

CHAPTER I

INTRODUCTION

1.1 Background of Study

Teaching is the central point of education as well as a reflection of the education quality at school. The quality of education and the learning outcomes will be based on how teacher carries out their duties professionally. Teacher contributes a very big impact on education quality. However, there are many teachers who do not have sufficient levels of professionalism to perform their duties including planning and implementing the lesson, assessing learning outcomes, coaching, training, as well as conducting research as a community service. As Supriatna (2008) stated that the Indonesian government has not prepared any system to maintain teachers' performance after passing certification regularly.

English teachers in Indonesia, especially Junior high schools in Gresik, require decentralized system with English teacher community participation. District is an effective administrative unit for junior high school to facilitate and empower communities. It was essential to set up a district based on organization to develop good relationship between communities and Junior high schools. Previously, there was no organization that can be a forum for junior high school and communities to discuss educational issues. Therefore, many junior high English teacher in Gresik did not get access to any innovation in teaching material and its implementation, for instance, the use of local wisdom as teaching materials (Widiyati 2010).

In Indonesia, a conference of teachers in each region for every school subject is conducted. In this conference, teacher can share their problem and teaching methods through training or seminar with other teachers. This conference is called MGMP (*Musyawah Guru Mata Pelajaran*/Subject Teacher Forum). This organization is based on each region (regency/city) which has a purpose to identify and solve the problems of teacher as well as to test and develop new ideas in order to improve the quality of learning, also to conduct teacher training to improve teachers' performance and motivation.

Based on the law of Republic of Indonesia No. 14/2005 about Teachers and Lecturers, it is stated that as a professional teacher, s/he must have four competences: pedagogical competence, personal competence, social competence and professional competence. Those four competences are discussed in the MGMP.

MGMP contributes a creative and innovative learning process through evaluation and implementation of teaching and learning activities. The program provides education for the improvement of learning quality, for instance, planning learning activities, creating and implementing learning models, establishing instructional media, providing experts' point of view, organizing workshop, and so on. It also aims to improve the quality and professionalism of the teacher in the group to contribute to each other (Soetjipto, 2007: 36).

Through the MGMP program, English teachers can obtain information related to the English curriculum for their students. This is certainly very useful if the program is implemented properly. Several points are discussed in this

program, namely, implementation of curriculum applicable for learning English for junior high students, socialization of legal base related to teacher profession, dissemination of syllabus, teaching materials and lesson plan. In addition to socialization, MGMP program also conducts discussions related to problems experienced by teachers during the learning process. Through these discussions, teachers will give advice and share information about appropriate learning strategies to students; not only teaching problems or constraints are discussed, the discussion about development of learning evaluation instruments are also reviewed.

The English subject is a compulsory subject for high school students. Basic education such as in elementary school is not obligated to conduct English subject in their schools. Then the MGMP for English teacher is only implemented by the teacher of Junior High School and Senior High School in each regency or city.

However, despite having conducted regularly in each year, some teachers consider that MGPM does not provide much impact on their teaching quality (Darmanto, 2015). On this regular activity, teachers only attend this conference as an obligation and rarely participate during the event. The teaching activities carried by the teachers mostly do not have reflection stages, thus, they do not notice why there is an unsuccessful learning activity. Sumardi (2011) also mentioned that, some teachers cannot trust the program to improve their quality in teaching and as the means of teacher's professional development.

Acknowledging the abovementioned issues, the role and function of the MGMP should be an interrogative study to find out what programs are being

conducted within the program, to develop the professionalism of English teachers, and to implement their activities. The researcher also intend to investigate the needs of English teachers in Gresik for their professional development through in-depth interviews with informants.

1.2 Statements of The Problem

Based on the background of the study above, the problems of the study are as follow:

1. How is the English teacher professional development program for Junior High School teachers conducted?
2. What are the needs of English teacher professional development program for Junior High School teachers?

1.3 Objective of The Study

Based on the problem above, the objectives of the study are:

1. To understand how the English teacher professional development program for Junior High School teachers is conducted.
2. To understand the needs of English teacher development program for Junior High School teachers.

1.4 Significance of The Study

This study is expected to have both theoretical and practical contributions.

Theoretically, this study will be beneficial to find the lack and need of English

teacher professional development. Therefore, it will further improve the quality of English learning in Junior high school in Gresik.

Practically, the result is expected to be beneficial for many aspects. For education government, this study will provide significant contributions to the improvement of quality of English teacher professional development in Junior High School level.

In addition, the findings are expected to help English teachers in Junior High School to develop their professional experience to guide and facilitate students in learning English. Certainly, it also help students to enjoy their English class in meaningful ways.

1.5 Scope and Limitation

This study will discuss four competences of teacher which become the topic of the discussion in the MGMP seminar. Those four competences namely, pedagogical competence, personal competence, social competence and professional competence. These are the main points for English Teacher Professional Development Program (ETPD). Aside from those competences, this study will also discuss the need of the teacher in their professional development program. Although every subject has an MGMP forum, however, this study only focuses in English subject for Junior High School in Gresik.

1.6 Definition of Key Terms

1. English Teacher Professional Development

This is an improvement activity that is done by the teacher to gain their professionalism in teaching. This program is supported by the government to improve the teaching quality. In this research, ETPD will be reviewed to record the process of the improvement by the teacher.

2. MGMP

MGMP is a forum of subject teachers in every region, used to conduct training and problem solving for the teaching activity, supported by the government in each region. The MGMP of English teachers will be observed in this study.

3. Teacher Competence

Teacher competence deals with the competence that a teacher should possess. There are four competences of the teacher, namely, pedagogical competence, personal competence, social competence and professional competence.

4. Teacher's Need

The needs of the teachers in improving their professional development program in order to make a good quality process of teaching.