

**The Professional Development Obstacles Encountered by Teacher of English at
Madrasah Ibtidaiyah Tarbiyah Islam Palembang**



A Research Proposal

by

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CHAPTER 1

INTRODUCTION

This is the opening chapter of this study. This chapter presents: (1) background of the study; (2) problem of the study; (3) objective of the study; (4) significance of the study.

1.1 Background of The Study

English is one of the languages that is used by people and it had been placed in the world as the international language. Mauranen and Ranta (2009) state that English has been known as a lingua franca (ELF) which refers to the use of the English language as an international language used by people around the world in various aspects of life such as economic, business, and cultural. Also, Herlina & Holandyah (2016) also add that people from different countries use English as their international language to communicate and exchange knowledge with others. In conclusion, it is widely known that English is the universal language and it has many interrelations with various aspects of people's life.

Furthermore, English is very popular and it takes special place in educational system in many countries, including Indonesia. Hamra and Syatriana (2010) claim that to make the students of Indonesia interact easily with other people from various countries, the schools are required them to learn English from elementary to high school, in line Abrar and Mukminin also add that English is one of compulsory subjects that must be taught by the teachers to the students from elementary to university level (as cited in Marzulina, 2018, p. 64). Also, based on UU 1989, the Indonesian educational system gives English a position as the first foreign language

among other foreign languages used in Indonesia such as Germany, Arabic, or Japanese. In short, English has become the obligatory subject that must be taught by the teachers in Indonesia.

Importantly, in teaching English, the role of teacher is very important to make teaching and learning process run well, therefore, the students can reach the objectives of the study. Furthermore, Day and Sammons (2014) note that a person who holds the key to success of the students in learning something such as science, language, or others is a teacher. 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. It can be concluded that the teacher needs to be aware of their quality in teaching to make the teaching and learning process run well.

From the statement above, English teacher should 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. Additionally, teacher used to struggle with the distinction between professionalism and professionalism. Professionalism refers to those strategies and rhetorics employed by members of an occupation in seeking to improve status, salary, and conditions. Meanwhile, professionalism refers to the knowledge, skills, and procedures (Hoyle 2001, p. 5). To sum up, English teachers need to have professionalism and professionalism in teaching.

Professional development might give improvement for the quality of teaching of the teachers. According to Mizell (2010), in the field of education, the quality of teaching and school leadership is the most important factors in improving

student achievement. For teachers and head master to be as effective as possible in continuously expanding their knowledge and skills to implement best practice education. Therefore, educators can help students learn at the highest level.

However, there are some problems that are faced by the English teachers to develop their professionalism and professionalism through professional development. Richard and Farrel (2005) assumes that professional development is more vital than teacher collage training since in service professional development helps teachers find practical solution for problem they actually face. Since English teachers always encounter classroom troubles, they need to have opportunities of ongoing professional development. Additionally, many people may not be aware of their local school system's methods for improving teaching and student learning. Professional development is the only strategy school systems have to strengthen educators' performance levels. Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement (Mizell 2010, p. 5). In brief, professional development divide into two terms, professionalism and professionalism. Professionalism refer to strategies and rhetorics however professionalism refer to the knowledge, skilss, and prosedures.

There are many ways in improving teachers professionalism and professionalism. According to Richard and Farrel (2005) professional development can be achieved through high quality in-service training courses. Besides, Richard and Farrel (2005) argue that there are some obstacles affecting teachers professional development; the structure of professional development and teachers' time, the content of professional development, school factors, district factors, and the last is costs. At all, professional development would impact for the development of the teacher in the teaching process.

In relation to these problems, a preliminary study was conducted in MI Tarbiyah Islamiyah Palembang by using informal interview by asking the teacher some questions and some problems were revealed. There were some problems that I found in that school; School did not really pay attention to the teacher's professional development, there was no specific schedule for teachers to attend training about professional development and the teacher did not realize that professional development has a relation in their own capacity in teaching. This means there were some obstacles that prevent the teacher of English from receiving or practicing effective professional development.

Related to the previous related studies, based on the study conducted by Ahmed (2003) professional development obstacles facing primary English language teachers in Northern Gaza. The result of this study was most participant agreed that the sudden and rare visits of supervision are the greatest institutional obstacles, and participant also agreed that money and financial issues are the main self-directed obstacles. Next, Hismanoglu (2010) He investigated English language teachers perceptions of educational supervision as a professional development tool. The study was a small case study carried out in the Turkish Republic of Northern Cyprus. The study concluded that English language teachers seem to show a very positive attitude towards professional development whereby they are able to build on previous activities by learning new trends in the field, discuss classroom experiences with other teachers, reflect upon their own teaching, and become aware of other opportunities encouraging their ongoing professional development, which is the actual case in the recent educational literature that accepts the significance of effective and continuous professional development. In addition, Abdel Halim (2008) conducted a research to determine the effect of using a training program based on

three professional development strategies: action learning, peer coaching and study groups, on improving teaching performance of EFL student teachers as pre-service training at the Faculty of Education, Helwan University. The results showed there were differences between the mean scores of the EFL student teachers in favor of the posttest mean scores. The program proved effectiveness on improving of teaching performance. This study also proved that the teacher needs the training to be professional teacher.

Taking into consideration what literature has documented above and what I found from my preliminary study concerning the role of professional development in teaching and learning process, thus, I interested in conducting a study about “The Professional Development Obstacles Encountered by Teacher of English at Madrasah Ibtidaiyah Tarbiyah Islamiyah Palembang.”

1.2 Problem of the Study

What were the professional development obstacles encountered by teacher of English at Madrasah Ibtidaiyah Tarbiyah Islamiyah in Palembang?

1.3 Objective of the Study

The study aims to find out the obstacles encountered by teacher of English at Madrasah Ibtidaiyah Tarbiyah Islamiyah in Palembang.

1.4 Significance of the Study

The study may be significant for English language teachers because they need to be professionally developed to be able to cope with the challenges they face to make their teaching method to be better. The second is school principals, and education ministry because they should care about teachers' professional development to help the teacher learn and improve their professionalism in teaching. The third is for me myself, this study is expected to gain my experience in educational research, especially in case study research. The last for the future researcher, this study is expected to be used as reference for further studies. Also, this study is expected can add their knowledge.