Indonesian EFL Teachers' Perceptions and Experiences of Professional Development

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INDONESIAN EFL TEACHERS’ PERCEPTIONS AND EXPERIENCES OF PROFESSIONAL DEVELOPMENT

A Thesis
Submitted to the School of Graduate Studies and Research
in Partial Fulfillment of the
Requirements for the Degree
Master of Arts

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May 2016
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This qualitative study examined the perceptions of six Indonesian EFL university teachers about professional development and their experiences within it. The data were collected through interviews and analyzed using thematic analysis. The results revealed six major themes ranging from teachers’ definitions of professional development to the challenges of participating in it. Other themes included reasons, impact, and importance of professional development. The results suggest that the participants have a wide range of conceptualizations of professional development. The participants’ professional development activities were mainly concerned with the following: attending professional events, Tri Darma Perguruan Tinggi (teaching, research, and community service), and pedagogical knowledge, skills and practices. The participants were more focused on the pedagogical practices within professional development. In addition, lack of institutional support, absence of professional development programs, heavy teaching load and time management were found to be the challenges for participating in professional development activities. Finally, pedagogical implications, limitations, further research directions, and recommendations are offered.
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CHAPTER ONE
INTRODUCTION

My Teaching Career and Professional Development Journey

As a teacher, I intend to be a professional, highly effective English language teacher. I was genuinely curious about learning and teaching the English language. This research topic emerged from my personal interest in the field and my work setting. My English language learning and teaching journey has shaped me into a teacher who always wants to improve personally and professionally. Reflecting upon my everyday activity as a teacher, I felt that I needed to enhance my teaching skills and expertise. I realized that I not only needed subject-matter knowledge but also other pedagogical knowledge in order to be a more skilled teacher.

I began my career as a high school English teacher after completing my bachelor’s degree in 2009. I managed to survive in my early career as an English teacher. I thought I was adequately equipped with the knowledge of subject matter and pedagogy to navigate effectively in my work. After two years of teaching, I felt that I did not learn or improve much as a teacher. I did not read as much as I used to during my undergraduate studies. I relied heavily on my existing knowledge and skills in my teaching. I felt that there was something missing to my teaching. It was motivation to keep learning, maintaining, and improving knowledge and skills of English language teaching. I wanted to be recharged with some fresh knowledge, skills, and theories. I was also curious to know more about the field. I also desired not only to become a teacher who spent time teaching in a classroom, but also did other activities besides teaching. Therefore, I sought opportunities that allowed me to increase my subject knowledge and
teaching skills. For example, I started searching for materials on the Internet, reading articles, newsletters, and watching YouTube videos to find new ideas, tips, and innovations for my teaching. I found these activities helpful for me to grow as a more equipped teacher; although, I did not realize that these were part of my professional development.

I had a strong interest in English teaching and learning, particularly in how I could improve my English proficiency and instructional practices. I realized that in order to be a teacher I should not only have content knowledge of the English language but also pedagogical knowledge in order to make informed decisions for my classroom practices. I knew that there was so much to learn as a teacher. For example, I was curious about ways to integrate technology into my language classrooms. More importantly, I was not only curious about how I taught English but also made sense of my own profession as a teacher. This curiosity fueled my interests in becoming a teacher-scholar. The idea of becoming a teacher-scholar, who not only taught but also did research, was a new fascinating adventure that I had to pursue.

My interest in the field of English language teaching grew even stronger as I transitioned into teaching at a university. My first teaching experience at a university was more challenging. I realized that I needed to refine my capacity because as a teacher, I prepared my students to be future English teachers for secondary education. I was fully aware that my job as a university teacher was not only to teach but also perform other educational duties. According to The Regulation of The Republic of Indonesia Number 14, 2005 on Teacher and Lecturer Chapter V, Article 60 a, in performing their profession as university teachers, they are obliged to do the *Tri Darma Perguruan Tinggi* (Three
Principles of Higher Education) which consists of teaching, research, and community service. Therefore, I intended to be actively involved in different programs to increase my pedagogical knowledge and skills.

My conceptualization of professional development was only about attending conferences. It was the only activity that I could do to empower myself. Attending conferences or seminars served as a space for me to acquire new knowledge and improve my teaching skills. As a novice teacher in the teaching profession, I did not know many ways to develop my teaching practices. I thought my professional development experiences began as I started attending and presenting at the local, national, and international conferences. At that time, I just wanted to present at a conference because I noticed that a lot of my lecturers did that. Later, I also realized that because I had a career as a university teacher, I had to write, do research, and publish my work. Since then, I developed a sense of becoming a teacher-scholar. It was such an empowering and rewarding experience for me to be engaged in those activities and to be exposed to the field which encouraged me to go even further. That was also the impetus of my interest to pursue a Master’s degree in the US in order to become a teacher-scholar. Given all my personal and professional journey, I was interested in investigating six Indonesian EFL teachers’ perceptions and experiences of professional development. I aimed to explore how the teachers learned, conceptualized, perceived, and experienced professional development including what types of professional development activities they usually participated in.
Rationale for the Study

Teachers are lifelong learners. Teachers are one of the key factors in education. There is a growing need of professional development (PD) for English teachers to address challenges in education in the 21st century. The Regulation of The Republic of Indonesia Number 14, 2005 on Teacher and Lecturer Chapter IV, Article 10 Verse 1, requires teachers to possess a set of competences which includes pedagogical competence, professional competence, personality competence, and social competence. In response to this mandate therefore, teachers have to be both professional and empowered. Hansen-Thomas, Casey, and Grosso (2012) maintained that “teachers learn most when they are actively engaged in examination of their regular practice (i.e., teaching and learning) and how the professional development activities contribute to their daily work” (p. 133). Both experienced and novice teachers need to be academically recharged with fresh knowledge and new insights through professional development. Unfortunately, professional development activities may only last for a short period of time and have little impact on teachers’ professional growth. For example, professional development activities or programs can be ineffective for teachers because “the knowledge transmitted is generally conceptually and practically far removed from the contexts of the teachers, and the situational factors affecting teachers’ classroom practices are not considered” (Kırkgöz, 2013, p. 32).

Another issue with teacher development is that some teachers who were trained during their pre-service program can be too busy with their work and tend to stop developing themselves professionally. Some teachers may feel “satisfied with their status quo and [are] not committed to further professional growth.” (Canh & Minh, 2012, p. 32).
63). In addition, only few teachers are willing to participate due to several reasons such as lack of resources, funding, and motivation. In an Indonesian context, Yuwono and Harbon (2010) found that, due to financial needs, it is common for teachers to have a second job which affected teachers’ professionalism through participating in professional development because they have limited time, money and energy to do so. The importance of teacher professional development is obvious. However, little is known about English language teacher professional development programs that exist in Indonesia and the ways Indonesian English teachers develop professionally.

Guan and Huang (2013) argued that a lot of teacher development research has been done in many developed countries in which scholars focused more on studies in the past decade and significant studies from multiple perspectives, while in developing countries, there is less awareness of seeing the need of teacher development. Indonesia as a developing country faces the same issue with teacher professional development where teachers are expected to become professional teachers but the opportunities for professional development may not be available in every institution. Guan and Huang’s (2013) study finding indicated the need for more research on teacher development in more specific contexts such as EFL, language teachers, and perceptions and experiences from the teachers. In the same vein, Greenwell and Zygouris-Coe (2012) argued that “there is a need for further research into the impact of such statewide professional development and mandates on teachers’ knowledge, instructional practice and student achievement” (p. 25). Teachers should be aware that professional development is useful for teachers’ professional growth. The broader benefits and perceptions of professional development need to be investigated to better understand how Indonesian EFL teachers
conceptualize professional development. These gaps led me to address the issue through investigating EFL teachers’ perceptions and experiences of professional development in Indonesia.

Having experiences of being a school teacher and lecturer at university, I noticed that some of my colleagues had to develop their professionalism individually with their own efforts. Universities usually do not provide professional programs for the teachers. I also noticed that teachers do have time to engage in professional development activities but they just do not know how to start. If there is no motivation and willingness to improve our teaching from within ourselves, we will have no way of developing our teaching skills. Wong (2011) states “professional development that is initiated by teachers and not just the institution has a better chance to succeed” (p. 146). This implies that teachers need a strong motivation to engage in professional development. Ideally, teachers should be aware of their needs to develop professionally. Teachers have many opportunities to engage in professional development despite lack of resources they encounter. Professional development can be pursued with little or no cost. While many activities may need extra resources, other activities just require initiative, time and discipline (Wong, 2011).

Another reason I was interested in conducting this study was because of my own misconception of professional development itself. As I was a novice teacher, I thought attending conferences was the only academic activity I could do to develop professionally as I was often asked by my principal to attend them. Attending conferences is the most common kind of professional development activities that teachers do. Professional development can be differently interpreted by teachers in Indonesia. For example,
Yuwono and Harbon’s (2010) study on 46 Indonesian EFL teachers’ professional development revealed that the teachers “attribute their professionalism to their oral and written skills in the language rather than pedagogical knowledge and skills that a teacher should possess” (p. 156). This study’s finding may indicate that English teachers in Indonesia may have different interpretations of what professional development means. It is interesting to note that they referred professional development to knowledge of language skills. However, professional development extends beyond mastering language skills. It can be argued that teachers’ conceptualization of professional development may need to be redefined. Indeed, professional development can take many forms. It can be a small practical activity that allows teachers to learn, improve, and reflect their teaching practice. Therefore, this study sought to find out what professional development means according to these participants and what types of professional development they have participated in.

Based on my teaching experiences, there are very few examples of professional development activities that most Indonesian teachers usually participate in. In fact, there are a lot of different forms of teacher professional development that teachers can pursue such as presenting a paper or attending a conference or workshop, reading scholarly academic articles, keeping a teaching journal, and engaging in online professional development (Murray, 2010). There may be still many English teachers who do not participate in professional development because they are not yet better informed about other types of professional development or they spend too many hours teaching in the classroom and are busy with other things. Engaging in professional development can improve teachers’ professional lives. Teachers can pause and reflect on their classroom
practices, and start doing an activity that enhances their knowledge, teaching skills and practices.

Katuuk and Marentek (2014) found that teacher professional development in Indonesia was based on self-directed learning and teachers’ in-service training experiences. Professional development becomes teachers’ individual responsibility to move up their teaching expertise both in language skills and pedagogy. It is common for teachers in Indonesia to seek professional development opportunities on their own because universities may not provide professional development programs for the teachers. Universities can help teachers improve professionally by providing professional development programs for them. In addition, while the demand of today’s teaching may be high, many English teachers might just rely on their knowledge they gained from their bachelor’s degree. Teachers have to improve their competences, teaching skills and strategies to respond to the changing needs of education and more specifically classroom practices. In addition, low participation in professional development may be due to lack of information related to professional development. Therefore, it was significant to investigate how teachers conceptualize, experience, and engage in professional development.

