got to know new assessment like oral test. If written test was given in the end of the lesson, the oral test could be given in the middle of the lesson. It could be used to check students' understanding about the lesson. So, if the students had any difficulties in understanding the lesson, the teachers could explain it again in more details or gave more examples to them.

The teachers realized the fact that the students were the focus of education, thus the students themselves had to be active party in the classroom. Moreover, the students-centered approach is really popular nowadays, thus the teachers tried really hard in involving the students in the teaching and learning process. They gave their students questions to stimulate students' thinking skill. They even graded the level of difficulties of the questions based on the students' competencies.

It is in line with USAID (2010: 3) who said that professional development emphasize student-centered active learning, effective classroom management, and the development of students' higher-level thinking skills as characteristics of effective teaching.

It is clear that students' thinking skill is important but in order to express their thinking, they need to act it out whether by writing or speaking. Both are important, however speak out

the mind is much more burdensome for the students. There are many things into account when speaking, such as vocabulary mastery, pronunciation, grammar, and fluency.

It makes the students afraid in making mistake while they were speaking. Therefore, teachers develop students' communication skill as well beside students' thinking skill.

Meanwhile, for developing students' communications skill, the teachers offered extra cores for who were active in speak up in the classroom. In developing students' communication skill, the teachers used different ways. Teacher A preferred stimulating students to speak up in the classroom by giving them extra points. Such kind of stimulation helped the students a lot.

As a result, the students became competitive to get as many as points possible. She also helped them in translating difficult words for them in order they could deliver their idea fluently. Different with teacher A; teacher C used a task to make a dialogue between two persons and then asked them to practice it in front of the classroom. It is a good idea, because the students had much time to prepare and practice be forehand.

Meanwhile, teacher B was seemed to give up even before trying. He realized the passiveness of his students in communication and did nothing to resolve it. The least, thing he did is asking them to read then correcting their mispronunciation. It is a shame in fact that he lacked of consideration in developing students' communication skill.

Whereas, Donkoh and Dwamena (2014: 75) statethat professional development help teachers to ensure that an enabling environment is provided for students to express their views, thereby encouraging active participation of pupils during the teaching and learning process. It imply that the teachers should encourage students became active learners and communicated more in learning process by creating less-stressed environment and encouraging them to speak up.

In addition, one point that is evaluated is classroom management. It is used to find out whether the teachers can manage the class well or not. It is not only about managing the class condition but also the students' condition, considering them as the main subject of teaching and learning process.

The research result shows that the teachers gave their best in accommodating students' needs. As Texas Education Agency (1997: 15) stats that in order to reach all students, teachers should be able to identify learning style preferences in their students, plan lessons for differentiated styles, and, thus, use a large repertoire of teaching techniques. They will use practices that involve students and foster interaction and collaboration and are, therefore, often student-centered and anxiety-reducing. Teachers will constantly try new techniques and expand their repertoire of effective strategies.

It was proved by the teachers that they keep stimulating the students to be active in the

classroom. They gave questions or reinforce them with score so they had courage to speak up in class. They also gave motivation for the students so they felt less anxious toward learning. All those things showed that the teachers had consciousness to be professional English teachers.

Students regarded as human being had different characteristics and behaviors from one to another. There might be calm students, noisy students, active students, or passive students. Such kind of diversity might raise a problem in the classroom if it was not managed well. As a teacher, one should be able to accommodate students' behavior differences.

After conducting educational supervision, the teachers said that they could accommodate students' behavior differences very well. They got to know how to treat noisy students and problematic students. The way they used was by warning them or replacing their seats.

As for ignorant students, they gave them questions to make them focus on the lesson. Meanwhile for the passive students, they asked them to read or answer the questions.

Another diversity that often found in the classroom was students' thinking capability. There were bright and common students in classroom in which it was inevitable and hard to be handled. The common students usually have more learning difficulties than the bright ones.

Therefore, the teachers should manage those differences. They managed it by grading the difficulty level of the exercises from easy to difficult. Also in pointing out the students to answer the questions, they gave easy question for common students; and difficult question for bright students.

The point above explains about the advantages of professional development in improving teachers' assessment to the students. Besides that, it also had effect in encouraging the teachers 'to continue their study to post- graduate degree. All of the teachers admitted that they had to keep developing their competencies to be professional teachers. Even though they could develop their competencies by joining MGMP was not enough. However, since there were some problems related to the tuition and time management, they had not taken it yet.

Considering the importance of teaching journal as a self-observation might bring great benefit for the teachers. Richards cites in Cheng and Chen (2013: 14) explained that self-observation involves the teacher making a record of a lesson, either in the form of a written account or an audio or video' recording of a lesson, and using the information obtained as a source of feedback on his or her teaching. Self- monitoring can therefore help teachers better understand the problems in their current teaching practices and devise ways of addressing the problems.

By understanding their problem in teaching, they could make a plan for the next teaching. Unfortunately, looking at the teachers' attitude. It seems that they ignored this important fact. So, the great advantage was being wasted.

