

**ENGLISH TEACHERS' PERCEPTIONS OF IMPLEMENTED  
PROFESSIONAL DEVELOPMENT STRATEGIES AT SMPN  
BATANG ANAI**

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain  
Bachelor of Education (B.Ed) in English Language Education*



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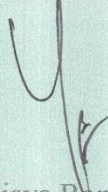
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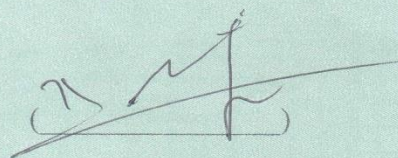
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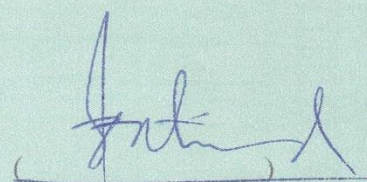
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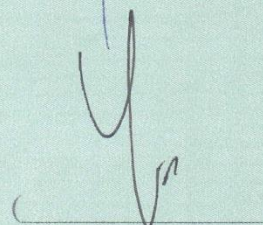
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## ABSTRACT

**Puri, Novi Dwi Amelia. (2022). *English Teachers' Perceptions of Implemented Professional Development Strategies at SMPN Batang Anai*. Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

This study aims to find out the perceptions of English teachers of professional development strategies that they implemented. There were 8 English teachers as subjects of this research. This descriptive research used a semi-structured interview as its instrument. The data analysis shows that English teachers at SMPN Batang Anai implemented 8 professional development strategies and most of them had positive perceptions toward those strategies that they had implemented. The 8 strategies that those English teachers implemented were team teaching, peer coaching, analyzing critical events, teacher support groups, self-monitoring, workshops, keeping a teaching journal, and case analysis. Unfortunately, they never did action research and peer observation as well as made their teaching portfolios. Thus, it is suggested to the English teachers to carry out not only 8 but 11 professional development strategies during their teaching career in order to make their teaching better and better. b

**Key words:** *English Teachers, Professional Development Strategies*

## ABSTRAK

**Novi Dwi Amelia Putri. (2022). English Teachers' Perceptions of Implemented Professional Development Strategies at SMPN Batang Anai.** Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui persepsi guru bahasa Inggris terhadap strategi pengembangan profesional yang mereka terapkan. Subjek penelitian ini berjumlah 8 guru bahasa Inggris. Penelitian deskriptif ini menggunakan wawancara semi terstruktur sebagai instrumennya. Analisis data menunjukkan bahwa guru bahasa Inggris di SMPN Batang Anai menerapkan 8 strategi pengembangan profesional dan sebagian besar memiliki persepsi positif terhadap strategi yang mereka terapkan. Delapan strategi yang diterapkan guru bahasa Inggris tersebut adalah team teaching, peer coaching, analyzing critical incidents, teachers support group, self-monitoring, workshop, keeping a teaching journal, dan case analysis. Sayangnya, mereka tidak pernah melakukan action research, peer observation, dan teaching portfolios. Oleh karena itu, disarankan kepada guru bahasa Inggris untuk melakukan tidak hanya 8 tetapi 11 strategi pengembangan profesional selama karir mengajar mereka untuk membuat pengajaran mereka lebih baik lagi.

**Kata kunci:** *Guru Bahasa Inggris, Strategi Perkembangan Keprofesional*

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this undergraduate thesis. For this, the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Padang, February 2022

The researcher



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

It is already known that the education system keeps changing and developing along with the changing of the world. For this reason, the education system that is increasingly experiencing significant development also requires a teacher who is rich with knowledge and professional in their respective fields. In addition, teachers must also be reflective and evaluative in their teaching (Fatemipour, 2013). The reflection and evaluation that they do will affect their teaching and will later impact their students (Avalos, 2011). They will be able to find out their strengths and weaknesses in their teaching. They can maintain those strengths in their teaching and learn more to omit those weaknesses they once had.

To do so, teachers, in this case, English teachers, can implement what is called as Professional Development Strategies. The professional development of teachers is fundamental and essential in contributing to student learning in schools (Carlos, 2009). To achieve a good contribution, the teacher must continue developing his/her professionalism. Teachers are committed to self-improvement in carrying out the duties and obligations of being a teacher (Hasan & Baharin, 2014).



There are several experts that share their ideas of professional development strategies that can be implemented by English teachers. Suyanto & Jihad (2013) proposes 3 strategies for teachers' professional development. According to them, the implementation of teaching requires teachers to update their knowledge, insights, and skills by attending educational seminars, training, and reading-related journals to increase their ability to be maximum and effective (Suyanto & Jihad, 2003).

Other experts are Richards and Farrell (2005) according to them, there is 11 strategies of teachers' professional development. The first strategy is a workshop. English teachers can improve their skills and teaching knowledge by attending a workshop to discuss and exchange their knowledge about English and English Language Teaching. Of course, English teachers can strengthen their four basic skills: listening, speaking, reading, and writing by participating in a workshop. The second strategy is self-monitoring. While teaching, an English teacher can record or document him/herself and later observe and evaluate their teaching. The third strategy is team teaching. English teachers have to form a group or a team either at school or outside to discuss techniques, strategies, theories, and media used in English subjects.