Observation and peer coaching, two kinds of professional development, are not commonly practiced in Indonesian classrooms. Many teachers may be reluctant to be observed when they are teaching. Meanwhile, Vacilotto and Cummings (2007) argued “recognizing professional development program as a process that focuses on improvement of instruction rather than on revealing weaknesses for the purpose of the punishment” (p. 153). There is a need to promote professional development and educate
teachers that professional development can be done individually or in group in a friendly, nonjudgmental way.

In an effort to increase student performance and student learning outcomes, teachers need to improve their teaching practices. Professional development is an obvious solution to achieve high quality teachers. Hansen-Thomas, Casey, and Grosso (2012) argued that teachers need to see the advantages of the training of professional development as it applies to instruction in teaching. In order to encourage teachers to engage in professional development, teachers first need to be aware that professional development is helpful for them to work more effectively and grow professionally. One reason why teachers have to engage in professional development “is to be empowered-to have the opportunity and confidence to act upon [their] ideas as well as to influence the way [teachers] perform in [their] profession” (Murray, 2010, p. 3). Indeed, professional development is important to help teachers to solve teaching and learning difficulties by making informed classrooms decisions.

One of the benefits of engaging in professional development is to allow teachers to revisit their teaching methods. A study on EFL teachers’ view on professional development by Lin (2013) showed that 38 teachers evidenced a desire for a best teaching method as they engaged in professional development (Lin, 2013). Although many teachers may want to learn about new teaching methods when they participate in professional development, teacher professional development is not aimed merely to improve teachers’ teaching methods. It should encompass a holistic aspect of teachers such as teachers’ subject matter knowledge and pedagogy. Lin (2013) argued that teachers should be able to adapt methods to their own teaching practices in a post method
era. To be able to adjust to any given context of teaching, teachers have to use knowledge to justify their own action. This kind of knowledge can be gained through professional development. I believe, in order to equip teachers with this knowledge base, professional development program is required to help teachers use appropriate methods for their teaching practices. Teachers’ decision making in classroom practices is influenced by various factors. One of the factors is likely to come from their professional development experience they have received or experienced during their teaching career that enables teachers to make an informed decision.

Based on all the descriptions mentioned above, I was interested to explore how the six Indonesian EFL teachers defined and perceived teacher professional development. I also wanted to investigate their experiences of participating in teacher professional development activities.

**Research Questions**

This study involved six participants who were EFL university teachers in the city of Palembang, Indonesia. Research questions that guided the study were:

1. How do the six Indonesian EFL teachers define professional development?
2. What are the perceptions’ of the six Indonesian EFL teachers about professional development?
3. What professional development have the six Indonesian EFL teachers experienced?

**Study Purpose**

The purpose of the study was to examine how the six Indonesian EFL university teachers defined and perceived professional development. The study identified types of
professional development that the participants have participated in, and explored their experiences of being engaged in it. This study aimed to investigate teacher’s ways of improving themselves in the pursuit of professional development. This study specifically focused on teachers’ individual efforts to participate in professional development rather than professional development programs run by universities. I hoped to develop a better understanding of professional development as perceived by these six Indonesian EFL university teachers.

Study Context

This qualitative study examined experiences and perceptions of Indonesian EFL teachers as they participated in professional development. This study involved six English teachers who teach at university in Indonesia. The participants were English teachers who have taught in the English department in four Indonesian universities. They had at least one year of teaching experience in Indonesia and had participated in one or more professional development activities during their career.

In Indonesia English teachers are usually graduates of faculty of teacher training and education called FKIP (Fakultas Keguruan dan Ilmu Pendidikan) or faculty of letters. Faculty of teacher training and education is a teacher education program that offers many majors that prepare students to be teachers at secondary schools. The FKIP produces teachers for teaching a variety subjects in secondary schools. English education study program is a department that prepares teachers of English for secondary schools. During the four-year bachelor’s degree, students will have to finish 150-160 credits and take 50 courses in order to graduate. They usually take a TOEFL test at the beginning and at the end of the program. They also have opportunity to do teaching practice at
secondary schools for two months. Writing thesis is a must that every student has to do. Upon the completion of the study, they will be awarded a degree called \textit{S. Pd (Sarjana Pendidikan)} which is equivalent to B.A. in Education. In order to be a teacher at university in Indonesia, master’s degree is required. In the past, a bachelor’s degree was still accepted to be employed as a university teacher. The new regulation of the Law No. 14/2005 on teachers and lecturers Paragraph 2 Article 46 states that lecturers should have a minimum academic qualification: (a) magister/master’s degree to teach diploma or undergraduate programs, and (b) doctoral degree to teach postgraduate programs.

University teachers can be either permanent teachers who have \textit{NIDN (Nomor Induk Dosen National)}, which is a national identification number for university teachers or temporary teachers who do not have an \textit{NIDN}. It is common for non-permanent teachers to teach at more than one institution.

The participants of this study were English university teachers at an English department. They taught a range of English subjects that prepare students to become English teachers in primary and secondary schools. The teachers not only taught English students but also students in other departments. The classes are relatively large. The universities where theses teachers taught are private big universities in the city of Palembang (See section \textit{Research Site} in Chapter 3).

Higher education is organized under Directorate General of Higher Education of Indonesia. There are three main pillars of higher education in Indonesia called \textit{Tridarma Perguruan Tinggi} which includes teaching, research and community service. Professional development falls under both teaching and research in which teachers pursue ways of improving their teaching practices and doing research to increase their knowledge as a
teacher. Teachers are strongly encouraged to pursue professional development such as doing research. Universities do not usually have teacher professional development activities for their teachers. Teachers are likely to develop professionally on their own. It is common that teachers attend conferences, seminars and workshops that are held by educational institutions such as universities. This study explored how teachers developed professionally and how they perceived teacher professional development.

**Significance of the Study**

The results of this study were expected to inform policy makers, teacher education programs, universities, researchers, and teachers to become aware of the importance of professional development and its impacts on their teaching. This study advocated the need for professional development to help teachers to implement the knowledge they have gleaned from participating in professional development activities. This study also contributed to research on teacher development by adding a needed voice for English language teachers in Indonesia who engage in teacher professional development.

The results of this study were expected to elucidate the role of professional development for English language teachers in Indonesia. More importantly, this study was hoped to raise awareness of higher education administrations in Indonesia to provide more professional development opportunities to EFL university teachers for their professional growth. Hopefully, this study would inform English teachers about professional development opportunities and raise their awareness of the benefits of professional development.
CHAPTER TWO
REVIEW OF LITERATURE

This qualitative inquiry was designed to explore how Indonesian EFL university teachers perceived and described their professional development experiences. In this chapter, I present previous theories and research on the topic in order to situate my study. I begin with an overview of teacher education. I continue with the discussion of teacher development, definitions, types, and the need of professional development. In order to build my own argument about the issue, I also describe language teacher professional development and novice and experienced teachers. In the next section, I explicate teaching training and teacher professional development of English teachers in Indonesia. Further, I discuss what constitutes effective professional development and teacher professional development framework. The final section presents the discussion of the influence of professional development participation on classroom teaching. This chapter serves as the basis for discussion related to the topic of the study.

Teacher Education

It is important to see how teachers have been prepared during their pre-service teacher education program because that is the stage where one’s teaching principle and teaching philosophy are shaped. During pre-service education, prospective teachers are prepared with knowledge and skills including theories and practices necessary to navigate the work as a teacher. In other words, teachers have more opportunities to develop a sense of being a good teacher. Pre-service teacher training program plays a pivotal role to prepare professional teachers who are ready to enter the world of teaching once they graduate.
Teacher education program focuses on teacher training where student teachers are provided with basic teaching skills and techniques during their pre-service education. These skills include preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), techniques for presenting and practicing new teaching items, correcting errors, etc. (Richards & Schmidt, 2002, p. 542).

Pre-service teacher education program plays a pivotal role in improving teachers’ existing knowledge and skills. Pre-service teacher training gives a huge impact on one’s knowledge of teacher education and introduces the field of teacher education. From this program too, students are prepared to be teachers while being equipped with both theory and practice including teaching practices to make them ready to enter the workplace. Pre-service program gives a strong foundation for students to become teachers. Teachers utilize the skills and knowledge gained during the pre-service program. Lin (2013) found that the participants of her study “always referred to the concepts that they had adopted, transformed, and personalized from a public knowledge base to which they had been introduced in an earlier teacher education program” (p. 73).

Pre-service teacher training equips student teachers to be competent teachers through some courses. However, what happens after student teachers complete the program is a challenge for both student teachers and teacher training institutions. There is likely fewer opportunities for teachers after their graduation unless they look for ways of developing their teaching skills and knowledge. Goh (2013) noted that “while pre-service teachers have to develop rudimentary understanding and skills for their work, in-service teachers need to hone their craft of teaching through improving their knowledge about
teaching English that they gather from reflecting on experiences and professional
development courses” (p. 36).

The concept of professional development is sometimes interpreted as individual
teacher’s attempts in order to grow and develop professionally. However, it should rather
be considered as a responsibility of teacher education or teacher training program to
prepare teachers with both professional knowledge and skills and more importantly to
promote professional growth in their career. Lv (2014) argued that teacher professional
development can be understood from the perspectives of teachers’ individual psychology
and teacher education, which is supposed to encourage teacher professional growth in
their career. Research on professional development can involve views from both teachers
and teacher education as the producer of teachers.

It is important to look into professional development in both pre-service and in-
service education. Farrell (2012) pointed out that there is a gap between pre-service
teacher preparations and in-service teacher development; for example novice teachers
who did not have the opportunity to meet and learn from more experienced teachers in a
new school have to begin their career as teachers. Novice teachers are new to the field
and they may have difficulty with lesson planning, lesson delivery, classroom
management and identity development. Novice teachers have to find ways of being
empowered teachers through some professional development activities. This study also
involved novice teachers who have less than five years of teaching experience.

