

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the followings: (1) concept of professional; (2) EFL teacher; (3) professional development; (4) teachers' professional development in English Language Teaching; (5) the importance of teachers' professional development; (6) the aspects of teachers' professional development; and (7) previous related studies.

#### **2.1 Concept of Professional**

Teaching is challenges activity with vast operational area and to be a good English teacher, it is needed to be professional. In accordance with Whitty (2000), teaching profession should have a professional mandate to act on behalf of the state in the best interest of its students. It relies on clearly defined set of competences possessed by professional working in this field. Professional refers to a complex of systematically organised and transferable theoretical knowledge (Lunenberg, Dengerink, & Korthagen, 2014). Moreover, Helbling and Lubeck (2008) as cited in Creasy (2015) adds that a professional also exercises discretion in making decisions within the scope of their expertise, and they assume some authority for their own professional development. Meanwhile, Ariff, Mansor, & Yusof (2017) mention that the concept of professional related to the act, the quality of what teacher do, conduct, manner, attitude, and the principles and values that guide their behavior to them. To sum up, teachers needed to be professional in teaching process.

## 2.2 EFL Teacher

English language teacher needs to manage classroom effectively so the teaching and learning process can run well. Dubin and Olsbain (1987) note that basically, the teacher is a person who is usually associated with the language and a native speaker of the language that taught to the students. Mann (2005) adds that the English language teacher needs to be aware of the teaching methods and techniques needed for successful teaching and a good teacher is also supposed to be very competent in English.

English language teachers need the language of instruction to the capacity in derive theory from practice. Richards (2011) as cited in Giraldo (2014) explores ten core dimensions to make up the profile of English language teacher. The first dimension is called the language proficiency factor. It explained how both native and nonnative speaker of the English language need to possess a series of skills related to how they use language. One of those skills is providing input at a level that is appropriate for learners. The second dimension is the role of content knowledge, which is divided into two: disciplinary content knowledge and pedagogical content knowledge. The third dimension is teaching skills. These are the types of competences that teachers develop over time in professional development programs and because of reflective teaching. The fourth is contextual knowledge, which refers to the knowledge that teachers had about the conditions and human and material resources of the contexts in which they teach; knowing the school curriculum and policies for disciplinary issues full into this dimension. The fifth dimension is the author explores is the language teacher's

identity. Identity is the differing social and cultural roles teacher learners enact through their interactions with their students during the process of learning. So, the language teacher's identity as a role of teacher in their teaching process. The sixth dimension is referred to as learner-focused teaching. Teachers' performance can be influenced by student learning and that exemplary teacher familiarize themselves with students behavior, devise teaching practices based on this knowledge, and keep students engaged during lessons. Pedagogical reasoning skills is the seventh dimension. It denotes teachers' ability to make informed choices before, during, and after class. The eight dimension is theorizing from practice. Teachers' philosophies should be addressed in professional development programs because they help teachers learn. The ninth dimension is a community of practice. It explains how teacher communities should work together toward common goals and engage more individualistic members to share with the community at large. The last dimension is professionalism. It relates to the idea that language teachers are part of a scientific academic educational field. Thus, it can be concluded that the teacher is very influential in the teaching and learning process.

### **2.3 Professional Development**

Professional development is one way of improving teacher quality. According to Diaz-Maggioli (2004), professional development is collaborative and aimed at ensuring the teachers adequately address the needs of students. Meanwhile, Mcleod (2014) assumes that professional development is defined as

learning activities that are primarily aimed at promoting specific job- relevant skills and knowledge. Rhoton and Bowers (2001) claim that professional development is a concerted effort to help teacher understand and change teacher practices and beliefs as they improve the learning experiences they provide for students within their school and district. In brief, the nature of professional development programs in which teachers participate will, to a large extent, determine the changes in students' learning experiences.

Furthermore, professional development is the only strategy school systems have to strengthen educators' performance levels. It is line with Mizell (2010) that professional development is the only way educators can learn so that they are able to better their performance and raise student achievement. In brief, professional development might give improvement for the quality of teaching of the teacher.

#### **2.4 Teachers' Professional Development in English Language Teaching**

English language teaching (ELT) is a significant field due to the importance of English around the world, and an English language teacher has to keep updated with the changes and innovation in their field. Professional development is pivotal as a foundational element in teacher's development (Luke & McArdle, 2009). According to Hung and Li (2017), the professional development of teachers involves a process of developing their semi-profession and quasi-profession, to full profession. Professional development in teaching is teachers' empowering themselves, maintaining and enhancing their quality. It is strengthening the way of teaching, questioning one's teaching, gaining self-

confidence, engaging in teaching, sharing, influencing, cooperating, effecting others, being active, improving both teacher's and students' performance, adding to the existing, updating and being informed with new trends to name a few (Solak, 2016). It can be concluded that teachers' professional development in English language teaching is a process of teachers' empowering themselves, maintaining, and enhancing their quality in teaching.