The fourth strategy is the teachers' support group which is a group consisting of two or three English teachers talking or exchanging ideas about the teaching-learning processes and learning strategies. The fifth strategy is the teaching portfolio which is writing a document containing various items with personal information about the English teacher. The portfolio also functions as a

source of reflection and evaluation. The sixth strategy is keeping a teaching journal. English teachers have to keep and write a teaching journal with essential competencies, indicators, learning activities and assessments to reference progress and obstacles in each teaching and learning process. The seventh strategy is peer observation in which one English teacher has a role as an observer and the other has a role as the observee and vice versa.

The eighth strategy is peer coaching—a form of collaboration between fellow English teachers to discuss the English syllabus, curriculum, and instructional design. The ninth strategy is action research. English teachers have to conduct action research and try to find answers to his/her problems in teaching. The tenth strategy is analyzing critical incidents that occur during the teaching process. Last but not least is case analysis. This case analysis collects information about teaching activities or situations to understand the English teacher when dealing with these situations. For example, in online teaching, a good English teacher will look first for online teaching information to know how to give good teaching to their students(Richards c & Farrell s.c, 2005).

The implementation of those professional development strategies will, of course, bring advantages for English teachers especially to the quality of their teaching. That is why it is very essential for teachers to implement those strategies. This is the reason why the researcher thinks it is important to conduct a research discussing how English teachers perceived the strategies they implemented. Their thoughts on whether those strategies really contribute to their



teaching or not are important especially for them in order to be able to do reflection and evaluation later.

There have been several studies discussing teachers' professional development strategies. The first research by Anjar Nur Cholifah (2020) is entitled *Investigating Teacher's Perceptions of Reflective Peer Observation to Promote Professional Development*. This qualitative research uses in-depth interviews to multiply the in-service teachers In Senior High School in Surakarta. This study found that peer observation also helped teachers solve the problems in teaching and used it as a learning opportunity by observing new teachings such as techniques, methods, and strategies from other teachers.

Adriana Castaneda Londono did the subsequent research (2017), entitled *Exploring English Teachers' Perceptions about Peer Coaching as a Professional Development Activity of Knowledge Construction*. This research was qualitative descriptive that used interviews with three teachers in a private language center. The results of this study showed that before peer coaching, the teachers held three types of perception of observation and feedback; careful approach, identity tension approach, and celebration approach. After peer coaching, it was seen that two perceptions emerged: comment and feedback require a high level of anxiety about the teacher's self-esteem. Then, on the other hand, observation and feedback show a deep sense of self.

This study is different from those two studies since it tries to identify the English teachers' perceptions of professional development strategies that they implemented.

## **B. Focus of the Research**

This study focuses on English teachers' perceptions of professional development strategies that they implemented at SMPN Batang Anai. The strategies are analyzed from the theory proposed by Richards and Farrell in 2005. There are 11 strategies in total including workshop, self-monitoring, teachers support group, team teaching, peer coaching, peer observation, action research, analyzing critical incidents, keeping a teaching journal, teaching portfolios, and case analysis.

## **C. Formulation of the Problem**

From the explanation of the focus of the research, the formulation of this problem is:

“What are the English teachers’ perceptions of implemented professional development strategies at SMPN Batang Anai?”

## **D. Research Questions**

The research questions are as follows:

1. Which professional development strategies did the English teachers implement at SMPN Batang Anai?
2. What are their perceptions of the professional development strategies that they implemented at SMPN Batang Anai?

## **E. Purposes of the Research**

The purposes of this research are:

1. To find out professional development strategies implemented by English teachers
2. To find out their perceptions of the professional development strategies that they implemented

## **F. Significance of the Study**

The researcher hopes the result of this study can give advantages for English teachers at SMPN Batang Anai and readers of this study, as follows:

1. English teachers at SMPN Batang Anai

It is hoped that the result of this study can be used by English teachers at SMPN Batang Anai for doing reflection and evaluation of their teaching.

2. For readers

Hopefully, the readers can understand and learn about teachers' professional development strategies.

## **G. Definition of Key Term**

The following explains the definitions of this research so that there is no misperception.

1. English Teachers' professional development strategies

English teachers' professional development strategies used in this research refers to the theory proposed by Richards and Farrell in 2005. There are 11

strategies including workshops, self-monitoring, teachers support groups, keeping a teaching journal, peer observation, making teaching portfolios, analysis of critical incidents, peer coaching, team teaching, action research, and lastly, case analysis.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

1. There are 8 professional development strategies that were implemented by English teachers at SMPN Batang Anai. They are team teaching, peer coaching, analyzing critical incidents, and teacher support groups, self-monitoring, workshop, keeping a teaching journal and case analysis.
2. Those English teachers have positive perceptions of the implemented professional development strategies. They agree that the strategies contribute some advantages to their teaching.

#### **B. Suggestion**

1. For English teachers

It is suggested to English teachers at SMPN Batang Anai to implement all eleven professional development strategies in order to be able to become better in teaching.

2. For further researchers

Finally, this research has discussed 11 professional development strategies, according to (Richards c & Farrell s.c, 2005). The researcher suggests that further researchers focus on different topics.

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