**Teacher Development**

Teacher professional development plays an important role in sustaining a
teacher’s knowledge base and teaching skills. Richards and Schmidt (2002) define
teacher development as “the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically” (p. 542). During pre-service program, student teachers find a lot of opportunities to develop their knowledge base and teaching skills of the field. As student teachers graduate from pre-service education program and enter the field of teaching, they become novice teachers. Novice teachers may face many challenges as they enter classrooms. After pre-service program is completed, there are not many opportunities for them to develop their teaching skills and language skills as the resources they received during pre-service program may not be available to them. Therefore, teachers have to seek ways of empowering themselves in order to improve and maintain their existing knowledge, skills, and more importantly their language skills as language teachers through professional development. Indeed, professional development is important to help teachers solve teaching and learning difficulties by making informed classroom decisions. In fact, teacher development can be helpful for both novice and experienced teachers.

**Definitions of Professional Development**

Professional development is considered one element that supports teachers’ competence in catering the demands of schooling systems today as teachers are expected to be professional. There is a growing interest of professional development for English teachers to address the daily needs of teachers and learners in today’s world. Professional development is believed to be one of the most effective ways to empower teachers.

The term ‘professional development’ has been used in many contexts. 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” (p. 142). Professional
development may be in the form of personal decisions in order to improve teachers’ practices of working into a more professional level. It can also be integrated into a program organized by a company or an institution for the sake of professionalism of their workers. Professional development in a broad sense can be defined as “the engagement of individuals in any activity for the enhancement of their capacity at the workplace and to gain, improve and share a body of knowledge and skills that are relevant to perform particular duties in their workplace” (Alemu, 2013, p. 306). Professional development in teacher education has been referred to efforts to improve teachers’ quality through some activities. Professional development is a full range of formal and informal activities aimed at improving teachers’ knowledge, skills, and attitudes (Kaatuuk & Marentek, 2014).

“Professional” and “development” may be complicated terms because they are very contextually dependent. They may imply something good or a betterment, however that is not always the case, for example, teachers who develop personally but not professionally. Teachers who are aware that they need to develop may not necessarily improve their teaching skills and practices. In other words, professional development may not always lead to improvement in teachers’ pedagogy. In addition, when a teacher is said to be “professional”, it does not necessarily lead to better teaching. The characteristics of “professional teacher” are very dependent upon specific criteria, for example students may have their criteria of what a professional teacher look like. Therefore, ‘professional’ teacher may be interpreted differently by a field of study, even by humans in the field such as researchers, teachers and learners. In this study,
professional development was seen as teachers’ efforts, ways, and activities of improving themselves as teachers.

**Forms of Professional Development Activities**

There are various forms of professional development for teachers. Wong (2011) suggested fifty professional development activities accompanied with references and resources which she found in the TESOL literature. Murray (2010) mentioned several teacher development activities for language teachers such as reading journal articles, doing reflections on teaching, keeping a teaching journal, sharing journals, peer mentoring/coaching, joining teacher support groups, joining local or national or even international teachers’ associations, and participating in workshops and conferences either as a presenter or just participant.

Gebhard (2005) offered a set of principles to explore teaching in an attempt to develop professionally and to see teaching differently. First, he provided eight principles of teaching exploration. In his article, he focused on (1) self-observation, (2) observation of other teachers, and (3) talking with other teachers, as ways to explore teaching. He encouraged teachers to explore their teaching not only for the sake of improvement but also to see their own teaching differently. He suggested that observation, as one kind of teaching exploration, be conducted in a nonjudgmental and non-prescriptive way. Teaching exploration can serve as a part of teachers’ decision making to see teaching differently in order to improve their teaching classroom practices.

Vacilotto and Cummings’s (2007) study investigated the effectiveness of peer coaching as a mode of professional development for pre-service ESL/EFL teachers. The findings revealed that peer coaching facilitated exchange of teaching methods and
materials, fostered development of teaching skills, and made the teachers rethink their own methods and styles. Murray (2010) defines peer mentoring and peer coaching as “collaborative endeavors which refine certain aspects of teaching” (p. 6). Vacilotto and Cummins (2007) noted that “peer coaching led student teachers to improve their organizational and class management skills as they become aware of the need to increase their energy level and be more flexible in class” (p. 156). From this finding, it can be seen that by engaging in professional development activities such as peer coaching, teachers can improve their decision making for their classroom as well as to be more open to criticism and changes from their peers.

Peer coaching is not a common practice in Indonesian classrooms and most teachers feel reluctant to be observed when teaching. Teachers are usually supervised once or twice in a semester by a supervisor from the education board in the district. Within the schools, teachers generally do not collaborate with their colleagues, such as for classroom observation, in order to improve their teaching. They may feel afraid to be criticized by another teacher while Vacilotto and Cummings (2007) argued that “recognizing professional development program as a process that focuses on improvement of instruction rather than on revealing weaknesses for the purpose of the punishment.” Ideally, peer coaching or classroom observation should help teachers improve their teaching performance by seeing each other’s ways of teaching in the classroom and talking about the strengths and weaknesses of their teaching.

Gray (2012) investigated a study on collegial observation as a way to see teaching differently. In particular, Gray’s study looked at ways of incorporating opportunities for student interaction in mathematics. Observation as one form of professional development
may be a standard practice in U.S. teacher education program. However, in New Zealand (Gray’s study site), collegial observation is little practiced. The same is true for Indonesian teachers where the idea of collegiality is not fully embraced. Gray’s (2012) study purpose was to bring a language focus to the teaching of mathematics. He focused on content teachers who are also ESL or EAP (English for Academic Purpose) teachers as they instruct in linguistically diverse classes. In Gray’s (2012) study, although the participants are content teachers, the focus is still on the language aspects especially student interactions. According to his study, the participants’ experiences of observing others and being observed enabled them to see teaching differently by having conversations at the end of observation. Gray’s (2012) study is in line with my study’s research questions which asked teachers’ experiences of professional development.

Alemu (2013) emphasized the importance of collegiality as a professional development activity to facilitate junior and senior faculty members to collaborate and discuss issues related to teaching and learning. Peer coaching enables teachers to engage in practices and conversations that promote professional growth, introduce new methods, experiment with and implement new ideas, and share professional experiences (Vacilotto & Cummings, 2007).

Huang’s (2007) study focused on the perceptions of Taiwanese teachers on the effects of teacher study group on their professional growth. It was found that the study group benefited the teachers in five ways: learning English as a foreign language, gaining ideas for improving classroom instruction, sharing teaching experiences, stimulating positive dispositions to learning, and fostering intellectual development (Huang, 2007). Study group activity may be conducted within the same subject teachers or different
subject teachers. Teachers can meet once a week to discuss particular topics or have one of the teachers do a demo lesson to be observed and discussed.

Teacher collaboration is one form of teacher professional development to enhance the quality of teaching. Stewart’s (2005) article reported a study on collaboration between language teachers and subject area discipline (content) teachers in a college in Japan. Fourteen practicing team teachers in an EFL setting were interviewed to elicit their perceptions and experiences in interdisciplinary team teaching and discuss how it affected teacher development. Stewart (2005) proposed interdisciplinary team teaching as a model for effective partnership in teacher development. Based on the data gathered, Stewart (2005) presented a model of effective partnership in team teaching which included: (a) beginning a partnership, (b) committing to a partnerships’ continuation, (c) making a partnership work in the teaching process, and (d) realizing effective partnership.

Keeping a reflective teaching journal is also a type of professional development activity. Teachers may improve their teaching performance by writing their experiences of everyday teaching. This helps them identify the strengths and weaknesses of their teaching. The focus is not to discourage them but to pay more attention to the things that they had not anticipated to occur in the class. Reflective teaching journal should include thoughts, insights during the teaching, peer observations and reflection of what occurred in the class including classroom activities and participation (Vacilotto & Cummings, 2007).

In order to make a smooth transition from teacher preparation program to the first years of teaching, Farrell (2012) proposed novice-service teacher development through practice reflection. He also suggested a supplementary course for the first years of
teaching. Farrell (2012) encouraged novice teachers to write about their experiences in the form of stories in order to make sense of their own experiences. Narrative inquiry is stories of individual teachers reflecting on not only teaching experiences but also their social and relational experiences. Through questioning their own teaching experiences, teachers recognized the students, contexts, and teaching functions and responses (Guang & Huang, 2013). In addition, in terms of professional development framework, he argued that ‘Tripartite collaboration’ between novice teachers, second language educators, and school administrators can help prepare novice teachers to face the challenges in classrooms (Farrell, 2012).

Reading articles from journals can be a very useful activity for teacher professional development because many teacher educators or teacher scholars share their best practices and findings of their research through articles. Teachers may learn a lot from reading articles on English Language Teaching (ELT) to improve their knowledge base of teaching and to stay updated with the current development in the field. In addition, Alemu (2013) argued that journal subscription is important and should be accessible to all teaching personnel. Educational institutions may consider providing this access to their teachers so they can keep up with the field.

Another professional development opportunity for teachers is attending conferences. Borg’s (2014) study on the impact of attending conferences shows three benefits which include enhanced knowledge of ELT techniques which lead to changes in practice, networking with other ELT professionals, and enhanced professional confidence and motivation. Borg (2014) stated that “conference attendance promotes the development of more knowledgeable, confident, and motivated ELT professionals who
are committed to their own professional development” (p. 8). Attending conferences is very common for teachers in Indonesia as many local conferences are often held. For novice teachers, they may come as participants first and later present their articles as they already have experience of seeing others present in the conference. Attending conferences can motivate teachers to be confident as presenters while building their professional network in the field. In a similar vein, Semenza (2010) also noted that attending conferences “have the potential to foster useful professional relationship by virtue of [teacher’s’] ability to draw like-minded people into relatively intimate environments” (p. 196). However, the concern is how positive impact of attending conferences can be translated into their professional career as a teacher.

In addition, conferences, trainings or workshops for teachers seem to have short-term impact on teachers’ teaching performance. It may be hard to clearly see the impact of professional development after the completion of such short programs, such as a one-day seminar or workshop. After attending trainings or workshops, teachers may or may not be able to implement the knowledge into their teaching. In other words, teachers do not change the way they teach although they receive knowledge from attending these events. Good teachers should try to apply the knowledge gained from a training attended in their classroom practices and share it with their colleagues. Knowledge and skills gained from attending these events may not be transferable to their teaching situations.

Given the different forms of professional development activities, teachers may choose to participate in either one or more of these. Professional development activities can be pursued either individually or collaboratively. There are a lot of professional development activities which can be accomplished in spite of limited resources teachers
might have. In teacher education, teachers need to have a better understanding of the importance of professional development and be informed about various possibilities of professional development activities. Teachers are expected to learn from the professional development participation and put it into their classroom decision making. Further research particularly on the descriptions of how teachers in higher education in Indonesia perceive and feel about professional development they participated in needs to be investigated.

