

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 English Teachers' Professional Development**

Escalating the quality of teachers education is a crucial thing to do since by increasing the quality and performance of teachers will improve the quality of teaching and learning in schools. To achieve this, teachers must go through a continuous learning process, including training, practicing and feedback, and providing adequate time and following-up support, which is referred to as professional development (Mizell, 2010, quoted in AL-Qahtani, 2015, p. 130). Avalos (2011) in his study also pointed out that professional development is about teachers' learning, where they learn how to learn and turning their knowledge into practices for the benefit of their students' growth (p. 10). There are several individual factors that could influence on the teachers' development according to Shirazi, Bagheri, Sadighi, & Yarmohammadi (2015), including:

##### **2.1.1 Learning Goal Orientation**

Teachers who have a learning goal orientation will always have a great enthusiasm to obtain new knowledge and skills through challenging assignments. They will also organize their own learning activities including strategy, planning, monitoring, asking for feedback, and seeking help.

##### **2.1.2 Teacher Self-Efficacy**

Teachers with self-efficacy mean that they believe in their own abilities. They try to explore various teaching methods, find the best

teaching methods and strategies, and experiment with various teaching methods.

#### 2.1.3 Professional Commitment

This related to the teachers' interest in their job. Professionally committed teachers form stronger bonds with their profession and they will always be more open to opportunities for learning.

#### 2.1.4 Organizational Climate

The collegial relationship within the institution greatly influences the teachers' professional development as well. This relationship must rely on trust and respect among the staff so it will encourage continuous learning. Collaboration between colleagues can also build professional interaction through sharing ideas, seeking feedback, and helping each other in teaching practices.

#### 2.1.5 Learning Organization Culture

Learning organizational culture in the institution will help teachers develop professionally. Teachers must be mobilized to engage in an active learning and growth process, and be involved in the education staff renewal. Autonomy is also important for teachers, that is, having a sense of responsibility towards their teaching, constantly reflecting on, and exploring new things.

A study related to the English teachers' professional development in Pakistan as a developing country by Dayoub & Bashiruddin (2012) obtained findings showing that the teachers were independent learners with their intrinsic motivation

and self-commitment worked as a driving force. They also learn from various in-service experiences which seems to be the only way to develop professionally since there is a little emphasis on obtaining pre-service training for teachers in developing countries. Afterward, teachers learn while teaching at workplace/school through a cycle of trial and error. They learn by reflecting both from past experiences or actions that change their performance for the better, learn from students by discussing what they like and dislike concerning the teaching of their teachers, and they learn from colleagues where the teachers can share experiences also provide constructive feedback. Learning off-site/in an enabling environment such as attending training and teacher education workshops can also provide teachers with new skills that can help them develop professionally. Last but not least is home support, both financial and emotional support, which enables teachers to deal with the challenges encountered during their professional development journey.

Teachers' professional development has several models, for instance, which were critically examined by Zuzovsky (2001) i.e. teachers acquire higher education to become academicians, teachers learn within a school context, and teachers are encouraged to take their own routes of professional development. Similar to teachers in Indonesia, they also perceived professional development in terms of school-based learning, an academic undertaking, a professional pursuit outside school, self-directed learning, and a government scheme (Cirocki & Farrell, 2019). Before they allowed to teach at school, teachers in Indonesia are required to have a Bachelor-degree or Diploma-4 qualification by taking education for approximately four years. However, based on *Undang-undang* No. 14/2005 on Teachers and

Lecturers, teachers cannot be considered professional yet if they have not joined the *Pendidikan Profesi Guru* (PPG) program after they have accomplished their studies. *Ristek Dikti* on their official website explains that PPG Study Program is an educational program that is held to prepare graduates of S1 Education and S1/D IV Non-Education who have talent and interest to become teachers in order to master teacher's competences thoroughly in accordance with the national education standards so that they can obtain certificates of professional educator (*sertifikasi guru*).

## **2.2 In-service English Teachers' Challenges**

Most people believe that experience is the best teacher in life because it provides learning. Experience is gained from doing, seeing, or feeling something, including in the term of teaching, which will establish the teacher's profession. This is in line with what Webster (quoted in Erlich, 2003, p. 1126) declared that experience is the total number of conscious events which shape an individual's life, that is, what actually happens to him/her, or prolonged cumulative life experiences (Erlich, 2003, p. 1126). Besides that, experience can also be interpreted as episodic memory, the memory that receives and stores events that occur or are experienced by individuals at certain times and places, which serves as an autobiographical reference (Daehler & Bukatko, 1985). Experience certainly can contain a variety of matters, both a good and the worst one, the delighted one or unpleasant, including someone's challenge in teaching as long as s/he devotes himself/herself as a teacher.

Studies related to teachers' challenges in their teaching experience in various countries have been carried out by Khan (2011); Liao et al., (2017); Sali & Kecik

(2018). The findings of these studies indicated that the challenges faced by teachers include their qualifications, managing classrooms, the psychology of the learners, developing curricular materials, crafting instructional strategies, assessing students, catering to learner differences, training as an EFL teacher, language policy, status of English, and collaborating with others. Unfortunately, the study regarding this phenomenon is limited in Indonesia, evidenced by the difficulty of finding related literature.

Nonetheless, teachers in Indonesia also experienced similar challenges throughout their teaching career. As an example, English subject in primary schools is abolished due to curriculum changes (based on *Permendikbud* Number 67 of 2013); challenge in terms of government policy, which makes the secondary school teachers assume greater responsibility. Afterward, the teachers teach in a large class or large group of pupils (Khan, 2011; Liao et al., 2017; Sali & Kecik, 2018) will have an impact on the quality of teaching as well as reduced opportunities for each learner to get proper teaching due to the teacher's capacity to use communicative teaching approaches that require active collaboration and communication during class is limited (Copland et al., 2013). In teaching English, teachers are also required to be more innovative, one of the ways is by making the learning in the classroom more exciting and not tedious, if otherwise, this will affect the motivation of students which according to Iwaniec 2014; Genc & Aydin 2017; Akay 2017 "learners rather do not enjoy their English classes at schools and it might have the impact on their motivation for learning: this is one of the leading challenges for teachers" (quoted in Madalińska-Michalak & Bavli, 2018, p. 689). Later on, the

challenge related to individual differences (Liao et al., 2017) require teachers in Indonesia to know well each student they teach. Besides they must provide knowledge and educate students' character, they are also required to assess the attitudes of each individual during teaching. These are formidable challenges.

Possible solutions to overcome the challenges that arise can be performed either by the school, teachers, and students (Akram, 2017; Al-Sobhi & Preece, 2018; Ayaz et al., 2019; Songbatumis, 2017). The school can provide adequate teaching facilities and resources such as language laboratories, libraries, educational software, teaching media, and teacher's manual. They also can reform attitude, provide in-service training, provide students with scheduled enrichment classes or create speaking clubs to increase their speaking levels, and decrease the number of students in each class. Then, teachers can make their classes student-centred by allowing students to work in pairs or groups to achieve task objectives, since group work maximizes their chances to perform a specific communication function. Encouraging students and giving motivational feedback to them, making use of available resources and facilities, applying various teaching methods and techniques, matching students' proficiency levels and learning situations, and teachers' self-reflection, are also very possible to perform by teachers in their classes. Likewise, students should increase their linguistic knowledge of grammar and vocabulary, as well as motivate their classmates by saying encouraging words and phrases. While accompanied by the teachers' help, advice and inspirational talk, the classroom environment can gradually change to a favourable one.