Another point in teachers' professionalism after being supervised was the improvement in

utilizing ICT in their class. After supervision, all of the teachers agreed that educational supervision encouraged them in utilizing information technology in their teaching. Even though there was no such facilities in one of teacher's school but it did not stop him in utilizing information technology in his class.

They all realized the great impact in utilizing information technology in their teaching. It provided many interesting sources or material to be taught in the classroom. It also prevented the students from boredom.

As Cano and Gracia (2013: 83) adds that it is important to remind that effective supervision necessities knowledge of information and communication society and various types of on-line supervisory approaches that can be used when working with teachers and principals in virtual spaces so as to positively impact students indirectly. It implied that the need of mastering ICT for teachers to foster the quality of teaching both for the teachers and students.

Even though learning ICT was not easy, the best point was the teachers had willingness to learn how to operate audio visual media. Even though they were not young anymore, they were not ashamed to ask for help if they had difficulty in operating it. It clearly showed that they had consciousness to keep learning on new things.

In applying teaching methods, the teachers needed to match with the conditions of the students and the school facilities. All the teachers acknowledged that they improved their teaching method regardless the limitation of school facilities. They tried to create cards or to make role play in their teaching in which those methods were quite simple and did not need audio visual media.

In addition, to avoid boredom of the students, they sometimes used audio visual media like video in their class. It made the student excited and active to participate in the teaching and learning process.

It means that when the students were interested in certain thing, they tended to give much attention into it. It actually could be the best weapon for teachers in delivering their lesson. Unfortunately, one of the teachers (teacher C) still did not apply it in her teaching even though she did understand and realized the importance of information technology in teaching and learning process.

She also knew how to use internet, but she did not want to use it in her class. Her reason was quite simple; she thought that her students did not need any media in the learning process. It was easier for her to teach by using traditional method, lecturing.

Whereas, when the researcher observed her classroom activity, it seemed that the students were quite competitive and active. Students' activeness could be elaborated widely if she stimulated it to keep it active. One way was by implementing teaching techniques that involving students' activeness

liked games for example. Even though it might take long time in the process, still the students' involvement would deepen their understanding of the lesson.

On contrast, another teacher (Teacher A) felt the big impact in utilizing information technology in her class. Her students were happy. They also paid more attention to the lesson. It eased them to understand the material way better. And the learning objectives could be fulfilled well.

In short, all the English teachers showed positive perception toward educational supervision. They got enormous benefits from it, especially in boarding their experiences in teaching, improving their teaching method and techniques, accommodating the students' diversity, and managing the classroom in order to create the conducive teaching and learning process.

Considering the main purpose of professional development to improve teachers' and students' quality and to resolve all the educational problems, it was hoped that the teachers could show positive attitude toward educational supervision. Moreover, the way the teachers believed in professional development became the important factor that determine the result of the educational process.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, the conclusion is presented in the Table 2 below.

Table 2. Summary of the Research Discussion

Research Questions	Analysis Result
1. How do the English teachers in SMAN 1 Karangrejo perceive the professional development?	a. The teachers believed professional development as an ongoing way teacher teach in the classroom according to the lesson plan and to improve their teaching skills. b. The biggest challenge faced by the teachers in conducting professional development was the preparation before it, even though they admitted that professional development helped the mind developing students' thinking and communication skill and in managing the class. c. The teachers were aware of professional development is a part of their responsibility and they prepared all they need in plenty of time before teaching.

Subagas

Professional Development: English Teachers' Perception

2. What is the English teachers' perception on their professionalism after taking professional development?	a. The teachers feel satisfied with the learning outcomes, b. They have learned that their professional development creates positive effect c. They learned that professional development is useful
3. How is the English teachers' professionalism after taking professional development?	a. The teachers used various kinds of assessment for the students. b. The teachers got development in their teaching in the term of using various teaching media and audio visual facility . c. The teacher took TOEFL test and had willingness to continue their education to improve their professionalism d. The teachers were able in using ICT in their classes.

It is clear that professional development is an effective way to enhance professionalism. Professional development may create a professional teacher. In relation to teachers' need, professional may not be created from school's support only, but also it needs teachers' self awareness. The implementation of professionalism is easy although it takes time. Every teacher should try to explore and maximize their professionalism in giving educational service for their students.

References

- Bailey, Biemans, Nieuwenhuis, L., Poell, R., Mulder, M., & Wesselink, R. (2006). Competence-based VET in The Netherlands: Background and pitfalls. *Journal of Vocational Education and Training*, 56, 523–538.
- Banda, Pintrich. (2005). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16, 385–408.
- Brown-Lewis, G. M., Wilss, L., & Mutch, S. (2001). Teachers as adult learners: Their knowledge of their own learning and implications for teaching. *Higher Education*, 32, 89–106.
- Butler, D. L., Novak Lauscher, H., Jarvis-Selinger, S., & Beckingham, B. (2010). Collaboration and self-regulation in teachers' professional development. *Teaching and Teacher Education*, 20, 435–455.