**The Need for Professional Development**

Professional development is essential for all teachers no matter what discipline they teach including language teachers. Professional development has sometimes been misinterpreted as a mastery of the content knowledge only. Indeed, professional development covers a wide array of teaching areas that teachers would possess in order to teach effectively and professionally. Teachers should all be better informed about what professional development opportunities offer.

Teachers who work for many years, for example 10 or 15 years, may need professional development to keep them updated with the current development of ELT. Teacher professional development becomes even more crucial for in-service teachers as they already teach in the classroom but have less access to learning as much as when they were in the pre-service teacher training. Teachers need professional development to cope with daily teaching problems and the diversity of students in the classroom. Greenwell and Zygouris-Coe (2012) argued “teachers need effective and relevant professional development to help them meet the literacy needs of students and the content demands of their discipline” (p. 22). Professional development should be pursued because it benefits
both the teachers and students. Greenwell and Zygouris-Coe (2012) argued that the need for professional development is for the sake of teacher growth and student achievement.

A lot of research has been conducted to show the importance and purpose of professional development for language educators. There are also several reasons for participating in teacher professional development. One reason why teachers have to engage in professional development “is to be empowered-to have the opportunity and confidence to act upon your ideas as well as to influence the way you perform in your profession” (Murray, 2010, p. 3). Some professional development activities are related to raising awareness and assisting one to reflect critically upon one’s teaching in order to make changes and improve (Wong, 2011). Hansen-Thomas, Casey, and Grosso’s (2012) maintained “teachers learn most when they are actively engaged in examination of their regular practice (i.e., teaching and learning) and how the professional development activities contribute to their daily work” (pp. 133-134).

It can be understood that the ultimate goal of professional development is to become effective teachers which will eventually impact the students’ learning outcomes positively. In line with this, Murray (2010) stated that professional knowledge, specialized skills, and personal experiences are the ingredients of becoming an effective teacher. Teachers can gain all these skills through participating in professional development activities which will lead them to an improved teaching and an increased student achievement. Katuuk and Marentek (2014) argued that professional development is one way of improving teacher quality and that teachers play a critical role in improving learning outcomes.
Despite the busy teaching schedule, teachers may find professional development experience fruitful as they are able to increase their confidence and gain new insights for their classroom practice (Murray, 2010). Wong (2011) stated “professional development that is initiated by teachers and not just the institution has a better chance to succeed” (p. 146). This implies that a teacher needs to have strong motivation to engage in professional development.

Hansen-Thomas, Casey, and Grosso’s (2012) study revealed training project enhanced the technical skills of the participants for working with English Language Learners (ELLs). It was also found that teachers recognized the importance of research-based professional development. This finding indicated that professional development research is worth investigating. Hansen-Thomas, Casey, and Grosso’s (2012) study focused on native English speaker content area teachers’ professional development; thus further research is needed to understand specifically EFL teachers’ professional development experiences.

One advantage of participating in professional development is “teachers review and renew and extend their knowledge, skills, and attitudes linked with the enhancement of student learning and performance” (Katuuk & Marentek, 2014, p. 631). In another study, the participating teachers said that they would be more resourceful and better empowered if they could learn more new teaching methods and gain more professional knowledge through a professional development program (Lin, 2013). This finding supports my research as it showed the importance of professional development for English language teachers.
Professional development can be pursued with little or no cost. While many activities may need extra resources, other activities require initiative, time and discipline (Wong, 2011). There are a lot of possibilities for teachers to engage in professional development despite teachers’ lack of resources, for example, some professional journals are available online for free. Alemu (2013) suggested that institution should arrange professional development training and workshops on ELT for English teachers including subscription to local and foreign journals to stay updated with the current development in the field.

One reason to engage in professional development is to upgrade skills due to changes in society or the field (Wong, 2011). This may also refer to the use of technology in language classrooms which may require some training but can also be done on one’s own. The availability of internet really helps teachers find great sources for teaching learning materials in order to develop themselves professionally and enrich student learning experience. However, the access to technology may not be available in every teaching context that results in low participation in online professional development.

**Language Teacher Professional Development**

Professional development is all teachers’ responsibility as professional teachers regardless of what discipline they teach. Language teachers’ professional development is not just about “imposing fresh language teaching theories, methodologies, and teaching material on teachers” but also “a process of refreshing and reshaping teachers’ existing knowledge, beliefs, morals, practices and reflection” (Guan & Huang, 2013, p. 2116).

Lv (2014) argued that foreign language teachers specifically need to have sufficient knowledge of the language which include pronunciation, vocabulary, grammar,
and other related knowledge of the target language such as discourse, pragmatics, language acquisition, psycholinguistics, and the knowledge of the L1. Guang and Huang (2013) argued that the knowledge of the target language and the proficiency of using the language are the two most important requirements of being qualified language teachers. They further claimed that teachers also need to possess some theories and rules of language acquisition and language teaching including cultural differences between L1 and L2. Language teachers should be aware that professional development can take many forms. Creating more communicative and interactive classrooms is one of language teachers’ responsibilities. Through professional development, teachers can gain more confidence and competence to teach more effectively.

**Novice Teachers Versus Experienced Teachers**

It is important to distinguish between novice and experienced teacher because the number of teaching experience may have an impact on teacher’s growth and competence. This study involved novice teachers who just had several years of teaching experiences. It is important for my study to see how these novice teachers perceived professional development and what they have done to improve professionally. Teacher professional development is for both novice and experienced teachers. How many years a teacher has taught may not guarantee his or her professionalism and does not necessarily mean that he or she is a good language teacher. Many experienced teachers continue teaching as they have been trained in their teacher pre-service education program. As teachers use their skills gained during their pre-service education, they may not improve if they do not adapt to the currents needs of students in this new era.
However, Rodriguez and McKay (2010) stated that no matter how many years a teacher has taught does not necessarily mean that he or she is a good teacher or an expert. Regardless the number of teaching experience a teacher has, government and schools have to consider the existence of novice teachers and start thinking about what professional development for these teachers. Professional development should also consider the presence of other teachers because teachers’ colleagues who also undertake professional development activities might have an impact on one’s classroom practice and growth as a teacher.

Farrell (2012) defines novice teachers as those who have completed their language education program and have started teaching English (within 3 years after the completion of their teacher education program). Rodriguez and McKay (2010) defined novice teachers as “those with little or no classroom experience” (p. 2). Novice teachers might get help and learn much from more experienced teachers as they exchange ideas for example, after watching each other’s teaching. In professional development, both novice and experienced teachers can work together to develop professionally by learning from each other. Vacilotto and Cummings (2007) found that teachers’ diverse teaching experiences enable them to complement each other. Their study revealed that the experienced teachers were very helpful to inexperienced teachers to improve their teaching.

Novice teacher can engage in reflective practice in their first years of teaching as professional development so they can better manage and assess problems they might encounter (Farrell, 2012). Rodriguez and McKay (2010) said that experienced teachers may need professional development which confirms the knowledge, experience, and
intuitive judgment they gained from their teaching career. It is important for my study to see the difference of teachers’ feelings about their professional development pursuit and their classroom practices compared to their colleagues who are more experienced.

**Teacher Training and Teacher Professional Development in Indonesia**

Contents of teacher training in Indonesia include seminars, conferences, and workshops on improving English teachers instructional practices. School and university English teachers may attend professional events such as one-day seminar on English language teaching which typically aims to provide information on how teachers improve their teaching practices. In seminars, teachers may play a passive role in a sense that they just have to listen to the presentations from several keynote speakers who are experts in the field. Attending conference is another example of teacher training in Indonesia. Seminar and conferences on English language teachings are prevalent in Indonesian context particularly in this research’s site. These professional events are often held by universities of private language education institutions. Teachers are familiar with this type of teacher training. However, it is important to note that the idea of conference in Indonesia may be a little different from other contexts. For instance, although theoretical-based and research based proposal research are welcome, often times, only completed research can be submitted for the conference. In addition, they also have to send full draft of the paper in addition to the proposal or abstact. Incomplete or on-going research study are often not proposed to the conference. This conference practice may be different from other contexts. This might have effect on teachers’ participation on presenting their research because if they do not have a completed research to be presented, they cannot present at the conference. Therefore, teachers may come as presenters hoping to improve
their teaching practices by listening to talks and presentations from these events. Conferences and seminars usually have certain themes such as teaching English of young learners, integrating ICT into English language teaching (ELT), how to teach grammar, and Integrating literature into ELT, etc. Workshops, another common teacher training activity, train teachers how to employ certain teaching techniques. Workshops can also cover contents such as presentation on how to conduct research and write research paper for publication with theories and practice at the end of the sessions.

Among these three types of professional events, the similarity is that teachers are usually introduced to a concept or ideas on how to use certain strategies, or methods. It can be argued that teacher training in Indonesia mainly includes basic teaching skills and techniques for EFL classrooms. It is a common practice that teachers in Indonesia attend professional events as a participant in order to gain knowledge on how to teach English more effectively by learning from the presentations during the events. Through these professional events, teachers learn about teaching innovations for classroom practices which may be applicable to their contexts. Professional events are usually held for both novice and experienced teachers in primary, secondary and higher education. Teacher training programs in Indonesia attempt to equip teachers with skills, for instance, for preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), and new teaching methods and techniques for teaching English as a foreign language. It can be said that most contents teacher training in Indonesia may seem very methodological and classroom-oriented. There are times when teaching methods, teaching ideas, or concept do not fit local contexts of the teachers’
teaching situations. Global methods, ideas, and concepts may not work in every teacher’s teaching context.

While the government and higher education impose on the idea of *Tri Darma Perguruan Tinggi*, requiring teachers to engage not only in teaching but also in research and community service, teacher training that are available for teachers in Indonesia may still be pedagogical-oriented rather than research oriented. Both the government and higher education may not have addressed this issue successfully. In addition, higher education expects their teachers’ to be qualified and effective teachers however they may not provide teacher training program that are specifically developed to meet the needs of their teachers. There may be a mismatch between what teachers really need in their teacher training program and what the government and higher education have provided. English teachers might have different needs which are specific to their local needs depending on the level of education and the context in which they teach. For instance, secondary school English teachers have different needs and demands of teaching compared to university English teachers.

According to The Regulation of The Republic of Indonesia Number 14, 2005 on Teacher and Lecturer Article 69 Verse 2, teacher professional development includes pedagogic competence, personality competence, social competence, and professional competence. Teachers in Indonesia are required to possess all these competences in order to be professional teachers. Teacher professional development should be aimed to equip teachers with all these competences.