Professional development is considered one element that supports teacher's competence in catering the demands of schooling systems today as teachers are expected to be professional. Wong (2011) defines professional development as a lifelong endeavor, a way of being, and a perspective on how one practices as well the practice itself. It is why the professional development is believed to be one of the most effective ways to empower teachers.

## **2.5 The Importance of Teachers' Professional Development**

There is agreement about the importance of the teacher and their competence in the teaching-learning process. The effectiveness of the teacher depends on her competence (academically and pedagogically) and efficiency, (ability, work load, and commitment), teaching and learning resources and methods; support from education managers and supervisors (Komba & Nkumbi, 2008). Teachers' professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals.

Teacher professional development have positive effects on learning outcomes. According to Mizell (2010) effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work. Richard and Farrel (2005) state that professional development is a dynamic learning process. English teachers reflectively analyze their classroom teaching, and share their reflection on teaching belief, teaching value and teaching principles, then make themselves participate in professional development eventually. It can be concluded that professional development for English teachers is the efforts made by teachers in the pursuit of better teaching effects and being better teachers.

Professional development will impact for the development of the teacher. Gabriel and Maggioli (2004) claim that professional development is collaborative and aim at ensuring the teachers adequately address the needs of students and effective professional development should be understood as a job-embedded commitment that teachers make in order to further the purposes of the profession while addressing their own particular needs. It should follow the principles that guide the learning practices of experienced adults, in teaching communities that foster cooperation and shared expertise.

Richard and Farrel (2005) also add that teacher professional development identify: *Subject-matter knowledge*: Teacher increase knowledge of the

disciplinary basis of Teaching English Second of Language that define the professional knowledge base of language teaching. *Pedagogical expertise*: Teacher mastery of new areas of teaching, adding to one's repertoire of teaching specializations, improving ability to teach different skill areas to learners of different ages and backgrounds. *Self-awareness*: It is knowledge of oneself as a teacher, of one's principles and values, strengths and weaknesses. *Understanding of learners*: Deepening understanding of learners, learning styles, learners' problems and difficulties, ways of making content more accessible to learners. *Understanding of curriculum and materials*. Deepening one's understanding of curriculum and curriculum alternatives, use and development of instructional materials. *Career advancement*. Acquisition of the knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills.

Professional development provides opportunities for teacher to improve their skill and knowledge. Mizell (2010) adds that professional development provides ongoing opportunities for educators to continue to improve their knowledge and skills so they can help students achievement. When educators learn, students learn more. Anyone concerned about their students' futures will want to support a cycle of continuous professional growth for educators. Many people may not be aware of their local school system's methods for improving teaching and student learning. From the statement above, it can be concluded that professional development is a must for educators.

## **2.6 The Aspects of Teachers' Professional Development**

Jiang (2017) mentions that there are five main aspects of teacher professional development which connect and promote each other. There are professional knowledge of teacher, teachers' professional skills, teachers' professional ethics, teachers' professional spirit, the professional attitude and motivation and self-consciousness of teacher.

### **2.6.1 The professional knowledge of teacher**

Professional knowledge is one of the teachers' professional development bases. Shulman (1987) suggests that there are seven such categories of professional knowledge of teacher:

a. Content knowledge

It is concerned with the subject matter to be taught and the structure of knowledge. According to Shulman (1986), teachers must be able not only to define and explain the subject content that they are teaching to their pupils but also to explain why a particular proposition is deemed warranted and worth knowing.

b. General pedagogical knowledge

According to Brant (2006) general pedagogical knowledge is the generic knowledge about teaching gained from practice. Moreover, Shulman (1986) notes general pedagogical knowledge is referring is knowledge of, for example, how to settle a class, how to attract and hold the attention of the class and how to manage educational resources. It follows that an understanding of



pupils' learning is a necessary requirement for good teaching to be possible and that consequently the expert teacher will have a pedagogical repertoire of teaching technique.

c. Curriculum knowledge

Shulman (1986) describe curriculum knowledge was knowledge of the curriculum in its widest sense, of the whole curriculum laid down for pupils, the programs of study, and the kinds of curriculum materials used to teach each subject. A research conducted by Brant (2006) mentions that curriculum materials from other subjects are included to enable creation of cross-curricular connections. Teachers should also be familiar with what has been studied previously and what will be studied in the future.