Subagas

Professional Development: English Teachers' Perception

- Cano, Beijaard, & Gracia, Korthagen, F. (2013). Understanding How Teachers learn as a prerequisite for promoting teacher learning. *Teachers and Teaching: Theory and Practice*, 13, 105–108.
- Cheng, Michael and Chen, N. J. (2013). *Teaching for understanding at university*. Basingstoke, UK: Palgrave Macmillan.
- Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education*, 18, 947–967.
- Darling, Donche, V., & Van Petegem, P. (1997). The development of learning patterns of student teachers: A cross-sectional and longitudinal study. *Higher Education*, 57, 463–475.
- Donkoh, Trigwell & Dwamena, Prosser, M. (2014). Development and use of the Approaches to Teaching Inventory. *Educational Psychology Review*, 16, 409–424.
- Entwistle, N. J., & McCune, V. (2004). The conceptual bases of study strategy inventories. *Educational Psychology Review*, 16, 325–345.
- Fillon, Grossman. (1968). Research on pedagogical approaches in teacher education. In M. Cochran-Smith, & K. M. Zeichner (Eds.), *Studying teacher education – The report of the AERA panel on research and teacher education* (pp. 425–476). Mahwah, NJ: Erlbaum.
- Hatch, Wubbels. (2002). Teacher Learning in the Context of Educational Innovation: Learning Activities and Learning Outcomes of Experienced Teachers. *Learning and Instruction*, 20, 533–548.
- Hatch, Ylänne, S. (2002). Broadening an understanding of the phenomenon of dissonance. *Studies in Higher Education*, 28, 63–78.
- Hismanoglu, Veenman, S. (2010). Perceived problems of beginning teachers. *Review of Educational Research*, 54, 143–178.
- Hornby, A. S. (1995). The effects of sources of motivation on teachers' motivation levels. *Education*, 129, 724–733.
- Hoyle, Hoekstra (1975). Experienced teachers' informal learning: Learning activities and changes in behavior and cognition. *Teaching and Teacher Education*, 25, 663–673.
- Lodico, Brouwer, & Vermunt, J. D. (2010). Tailor made: Towards a pedagogy for educating second-career teachers. *Educational Research Review*, 5, 164–183.
- Lonka, K., Olkinuora, E., & Mäkinen, J. (2004). Aspects and prospects of measuring studying and learning in higher education. *Educational Psychology Review*, 16, 301–323.
- Najamuddin. (2013). An empirical approach to the modelling of dissonant study orchestrations in higher education. *European Journal of Psychology of Education*, 15, 5–18.

Subagas

Professional Development: English Teachers' Perception

- Neuman,Beijaard. (2003). Functions of the learning portfolio in student teachers' learning process. *Teachers College Record*, 109, 126–159.
- Oosterheert, I. E., & Vermunt, J. D. (2001). Individual differences in learning to teach – Relating cognition, regulation and affect. *Learning and Instruction*, 11, 133–156.
- Ozga,James. (1995). Teachers learning how to learn. *Teaching and Teacher Education*, 25, 973–982.
- Richards, L. S., & Shulman, J. H. (2002). How and what teachers learn: a shifting perspective. *Journal of Curriculum Studies*, 36, 257–271.
- Rodriguez, L., & McKey -Ylänne, S. (2010). Variation in teachers' descriptions of teaching: Broadening the understanding of teaching in higher education. *Learning and Instruction*, 18, 109–120.
- Rookes, Richardson, &Wilson,Richardson. (2005). *Researching student learning*. Buckingham, UK: SRHE and Open University Press.
- Shyamlee, J. D., & Phill, Verschaffel, L. (2012). Process-oriented teaching. In R. J. Simons, J. van der Linden, & T. Duffy (Eds.), *New Learning* (pp. 209–225). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Sutter, Gijbels. (2003). Effects of problem-based learning: A meta-analysis. *Learning and Instruction*, 13, 533–568.Lilis,Samuelowicz (1992). Revisiting academics' beliefs about teaching and learning. *Higher Education*, 41, 299–325.
- Texas education agency (1997). *Onderwijsontwikkelingsplan LUC/tUL. Bijlage 2: Actieplannen van faculteiten en schools*. [Educational development plan University of Limburg. Appendix 2: Action plans of faculties and schools]. Diepenbeek, Belgium: University of Limburg.
- Troman,Meirink, J. A., Meijer, P. C., Verloop, N., & Bergen, T. C. M. (1996). Understanding teacher learning in secondary education: The relations of teacher activities to changed beliefs about teaching and learning. *Teaching and Teacher Education*, 25, 89–100.
- USAID. (2010). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction*, 18, 408–428.
- Vermunt, J. D. (2010). Metacognitive, cognitive and affective aspects of learning styles and strategies: A phenomenographic analysis. *Higher Education*, 31, 25–50.
- Vermunt, J. D. (2007). The power of teaching-learning environments to influence student learning. *British Journal of Educational Psychology Monograph Series II*, 4, 73–90.
- Wang, Korthagen, F. (2007). *Linking practice and theory. The pedagogy of realistic teacher education*. Mahwah, NJ: Erlbaum.