Lv (2014) argued that professional teachers should have not only in-depth knowledge of the field but also experiences of professional training in education and
meet the requirement for teacher qualification as well as professional ethics. The same is true in Indonesia that the concept of teacher professionalism means teachers have sufficient knowledge of the discipline and meet the qualification such as having at least a bachelor’s degree and pass the teacher certification test for school teachers. However the certification test, for example, mainly asks general teachers’ pedagogical knowledge rather than content knowledge of the discipline. So, it is hard to say that professional teachers have fully mastered the content knowledge of their field.

In response to the needs of highly effective teachers to improve teachers’ quality and students’ learning quality, teacher professional development is an issue in Indonesia. Although in Indonesia there has been a specific professional standard for teachers such as teacher certification and MGMP (Musyawarah Guru Mata Pelajaran) or subject teacher association as a professional development program, it still lacks a specific professional standard for language teachers such as having certification on English language teaching or requiring a high score on language proficiency test and teaching knowledge test. MGMP which is subject teachers’ association that regularly meets once a week, is one type of professional development that is already in place in many schools. Other types of professional development seem to be little practiced or even recognized. In Indonesia, there are still many teachers who are not well-informed about the opportunities for professional development. For example, interdisciplinary team teaching (Stewart, 2005) seems not to be the norm in my country. It is uncommon to pair an English language teacher with a content-area teacher teaching the course together. One study by Petrus (2012) explained that team teaching was not commonly practiced in an Indonesian
university because of “some constraints such as lecturers’ work load, time management and honorarium” (p. 70)

The demand of professional teachers in Indonesia can be found in Government Act of Indonesian government Number 14 Year 2005 about school teachers and university lecturers. The act also regulates the professional standard of a teacher which must be fulfilled in order to be a professional teacher such as holding at least a Bachelor’s degree and pass the certification test.

Katuuk and Marentek (2014) noted that the efforts from the Ministry of National Education to run professional development programs in Indonesia such as Sustained Teacher Professional Development Program and MGMP (*Musyawarah Guru Mata Pelajaran*) - association of subject teachers. These programs have been implemented in Indonesia but have not shown significant results.

Yuwono and Harbon’s (2010) study investigated the nature of professionalism as perceived by forty-six Indonesian EFL secondary school teachers. The findings indicated that teacher professionalism in Indonesia is elaborated in five areas: motives for entering the profession, teaching rewards, the wider society views about teaching profession, English teacher’s progression, and teacher profession on the meaning of professional EFL teachers. Many aspects of ELT practices in Indonesia have to be examined carefully and redefined especially teacher professionalism (Yuwono & Harbon, 2010). Further, Yuwono and Harbon (2010) maintained that motives for entering the profession and teaching rewards have impacted professional development. For example the conditions of teacher being underpaid make teachers unable to engage in professional development. This study also shows how teachers interpret professional differently from what exists in...
the literature. “They attribute their professionalism to their oral and written skills in the language rather than pedagogical knowledge and skills that a teacher should possess” (Yuwono & Harbon, p. 156). Another finding revealed that teachers’ professionalism are not properly rewarded. The issue of being underpaid affected teachers’ professional growth (Yuwono & Harbon, 2010). Yuwono and Harbon (2010) suggested “regardless of the [financial] rewards, teachers should enhance their professionalism” (p. 158). The findings of the study reveal that many Indonesian teachers still think that professional development requires some money. In fact, numerous professional development events are free and can be done individually.

My study was expected to better inform Indonesian teachers about the professional development activities available for them and more importantly to raise their awareness of what it means to be professional. While Yuwono and Harbon’s (2010) study only focused on motives for entering the profession and teaching rewards which are assumed to have impact on professional development, my study explored teachers’ perceptions of professional development by identifying the types of professional development that the teachers are familiar with.

**What Constitutes Effective Professional Development**

Professional development can also be implemented as a program organized by an institution to empower its teachers. This requires hard work and commitment from both parties, the institution and the teachers; otherwise it may be ineffective. Greenwell and Zygouris-Coe (2012) study’s findings indicated that there is a discrepancy in the perceptions of teachers who are engaged in professional development and professional
development provider who designed the program. Therefore, there is a need for communication and collaboration between policy makers, researchers and practitioners.

Whether professional development is conducted as a professional effort or as a part of program run by an institution, professional development should increase teachers’ effectiveness. Initiatives to start professional development should start from every teacher’s heart. Teachers need to feel that professional development is a need rather than an obligation. Once teachers agree to start and participate in a program, they may negotiate how the program should be run. Vacilotto and Cummings (2007) argued “effective peer interactions required a high level of care and personal investment in one another to be successful” (p. 158). It can be understood that the willingness of teachers to improve by helping and learning with each other and commitment to run the programs are important elements required for effective professional development.

All types of professional development should be continuous and sustained for a longer period in order to see its impact in the long run. For example, Vacilotto and Cummings (2007) suggest that peer coaching should be constant and continuous in order to promote teachers’ competence in making informed decisions and then assessing how the decisions impact the students’ learning. Regular meeting enables teachers to meet other teachers and to feel less stressed by sharing their teaching experiences with them.

**Teacher Professional Development Framework**

Teacher professional development can be carried out by teachers in formal and informal ways, either individually or in group. In any type of teacher development activity, a group of teachers who want to start a professional development program may decide on how and when to run the program. There is no specific guideline for syllabus,
procedure and evaluation (Guan & Huang, 2013). Teacher development is more dynamic and flexible. All teachers need is the initiative and commitment to maintain the program.

In relation to teachers’ professional growth and activities that teachers pursue on their own, Lv (2014) argued, “the initiative for self-development can help to produce the actuation of self-development” (p. 1441). In order to grow professionally, teachers have to seek ways of empowering and refining their professionalism with their own effort without relying on too much from the institution they work for. Indeed, teacher self-development and self-empowerment are more powerful than initiatives generated by others. Lv (2014) further added “the initiative for self-development is essential for foreign language teachers to obtain the ability to develop sustainably” (p. 1441). What really matters in professional development is not the activity itself but how teachers can continue doing the activity in order to grow professionally and have a long-lasting impact on their professional career as teachers.

With the advanced development of technology today, online professional development offers a new avenue for teacher learning. Smith’s (2014) study discussed a framework for online professional development programs for K-12 teachers who work with ELLs in a response to the need for better teacher preparation. Smith (2014) claimed her framework had been very successful, evidenced by the positive feedback of her participating teachers. She offered a framework and concept for creating online teacher development programs. She first juxtaposed site (school)-based programs and online delivery professional development to see some weaknesses of conventional forms of teacher training while discussing the advantages of online delivery too. Therefore, she proposed web-based online delivery of professional development as an alternative.
Online delivery professional development may fail due to infrastructure such as internet connectivity required in a situation where teachers have no access to technology, especially the Internet.

English teachers, researchers, scholars, and teacher educators can use Smith’s (2014) frameworks as a guideline for implementing effective online professional training programs for teachers in their institutions. Smith (2014) described the frameworks she used to develop a fully online training program for teachers working with ELLs. Smith (2014) suggested that successful online learning happens when teaching presence, social presence, cognitive presence, and learning presence exist. Her explanation of teacher participants’ feedback toward the program provides an illustration of how online teacher development affected teachers’ decisions in classroom practices. She used writing-based online interactions which had an effect on teacher’s teaching writing. No matter how good the framework of professional development employed, teachers are still the ones who play a pivotal role in maintaining the program.

The Influence of Professional Development on Classroom Teaching

Teacher training and professional development should be focused on how to address teachers’ needs in their career and more importantly how to help teachers improve their teaching knowledge and skills. Gray (2012) argued “development occurs when action results in growth and changes in teacher’s understanding and practice” (p. 236). This was what I was interested in seeing in my study which is the changes of teachers’ perceptions after engaging in professional development. It is also hoped that as a result of participating in teacher professional development, teachers will translate their knowledge gleaned from professional development into their instructional practices.
Professional development is linked to and has influence on classroom practices. In relation to this, Hansen-Thomas, Casey, and Grosso (2012) referred to this as “transference and translation of knowledge and experience” (p. 142), which is the ability to transfer what they learned from the professional development program and translate it into a training session for their peers. Teachers are expected to employ the knowledge and experience they have acquired from professional development activities into their classroom practices. Furthermore, Alemu’s (2013) study on professionalism of English teachers in Ethiopian higher education context revealed that teachers “have good professional authority in decision making related to teaching and learning activities” (p. 305). Teachers need to have the ability to make informed decisions for their classroom, and this ability can be learned through professional development activities.

Lin’s study (2013) showed that teachers hold their personal attitudes and beliefs which they translate into their professional and classroom practices. Professional development activities they undertook influenced aspects of teaching such as lesson planning, instructional activities, materials, tasks, and teaching techniques. Teachers may employ their beliefs in making classroom decisions. Their decision can be influenced and informed by various factors. One of them is through their professional development experiences that they have received during their teaching career.

Hansen-Thomas, Casey, and Grosso’s (2012) study focused on the effects of participation and collaboration in an in-service professional development project for secondary content-area teachers. The study aimed at increasing students’ learning outcomes by first enhancing the teachers’ skills through professional development to better serve ELLs. This project explored the experiences of nine practicing content
teachers. Hansen-Thomas, et al. (2012) examined the development of the participants’ professional identities resulting from their experiences as they translated what they learned about multicultural education, second language education, and ESL methods and shared them with their colleagues. The contribution of professional development experiences to classroom practices may include lesson plans, instructional activities, materials, tasks, and teaching techniques.

Huang’s (2007) findings revealed that study group, a form of professional development, helped teachers to develop subject-matter knowledge, general pedagogical knowledge and pedagogical content knowledge, and foster continuing learning, cognitive, intellectual, and theoretical development. Professional development activities provide teachers with skills and knowledge that help them to teach effectively and skillfully. It is hoped that teachers who are engaged in professional development will translate the garnered knowledge into their classroom practices.