d. Pedagogical content knowledge

According to Konig, Lammerding, Nold, Rohde, Straub, and Tachtsoglou (2016), pedagogical content knowledge includes subject-specific knowledge for the purpose of teaching. Pedagogical content knowledge conceptualises teachers' expert knowledge and in a sense it is an amalgam of various teachers' expertises. Shulman (1986) that pedagogical content knowledge is knowledge that is constructed from knowledge of environmental contexts, knowledge of students, knowledge of pedagogy and of subject matter.

e. Knowledge of learners and their characteristics

According to Drachsler and Kirschner (2011), the concept of knowledge students characteristics is used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social or cognitive self that may influence how and what they learn. Moreover, Brant (2006) states that knowledge of students' characteristics includes general knowledge of what pupils of a certain age are like and specific, context bound, knowledge of a group of learners.

f. Knowledge of educational contexts

According to Brant (2006), knowledge of educational contexts was in the broadest sense knowledge of all settings where learning takes place.

g. Knowledge of educational objectives

According to Shulman (1987), knowledge of educational objectives talking about purposes and values of education. According to Veugelers and Vedder (2003) mention that lists of values in education can include moral values like justice and solidarity, and more regulative values like order and structure in work and behaviour, the development of self-discipline and autonomy, empathy, and learning to deal with criticism.

In brief, the professional knowledge of teachers is the general term that contains all the knowledge and technique needed for effective teaching in teachers' educational and teaching process.

### **2.6.2 Teachers' professional skills**

Teachers' professional skills refers to a series of teaching behavior and mental activities formed through practices and reflection and under the guidance of certain educational thought to finish teaching tasks successfully, and it consists of:

#### **a. Skills of lesson-preparation**

In relation to skill of lesson-preparation, teachers had discipline knowledge in understanding subject-matter concept. It is line with a research conducted by Rubio (2009) who found that teacher must be prepared the material which suitable to be re-presented in the classroom. Ali and Abdulsafi (2018) point out that preparing lesson-plans organizes the time of the classroom and helps teachers to achieve their lessons efficiently the given time

#### **b. Teaching methods**

Skill of teaching methods proved that it was vital to know the students' needs. Teachers should be able to understand that students develop as different rates and that in every classroom there will be a range of students' abilities and aptitudes. The teachers must feel the pulse of a classroom and modify the teaching methods to maintain a high level of interest, no matter what the

subject is (Rubio, 2009). In the sense that, effective teacher use techniques that best serve the learning needs of their students.

c. Skills of lesson explanation

According to Banerjee, Halder, and Guha (2015) it is related with the ability in presenting a learning content in a matter that will make it easier for the students to understand the learning content. Furthermore, a research conducted by Sugihartini, Partha, Sintya, Zakariah, and Sudira (2019) mention that a good explaining skill is displayed through clear beginning statement, lack of irrelevant statement, fluent arrangement of sentences, coherent connecting links, and a proper use of words that can relate the explanation with the students' context.

d. Skills of evaluating teaching

According to Rubio (2009), evaluation should be clearly related the objectives. Moreover, Phillips, Balan, and Manko (2014) add that effective teacher evaluation is essential for verifying and maintaining high quality instruction and student learning, ensuring that goals and objectives are achieved, providing a focus for instructional improvement, and holding educators accountable for their instruction.

### **2.6.3 Teachers' professional ethics**

Teachers' professional ethics refers to a set of conduct that professionals engaging in educational and teaching work, and the inner character and virtue cultivated by teachers themselves for realizing a better life. Specifically, it means the quality of teachers' role, that is, the quality needed for the realisation of teachers' professional mission; it means the moral power showed in the process of performing the responsibilities and obligations of education and teaching; it means the internal code of educational conduct formed on the basis of teachers' teaching experience and the characteristics of teachers' professional ethics are practicality, transcendence, dynamic property and integration (Shulman, 1987).

### **2.6.4 Teachers' professional spirit**

Teachers' professional spirit refers to teachers' awe and pride for their educational career. According to Guskey (1985) as cited in Celik (2017), teacher educational career can enhance their satisfaction and commitment in teaching. In the research conducted by Celik (2017) mentions that teachers career development should be centered on measuring student achievement with field knowledge and solve the pedagogical problems which arise from organizational or educational methods; a strong sense of responsibility towards students, it is not only about students' academic success but also their failure. It is supported by Frumos (2015) states that teachers who adopt positive beliefs of

efficacy in their profession assume responsibility for both students' academic success and failure, those teachers with low levels of beliefs of efficacy attribute students' failure of external factors; a strong sense towards society. Day (2001) states that teachers are potentially the most important asset in the notion of a learning society as cited in Moreno (2005); and the consciousness of the self-discipline. A research conducted by Muai (2015) explains that the forms of discipline that can be applied by teachers in carrying out their duties are reflected in the attitudes and behaviors of teachers in planning learning, implementing learning, and evaluating learning. Moreover, a research study by Rohman (2018) point out that teacher discipline requires a teacher's commitment that is full of loyalty and obedience to regulations and is aware of his responsibility to carry out the school's goals.

