

**IMPLEMENTATION OF ENGLISH TEACHER PROFESSIONAL
DEVELOPMENT AT MTs. AL IBROHIMI MANYAR GRESIK**

THESIS

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APPROVAL SHEET

This is to certify that the *Sarjana's* thesis of *Nurul Badriyah, Implementation of English Teacher Professional Development at MTs. Al Ibrohimi Manyar Gresik* has been approved by the thesis advisors for further approval by Board of Examiner.

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MOTTO

We cannot always do great things in our life,
but we can do small things with great love

“... For indeed, with hardship (will be) ease.

Indeed, with hardship (will be) ease”

(TQS.Ar- AnNasyroh: 5-6)

DEDICATION

I dedicate this thesis to:

My beloved parents (Moh. Sa'di and Unaizah)

My beloved brothers and sister

My beloved Lectures

And all of my friends at English Language Education Department

Muhammadiyah University of Gresik who always support me

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The Writer

ABSTRACT

BADRIYAH, NURUL. 2014. *Implementation of English Teacher Professional Development at MTs. Al Ibrohimi Manyar Gresik*.
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Key words: Teacher, Professional Development, Teaching Skill

This study focuses on one of component in the implementation of professional development, it is the teaching skill. Based on the previous study conducted by Grace Ika Yuwono and Lesley Harbon (2010) state that "English teacher professionalism in Indonesia is unique, is often different from what is constructed by common literature on teacher professionalism, they have explored how English teachers in Indonesia perceive and construct their professionalism and professional development in terms of their motives of becoming a teacher". The purposes of the study are to know the way of teachers develop their teaching skill, to know the problems that faced by the teacher in teaching learning activities, and to know the way to solve the problems.

The subject of the study is the English teachers who have educator certificate at MTs. Al Ibrohimi Manyar Gresik. The instrument that is used in this research is interview and observation. Interview is given to English teachers and observation is held to the teacher to know when the teachers implement the professional development in their teaching learning process.

This study reveals the following finding. Based on the observation and interview, the teachers develop their professionalism related with teaching skill by: joining workshop or in house training, seminars, colloquium, panel discussions, or other forms of scientific meetings either as a discussant or participants, which is held by the school itself or either educational institutions. The next by conducting assessment, the assessment is in the form of performance appraisal organized by school. Then, joining Deliberation Subject Teachers, from the forum the teachers can exchange teaching experience between teachers from other schools, making a lot of instructional media as good as possible to support teaching learning process, and reading journals or articles that contained teacher professional development. It means that the ways to improve professional development is not quite different with the theory by Sukanti (2012).

Based on the observation and interview, many difficulties were found during the teachers improve the teaching skill. However they could overcome it. The teacher tried to overcome the lack of facilities with utilizing instructional media, although still relatively as conventional media or maximize the use of cards or students worksheets. Although compiling teaching devices spent a lot of time, but teachers anticipate by adapting the teaching device of the previous school year. The next problem was related each other, it was the difficulties to apply lesson plan and teaching method in teaching learning process. It was caused by the less input of students. To overcome this problem the teacher approached the student to

determine how much absorption of students. As the consequence of the scenario of teaching in lesson plan could not be applied properly, however the teacher tried to convey the material in accordance with the syllabus and the competency standard/basic competence. The last, the teacher did not master technology. Although the teacher could not hold a computer-based learning, but the teacher still tried to be a good figure in teaching English. The teacher preferred to use lecture method and conventional media such as book and card.

The researcher recommended suggestion for the teachers and the principal to always establish good communication in order the purpose of learning in MTs. All of them could be achieved. This study was far from perfect, so it would be better if the other researcher did study in the same topic but focused on other components of teacher professional development.

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