**Summary of the Chapter**

This chapter has presented background information about the concept of teacher professional development, as well as its related aspects. Teacher professional development was discussed in terms of its types and purposes, as well as the needs for professional development for teachers. It also included the discussion of what constitutes an effective professional development framework. A presentation of theoretical literature on teacher development was followed by relevant empirical research within the context. The information presented in this chapter was helpful for me in looking at different aspects of my data. Finally, I proposed that the current study is significant in order to understand the conceptualization and the experiences of professional development as
perceived by the six Indonesian EFL university teachers. In the next chapter, I present the methodology of the study intended to explore ways in which Indonesian teachers conceptualized and experienced professional development in their professional career.
CHAPTER THREE

METHODOLOGY

This qualitative inquiry was designed to explore how Indonesian EFL university teachers perceived and experienced their professional development. To this end, this chapter explains the methodology of the research. I begin this chapter by restating the research questions and the purpose of the research. After that, the research design employed is discussed followed by rationales for choosing it. The next part is the study context. I then discuss the participants of the study and the sampling method. Afterwards, data collection method and procedures utilized in the study are also discussed. The following section describes the data analysis and ethical consideration. Finally, the summary of the methodology chapter is presented.

Research Design

The central topic of this study is teacher professional development which is an important concept in teacher education. This topic needs to be conceptualized in a context where teachers teach. For this particular study, I utilized a qualitative research design. Based on the objective of the study, participants’ perceptions, opinions, ideas and experiences were sought. Therefore, a qualitative research design is appropriate for this study. Merriam (2009) explained that qualitative research seeks to understand “how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (p. 14). This basic qualitative research examined perceptions and experiences of six Indonesian EFL teachers as they participated in professional development. Employing qualitative research enabled me to “discover as much about how research subjects feel about the information they provide as about the
information itself” (Holliday, 2010, p. 4). I have several reasons that led me to conduct a qualitative study for this research. First of all, the nature of my research questions lend themselves to a qualitative design. In line with the objectives of the study, a qualitative approach was employed. The research questions show that I needed to explore the variables, as Holliday (2010) stated that qualitative research’s intent is “on expanding rather than controlling variables” (p. 28). Merriam (2009) explains four characteristics of qualitative research: focus on meaning and understanding, researcher as primary instrument, an inductive process, and rich description (p. 14). Because the current study fit those features of qualitative research, qualitative research was employed for this study.

I aimed to explore a detailed and comprehensive description of the participants’ perceptions toward the topic. Therefore, I considered qualitative inquiry an appropriate design for the research. Qualitative research “explores a problem and develops a detailed understanding of a central phenomenon” (Creswell, 2012, p. 16). The participants’ perception and experience of professional development served as a central phenomenon that I was looking at in this study. Furthermore, I aimed to hear the voices of the participants on how they perceived and experienced professional development. With qualitative research, I could “look deeply into behavior within specific social settings rather than at broad populations” (Holliday, 2010, p. 5). I also intended to elicit their experience in participating in professional development. My goal was to understand a specific phenomenon that is, how Indonesian EFL university teachers perceived professional, as well as their experiences of engaging in professional development activities. With this aim, it could be best achieved through a qualitative approach. Following Merriam’s (2009) characteristics of basic qualitative study: (a) focus on
meaning, understanding and process, (b) purposeful sample, (c) data collection via interviews, (d) inductive data analysis, and (e) richly descriptive findings and presented as themes, qualitative research was the best option for my study.

**Research Site**

It is important to situate the research setting from which I collected the data as Holliday (2010) argued that research setting “provides an environment within which to interconnect data” (p. 41). Given the description of the study context, this study was conducted at four universities located in Palembang, the capital city of South Sumatera, Indonesia. Although my principal goal was to obtain participants from any university, in order to make it manageable I focused on the four private big universities to which I had access to collect data. The selection of these universities was because these universities are among the biggest universities in terms of programs offered. Three universities offer English as a major within a faculty of teacher training and education. One university offers English literature program.

My rationale of choosing participants from these four big private universities was because the teachers at these institutions had a different range of teaching experiences, because these universities employ both experienced and novice teachers as defined by their age. My participants had a range of teaching experiences from 4 to 19 years of teaching experiences. I decided to have this combination of participants who have different number of years of experiences. These universities were adequately comparable in terms of its size of the students. I admit that my choice of these particular private universities may have had effect on the results of my study. Excluding teachers from a public university was because there was just only one public university in the city, whose
teachers have been teaching for many years, and presumably have already been aware of these professional development.

**Participants and Sampling Criteria**

I decided to employ purposeful sampling for this current study because I wanted to “discover, understand, and gain insight, and therefore must select a sample from which the most can be learned” (Merriam, 2009, p. 77). Purposeful sampling was chosen because I had several criteria for the participants who would be able to provide me with the information I sought. The participants were purposively sampled based on these three pre-selected criteria: they (1) currently teach English at university (2) have at least one year English teaching experience at university, and (3) have participated in one or more professional development activities. The first criteria required the potential participant who was currently and actively teaching at university, not a school. A minimum of one year teaching experience was also set as a criterion because it was expected that they have started participating in professional development during their first year of teaching. Also, it is common to see novice teachers in my city especially those who just finished their master’s degree at a relatively young age these days. Some of them have already started teaching with their BAs during their master’s. The third criteria in order to be a participant, he or she should have done professional development of any type. It is important to note that I was more interested in teachers’ individual efforts in professional development rather than institutionalized professional development. These three criteria were important for my study because they could allow me to gain rich and informative data about their professional development. Age was not a determining criteria for sampling. With no restrictions in regards to gender, both female and males were included.
Although purposeful sampling method was initially employed for this study, two of the six participants were obtained using snowball sampling. Since I already had four participants, I still needed two more participants, so I asked these participants to refer me to other participants. In this case, I recruited a participant from another participant. For example, in one case, since I knew a head of a study program at a university, I contacted her to be my participant, then I also asked if she knew another teacher at her institution who would meet my criteria and may have been interested to participate. She actually recommended two of her colleagues to join the study, but only one finally agreed to participate. In another case, I knew one person teaching at university in my city but when I contacted her she was unwilling to participate due to her busy schedule, but then she recommended her colleague who is a head of study program in her institution to participate in my study. Fortunately, she was willing to participate my study.

There were six participants who met the criteria and were willing to participate voluntarily in this study. This small number of participants enabled me to obtain an in depth, rich exploration of the participants’ insights and perspectives. Merriam (2009) argued “the crucial factor is not the number of respondents but the potential of each person to contribute to the development of insight and understanding of the phenomenon” (p. 105). The six participants were EFL university teachers who teach in the English department at a private university in the city of Palembang, Indonesia. These six participants came from four different universities. These universities, to which I had access to contact the participants, are among the biggest private universities in the city. Universities in Indonesia are under ministry of Research, Technology, and Higher Education of Indonesia. The participants’ universities are private institutions that are
usually owned by a foundation. The participants were all permanent teachers as they all have *NIDN (Nomor Induk Dosen Nasional)* or identification number of national university teacher. They all held a Master’s degree in English education because it is a required qualification to become a teacher at a university in Indonesia. The participants’ ages ranged from 25 to 45 years of age. The participants had diverse English teaching experiences. In terms of professional development experience, all of them had participated in a range of professional development activities. Some of the participants presented at English conferences abroad. I present further information about participants based on the participants’ curriculum vitae that I collected as supporting data.

Participants’ demographic information is provided in the table below:

### Table 1

**Participants’ Demographic Data**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Age</th>
<th>Gender</th>
<th>Years of Teaching experience</th>
<th>Experience of Professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sinta</td>
<td>29</td>
<td>Female</td>
<td>7</td>
<td>Conference, professional association, and published article</td>
</tr>
<tr>
<td>Budi</td>
<td>25</td>
<td>Male</td>
<td>4</td>
<td>Conference, published article</td>
</tr>
<tr>
<td>Jeri</td>
<td>26</td>
<td>Male</td>
<td>5</td>
<td>Conference, adjudicator</td>
</tr>
<tr>
<td>Imam</td>
<td>45</td>
<td>Male</td>
<td>19</td>
<td>Conference, seminar, training, adjudicator, professional association, and examiner</td>
</tr>
<tr>
<td>Rina</td>
<td>43</td>
<td>Female</td>
<td>17</td>
<td>Conference, published article</td>
</tr>
<tr>
<td>Karima</td>
<td>29</td>
<td>Female</td>
<td>7</td>
<td>Seminar, training and workshop</td>
</tr>
</tbody>
</table>

**Sampling and Procedures**

First, after I received the approval of the Institutional Review Board from Indiana University of Pennsylvania, I contacted eight university teachers who teach at universities in Palembang, two of them are my colleagues in the university where I teach. I also
contacted other teachers who teach at other universities in my city through their social media asking if they would be interested in my study. I was hoping to recruit participants coming from not only my institution but also other universities in the city of Palembang. I knew at least one teacher who teaches at some of the universities that I was targeting. Then, I emailed the participants and explained them the purpose of the study and asked for their willingness to voluntarily participate in my study (See Appendix D (E-mail Protocol). In that email, I also attached the informed consent (see Appendix C). Finally, six participants agreed to participate in my study.

**Informed Consent Process**

After I got some participants’ contact information, email invitation and informed consent form were distributed to them. The consent form was written in a simple and understandable language to make sure that my participants would understand the nature of my study. In the email, I also explained that the study was voluntary and their identity would be kept confidential. The email invitation and informed consent forms explained the purpose of the study and offered participants the option of accepting or declining to participate in the study. If they agreed to participate, they would be asked to sign the informed consent form, scan it and return it back to me through email. Then, I gave them a week to respond to my email. After the informed consent forms were collected, I started to arrange an interview schedule with each participant.

**Data Sources**

**Interviews**

Since the purpose of this qualitative study is to gain understanding of how the participants perceived and experienced professional development, I decided to use
interviews as a data collection technique to see how the participants verbalized their perceptions and experiences of professional development. Merriam (2009) states “interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them” (p. 89). The data were collected through a semi-structured interview as a main source of data. Interviews enabled the participants to describe their views, thoughts, and perceptions as well as their experiences of professional development. It is also effective to use interviews in order to gain clear, in-depth data needed from the participants. Based on the kind of information needed for my study, interviews were used for the participants to reflect their responses toward the topic.

Interviews were used to collect data because they enabled me to “uncover meaning, develop understanding and discover insights relevant to the research problem” (Merriam, 2009, p. 86). I invited the participants for an in-depth individual semi-structured interview (see Appendix E). The interviews were conducted face-to-face. The purpose of the interviews was to gain information and elicit the responses of the participants on how they understood and perceived professional development as well as their experiences in participating in it. I focused specifically on the participants’ personal efforts of being engaged in professional development. Face to face individual interviews were chosen because they are more natural ways of interacting and talking with a participant. Interviews allow me to capture participants’ thoughts, ideas, and perspectives.