#### **2.6.5 The professional attitude and motivation and self-consciousness of teacher**

The professional attitude and motivation and self-consciousness of teacher refers to not only the result of the integration of teachers' professional requirements such as knowledge, ability, and personality, but also the result of teachers' reflection and teachers' experience in teaching practices.

A study conducted by Brant (2006) mentions that reflection on teaching focuses on what happens and why it happens in that way. Meanwhile, Lyons (1998) claim that reflection in teaching is a

process that takes place over long periods of time in which connections, long strands of connections, are made between one's values, purposes, and actions towards engaging students successfully in their own meaningful learning.

Wolff, Bogert, Jarodzka, and Boshuizen (2014) state that expert teachers are significantly more effective at predicting classroom management events than novice teachers. This suggests that with years of experience, teachers develop a better understanding of classroom management, which enables them to anticipate issues and to adapt their classroom management practices accordingly. In addition, Tschannen-Moran and Woolfolk (2007) find that more experienced teachers have a greater sense of efficacy for classroom management than the novice teachers.

## **2.7 Previous Related Studies**

In order to support this research, some related studies are discussed. The first previous study was written by Hartono (2015) who found that teachers were adequately aware of teachers' professional development although their awareness was limited to certain activities familiar to them. There was a difference in their perceived understanding of teachers' professional development and they had different conceptualizations of it. Teachers could have their own activities that they can claim as their ways of developing professionally. The similarity between the previous study and the present study was exploring how the

teachers perceived and conceptualized teachers' professional development. Meanwhile, the difference between the previous study and the present study was in previous study explore how the six Indonesian English Foreign Language university teachers perceived and conceptualized professional development, while in the present study explore how the teachers of secondary school perceived and conceptualized teachers' professional development.

The second previous study was written by Alfaki (2014) who found that being a professionally developed teacher means that a teacher was aware of how to motivate his or her students because motivation played a great role in teaching and learning and also teachers had their own role to play in their professional development along with the role to be played by the government. So, both teachers themselves and the government had complementary parts to be carried out in teacher professional development. All those studies revealed that teachers were always in the situation expecting them to utilize themselves with information and capability to access current theories and practices of teaching. The similarity between the previous study and the present study was explaining the concept of teachers' professional development. Meanwhile, the difference between the previous study and the present study was in previous study, it used questionnaire to collect the data, while in the present study it used interview to collect the data.

The third previous study was written by Fitriah (2015) who found that the English teachers' professional development in Indonesia requires improvement based on the lack of success in the implementation of UKG and MGMP. This necessity calls for active participation of the teachers instead of reliance on the



government or school. The similarity between the previous study and the present study was explaining the concept of teachers' professional development. Meanwhile, the difference between the previous study and the present study was in previous study, it focused in the deficiencies of UKG, MGMP, and PLPG as teachers' professional development program designed by the government.

The fourth previous study was written by Hismanoglu (2010). He investigated about English language teachers perceptions of educational supervision as a professional development tool. This study was conducted in the Turkish Republic of Northern Cyprus. The result of this study concluded that this study has positive impact on the potential of the teachers as educators and makes the teachers be able to learn, and increase their knowledge to be better. The similarity with this study was to examine about teachers' professional development. The differences with this research was the level of the sample. In his study, the sample was nonnative speakers of English and native speakers of English in Turkish, then in this research the sample was the primary teachers who were nonnative speaker.

The last previous study was written by Raza (2010) explored the perceptions of experienced English as a Foreign Language teachers who were employed in the United Arab Emirates Universities about continuing professional. This study investigated about teacher initiatives to be professional. In this study, Raza used individual interview and group interview with the participant who has experience in teaching with a maximum five years in teaching English to get the data. The result of this study concluded that the participant agree that professional

development was very important for the teacher and continuing as lifelong professional. By this way, they can collaborate with their partners. The similarity with this study was to examine about teachers' professional development. The differences with this research was the participants. In his study, the participant was teachers at United Arab Emirates Universities who has experience in teaching with a maximum five years in teaching English, then in my study the participant was teachers at MTs Negeri 1 Palembang who has experience in teaching with a minimum five years in teaching English.