The interviews took place at a time and place designated based on the participants’ convenience. I arranged a meeting time and location to meet each participant at a comfortable and quiet place to do the interview. I met each participant
individually. The interviews were carried out in the work place of the participants during office hours. Only one participant who was interviewed at his house because it was Sunday and the university was closed. Each interview lasted approximately between thirty to forty minutes and was audio-recorded using Audacity software installed in my laptop. The software allowed me to record the audio data and save them in a file that is easy for me to play back and forth. I also used an audio recorder for secondary recording in case one of them did not work.

Prior to the interview, I asked the six participants to complete demographic data which included: name, age, gender, rank, qualification/degree, institution, and types of professional development involved. This descriptive information served as additional data for my analysis. I also reassured that my participants were aware that this interview was voluntary and their identity would be kept strictly confidential. The interviews were conducted in a language based on the participants’ preference in order to put the participants at ease and not to make them feel pressured due to the imposition of a certain language such as English. Five participants chose Bahasa, Indonesian language and only one used English for the interview. The interviews were conducted during summer 2015 (May-June).

The type of interviews utilized for this study was semi-structured interviews. In conducting the interviews, I devised an interview guideline. The questions have been carefully constructed in order to answer my research questions. Merriam (2009) notes that semi structured interviews have the following characteristics: “a mix of more and less structured interview questions, all questions used flexibly and no predetermined word or order” (p. 89).
I asked twelve questions during the interview (See Appendix E). I used this set of guiding questions but I was more flexible with the order of the questions. The participants were asked about their opinions, feelings, perceptions, thoughts, experiences and ways of developing professionally as a teacher. The interview questions have been made to elicit certain categories. These questions were expected to yield useful information about the topic. There were four core categories: perceptions of professional development (four questions), professional development experience (three questions), influences of professional development (three questions) and problem or challenges of professional development (two questions). I also asked additional relevant follow-up questions that I thought were significant and needed to be explored.

**Documents**

In addition to the interview, I collected written artifacts namely curriculum vitae and copy of certificates of their professional development as a proof of their participation in professional development from some of the participants. Holliday (2010) argued that “cultural artefacts like documents can reveal deeper, more tacit aspects of cultural life” (p. 71). I decided to collect these documents because they “can also reveal secret, hidden worlds which are difficult to fathom through observed behavior and events or accounts of people in the research setting” (Holliday, 2010, p. 71). These sources of data allowed me to assure the validity of information they provided. Another reason to collect these documents was because “the information in any single interview needs to be considered in light of other interviews and other sources of data such as observations and documents” (Holliday, 2010, p. 114). They also helped me to double check their active participation and which kind of professional development activities they have been
engaged because during the interview, some of the participants did not remember the exact date and name of activities and events they participated in.

Data Analysis

In order to arrive at a more informed analysis of my data, I spent a great deal of time analyzing my data because “data analysis requires the ability to think inductively, moving from specific raw data to abstract categories and concepts” (Merriam, 2009, p. 17). The collected data were analyzed qualitatively. The thematic analysis process included transcribing, translating, reading, coding, themes construction, and analysis.

After I collected the data from the interviews, I transcribed the data. I transcribed my digital audio-recorded data into transcripts. Since five interviews were conducted in Bahasa Indonesia, the interview data were transcribed and then translated from Bahasa to English. Only one participant chose to use English for the interview, as noted earlier. First of all, I listened to the audio-recorded interviews many times while writing them verbatim in my computer. I did this step for each participant, one participant at a time. For the final touch, I reviewed my verbatim transcriptions of recorded interviews to verify and match what was really said by the participants.

For the second step, I translated each transcript into English. Once all the data have been transcribed into English, the next step was coding. I started the coding process by “assigning some shorthand designation to various aspects of [my] data so that [I] can easily retrieve specific pieces of data” (Merriam, 2009, p. 173). From the transcripts, I coded important, meaningful ideas, or concepts related to my research questions that emerged from the data. In coding the data, I read the entire data set both Bahasa and English transcripts thoroughly. In coding and analyzing the data, often times I had to go
back and forth to check the data in the original language and the English translation because it helped me to reflect and review what was really said by the participants. The rationale of doing this is due to the amount of interview data I had. Not all information given by participants was translated into English, only those that were relevant and significant based on the needs of my research questions. Therefore, looking at both transcripts allowed me to see other information that perhaps was related to the ideas, concepts or themes that I was analyzing. I scrutinized the verbatim transcripts of the interviews to capture tentative themes, ideas, and ‘hunches’ related to my purpose of study. To make the coding process easier, I created a table consisting of questions and responses from each participant. This step enabled ease of reading for my rudimentary analysis. This table was made to help me classify their answers based on the interview questions and to compare the responses from each participant. This approach helped me to see a full picture of each participant’s responses.

With the research questions in mind, I attempted to analyze the data for themes, ideas and concepts using thematic analysis. I followed Holiday’s (2010) thematic analysis in which “all the data is taken holistically and rearranged under themes which emerge as running through its totality” (p. 94). In analyzing the transcripts, I focused on “the frequency and the variety of messages, the number of times a certain phrase or speech patterns is used” (Merriam, 2009, p. 205). I analyzed and compared the data from each of the participants. Although I analyzed each participant’s data, my goal was to see what was in common that the participants shared. I was not interested in participant by participant analysis. I preferred to focus on the ideas rather than the individuals. Therefore, I presented my data themes by themes.
Having analyzed the transcripts multiple times, then, I began to construct themes. I coded phrases and put them under each of the tentative themes. The transcripts were scrutinized again, and broader themes were identified. With repeated readings of the data, particular themes became more apparent. I went back and forth with the transcripts to see what themes emerged and to make sure that I sorted them into the correct themes. In themes construction process, since there were many possible related themes that I saw in the data, I decided to have more general themes which had subthemes under that. The themes I created helped me to see other minor related themes.

Finally, with the amount of data I had, I came up with six major themes, each containing several smaller points of focus. The six themes included: defining professional development, reported professional development experiences, reasons for participating in professional development, impact of professional development, importance of professional development, and difficulties and challenges of professional development. Some of the themes have been subdivided into several subthemes. These themes have become my choices because they were significant and relevant to my research questions. I have made a table that listed the themes, subthemes, and I also gave a description, detail or example of each subtheme. This table helped me a lot in the simultaneous analysis process because I could compare and categorize participants’ responses based on the suitable themes. This also enabled me to access any piece of data at any time. The following table presents the summary of the themes and subthemes that were developed from the data.
# Table 2

**Summary of Themes**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subthemes</th>
<th>Details, description/examples</th>
</tr>
</thead>
</table>
| **Defining Professional Development (PD)** | • PD means attending professional events  
• PD means *Tridarma of Higher Education*  
• PD means becoming professional teacher.  
• PD means developing pedagogical knowledge skills and practices | • Seminars, conferences, and workshops,  
• Teaching, research, and community service  
• Better, effective, more equipped teacher, and teacher professionalism  
• Improve instruction, develop teaching methods |
| **Reported PD Experiences**     | • Attending professional events  
• Scholarships  
• Professional organization  
• Pedagogical Knowledge  
• Mentorship | • Seminar conferences, and workshops  
• Writing, research, and publication  
• English teacher association  
• Reading, finding sources, and developing methods.  
• Becoming a coach, adjudicator, examiner, and teacher trainer |
| **Reasons for participating in PD** | • Teachers’ self-awareness  
• PD as a means to enhance teachers’ career  
• Institutional mandate | • Personal goals, knowing more about the profession  
• Career promotion, teacher certification, better career prospects  
• Participating in PD assigned by institution, fulfilling institution requirement. |
| **Impact of PD**                | • Impact of PD on classroom practices | • Learning about new teaching methods, ideas, assessment and innovation for classroom practices.  
• Sharing PD experiences with class. |
The choices of themes that emerged from the data were carefully selected because they served as “the basis upon which the argument, the data extracts and the discursive commentaries are organized” (Holliday, 2010, p. 90). I also considered how these themes were significant to my research questions. The last step of my analysis was to make sense of and interpret the data in order to answer my research questions.

In Chapter Four, I presented my analysis and interpretation along with the data excerpts in order to illustrate examples of each emergent theme. The themes were analyzed and interpreted with reference to the pertinent theories on relevant literature in Chapter Five. In Chapter Five, discussion of the data, I organized the data according to the research questions and the emerging themes.

**Ethical Considerations**

Institutional Review Board for the Protection of Human Rights was obtained prior to the data collection. The informed consent forms were sent to each participant afterwards. Participation in this study was voluntary and it required the informed consent forms to be signed by the interested participant. For the convenience of the participants,
they could arrange a schedule for the interview based on their availability and agreement. Also, the participants had the option whether to respond to certain questions or have the recorder be turned off during parts of the interview when they felt uncomfortable to answer those questions. No personal information was attributed to any specific identity at any point in the study.

All information collected and each participant’s identity in this study were strictly confidential. Pseudonyms were used for any reports, presentations, or publications on this data. No information would be shared that lead to the identification of individual participants. All data were safely stored on a special well-protected drive in my computer with a password and I am the only one who has access to the file. The identifying information will be destroyed after this research project has been completed.

**Summary of the Chapter**

This chapter outlined the methodology rationales and procedures of the research. I started with the restatement of the study purpose and the research questions that guided the study. I elaborated my justification of the research design employed. In this chapter, I attempted to illustrate the participants where the study was conducted. Next, I discussed the sampling method used in the study and the recruitment process of the six participants of the study, including the informed consent process. After that, I described the use of face-to-face semi-structured interviews as a data collection method. After the interviews, had been transcribed, then I analyzed and interpreted the data using thematic analysis. The analysis included coding and categorizing in order to identify themes. The results of my findings are presented in the following chapter.
CHAPTER FOUR

RESULTS

This chapter is devoted to the results of data collected and analyzed through in-depth interviews with six Indonesian EFL teachers. The purpose of this chapter is to present and analyze the research findings from the data collected. The findings included the major recurrent themes, which are reflective of all teacher participants’ views with regard to their perceptions, reasons, impact, etc. of their teacher professional development.

This study aimed to explore how six Indonesian EFL teachers defined and perceived teacher professional development. It also investigated Indonesian EFL teachers’ experiences of participating in professional development activities. The research questions were (1) how do the six Indonesian EFL teachers define professional development? (2) what are the perceptions of the six Indonesian EFL teachers about professional development? And (3) what professional development have the six Indonesian EFL teachers experienced? The data are presented by themes as I attempted to seek the commonalities among the participants. An analysis of the data revealed various themes which emerged from the data. Emergent themes are described as the following predominant themes:

1. Defining professional development
2. Professional development experiences
3. Reasons for participating in professional development
4. Impact of professional development
5. Importance professional development
6. Difficulties and challenges of professional development

I focused on the themes that the participants heavily stressed within their interviews. Thus, I chose to use the six themes above for analysis and discussion of the findings. The first theme expressed by all teacher participants is concerned with teachers’ definition of professional development. Theme two provides us with teachers’ professional development experiences. The third theme deals with teachers’ motivation to participate in professional development. Theme four includes impact of professional development. Theme five talks about the importance of professional development. Theme six is about teachers’ perceived constraints of professional development. To shed light on these six themes, responses from the data collection derived from the six participants will be used for discussion and analysis of the findings. This chapter presents narratives of the six participants, which have been extracted from the data. The findings are presented in response to the research questions. The six Indonesian EFL teachers at different universities in a city in Indonesia who took part in the study are respectively; Ms. Sinta; Mr. Jeri; Mr. Budi; Mr. Imam; Mr. Rina; and Ms. Karima (pseudonyms).

Findings From Interview Data

Theme 1: Defining Professional Development

One common theme that emerged from the participants’ interviews is teachers’ understanding of professional development. It is important to note that understanding professional development conceptualization is one step of knowing more about the profession as a teacher. The researcher asked the participants about their knowledge and views of professional development. All participants in this study who are teachers who teach at universities relatively understand the general idea of professional development.
They discussed their views related to professional development for teachers and described what professional development means to them. Furthermore, they mentioned activities they consider as a professional development for teachers. With the interview questions, the researcher sought a general understanding of teacher professional development from each participant.

All participants provided examples in place of a concrete definition of professional development. It is important to note that mentioning examples of professional development activities does not necessarily mean that they participate in them, which can be seen from the responses. When asked to define professional development, Ms. Sinta stated, “Professional development means joining various activities in international, national, internal, external level to enrich knowledge and expertise in the field” (Ms. Sinta, Interview, May 23, 2015). She also mentioned some activities that she considered as a professional development for teachers which include teaching collaboration, writing, or sharing ideas with colleagues. Similarly, Mr. Jeri also described his conceptualization of professional development by saying, “Professional development is about writing research papers, attending seminars or conferences either as a presenter or participant, and taking a TKT (teaching knowledge test)” (Mr. Jeri, Interview, May 23, 2015).

Mr. Budi also revealed how he defined professional development by saying, “Professional development refers to the way educators develop themselves with some development program in an attempt to being a professional individual in their field by developing their skills in many aspects” (Mr. Budi, Interview, May 23, 2015). According to him, activities that are considered to be professional development for teachers include
doing some research and attending some seminars and trainings. Mr. Imam, instead of defining what professional development means, gave some examples of professional development activities. He said professional development means “participating in local, national, international seminars, conferences, or workshops” (Mr. Imam, Interview, May 23, 2015).

Two participants expressed their understanding of professional development by explaining *Tridarma Perguruan Tinggi* which is a concept or vision of higher education in Indonesia that includes three pillars of higher education: education (teaching), research, and community service. These pillars are set by The Regulation of The Republic of Indonesia Number 14, 2005 on Teacher and Lecturer. According to the Government Act discussed in chapter two, all teachers at higher education institutions in Indonesia are required to understand and perform the principles of *Tridarma Perguruan Tinggi*. Ms. Sinta pointed out that a lot of professional development activities are fundamentally conducted under the principles of *Tridarma Perguruan Tinggi*. She elaborated this concept as she remarked:

Teaching includes designing syllabi and lesson plans, writing a book or article, and collaborative teaching. In terms of research, teachers are highly encouraged to conduct research at least once in a semester. Research opportunities can come from the institution where teachers work or government [programs] such as General Directorate of Higher Education that offers various programs for novice lecturers, for example Competitive Grant (*Hibah Kompetitif*). Research results should not be kept for personal use, but has to be published in a proceeding or an accredited international journal. As for community service, teachers can do anti-
drug, anti-smoking, anti-free sex campaigns, if not related to the field, or it can be classroom action research. (Ms. Sinta, Interview, May 23, 2015)

From the interview, it can be said that Ms. Sinta was very articulate in explaining each of the *Tridarma Perguruan Tinggi* pillars. She was well-informed about this concept and knew a lot of activities related to professional development for teachers in Indonesia. From her answer, it can be assumed that she was fully aware of professional development activities for language teachers. Similarly, Imam mentioned *Tridarama Perguruan Tinggi* to shape his explanation of professional development. In defining and explaining professional development, he said professional development can cover

[teaching] which refers to developing teaching and learning materials, and
teaching media; community service, which refers to giving contribution to the development of education in society; and research, focusing on how research can improve teacher’s performance in the profession. Research serves to develop teaching strategies and learning models/material for students’ learning (Mr. Imam, Interview, May 23, 2015).

Ms. Rina defines professional development as being a more prepared teacher as she explained:

As a teacher, we need to prepare ourselves. When we teach we transfer knowledge.... We are expected to be professional teachers. What we deliver is hopefully useful for the students. Before we teach, we need to prepare ourselves, we also have to prepare teaching materials in advance so that the teaching-learning process can run smoothly (Ms.Rina, Interview May, 23, 2015).
From Ms. Rina’s quote, it is clear that she related professional development to the idea of being a more skilled, knowledgeable teacher. In a similar vein, when asked about what activities would be categorized as professional development, she explained “We can join workshops, seminars, and conduct research related to our field, ideally” (Ms. Rina, Interview, May 23, 2015). Ms. Karima defined professional development by pointing out that “when we teach we not only focus on one textbook, but we also look for another source to support the teaching and learning. It is not only from internet, it can also be sharing with other teachers.” (Ms. Karima, Interview, May 23, 2015). She also added that seminar is one type of professional development activity that teachers can participate in. She further explained that professional development is more about “developing teaching method and types of media for teaching. The methods or teaching strategies employed this semester should not be the same as the following semester. It needs to be developed and revised” (Ms. Karima, Interview, May 23, 2015). Similar to Ms. Karima, Mr. Jeri noted that “professional teachers need to know teaching materials, teaching steps. Teachers should teach based on the materials and syllabus” (Mr. Jeri, Interview, May 23, 2015).

What can be seen in all participants’ responses is that there is a mixed understanding of professional development. From the data, it is evident that they relate professional development to various activities such as teaching collaboration, sharing ideas, writing research papers, attending seminars or conferences workshop training, taking a TKT (Teacher Knowledge Test), conducting research, preparing teaching materials, and developing teaching method. These varying responses indicated that each teacher’s has their own conceptualization of what professional development means to
them. The six participants have indicated that attending seminars or conferences as the most common and practical way of increasing knowledge, empowering, professional development for them. The majority of the participants have a clear understanding of professional development and what professional development opportunities teachers can engage in. It is interesting to note that most teachers in this study were able to give examples of professional development activities, however they did not necessarily participate in such activities themselves. It can be concluded they are well-informed about the opportunities available for them as language teachers. However, there a lot of other definitions and types of professional development opportunities that the participants did not discuss during the interview. Indeed, professional development goes beyond more than what they have mentioned. In the data, the teachers did not seek professional development activities such as reflective teaching, keeping a teaching journal, peer observation, teaching portfolios, peer coaching, team teaching and action research. In fact, most of these activities could have been done just as easily as the activities that the participants already participated in.

From the data, it can be said that teachers defined and perceived professional development as an activity whose goal is to make them a more effective teacher. Their knowledge of professional development is adequate for them to increase their professional growth through participating in various activities. It could be argued that the participants are already aware of what they are supposed to do, or what they can do in order to pursue their professional development for the sake of their growth as language teachers.
Theme 2: Professional Development Experiences

During the interview, the teachers were asked to describe their professional experiences that are either occurring presently or occurred in the past. The participants were also asked about what they usually do to improve and develop professionally as a language teacher. It was found that the six participants have varied participation in professional development because they each participated in different activities from the others. Under theme 2, I found the most emergent themes across the participants’ which included (1) attending seminars, conferences, and workshops, (2) writing scholarly articles, conducting research, and having publication, (3) joining professional organization, (4) reading and finding sources, and developing teaching method, and (5) becoming a coach, adjudicator, examiner and a teacher trainer.

**Attending seminars, conferences, and workshops.** By attending seminars, conferences, and workshop teachers can refine their existing knowledge and expertise. Participation in these events enables teachers to keep up to date with the new development in the field. The participants in this study preferred attending seminars, conferences, and workshop as a way of developing professionally in the teaching profession. Professional developments activities such as participating in seminar conference and workshop on English language teaching enable teachers to get acquainted with the field. It also helps teachers build professional relationship with other teachers, scholars, and professionals in the field of English language teaching and learning. From the interview data, all six participants indicated that they have participated in seminars, conferences, and workshops.
As part of her professional development, Ms. Sinta has presented at national and international conferences. She explained “Since I became a teacher in 2010, I have participated in various activities either as participant or as a presenter, I wrote a paper and sent my abstract proposal to national and international conferences, then I presented my paper” (Ms. Sinta, Interview, May 23, 2015). With her own initiative, she intentionally looked for information on the Internet and often times she received an invitation for conferences or was asked by her dean to attend or present at a conference. Similar to Ms. Sinta, Mr. Budi usually looked for information of the upcoming seminars or conference so that he could attend one. He said, “I like to find updates about upcoming conferences” (Mr. Budi, Interview, May 23, 2015).

Ms. Sinta indicated that she also set her target to pursue professional development as she explained, “In a year, I have to engage or participate in seminar conference, training or workshop, either I seek those opportunities by myself or by invitation and it is a must and obligation” (Ms. Sinta, Interview, May 23, 2015). This shows how she made an effort to participate in professional development regularly. She continued to show her eagerness to engage in professional development particularly attending a conference by asserting that, “It is so unfortunate if we don’t do anything the whole year, just spending our time on teaching in class. We need to see the world outside, there are hundreds of great scholars in the field” (Ms. Sinta, Interview, May 23, 2015).

Mr. Budi explained that he has attended some conferences. He stated, “I listened to many speaker, presenters giving their presentation on ELT” (Mr. Budi, Interview, May 23, 2015). He added that, “In 2013 I attended an international conference on ELT in Malaysia. I presented my paper. I also presented virtually my paper in International
Journal of Arts and Sciences in Germany” (Mr. Budi, Interview, May 23, 2015). He also attended some local and national seminars. He said, “I attended Southern SRS TEFLIN seminar, and then…… language seminars, held in a university graduate school. Since my S1 undergraduate, I tried to attend the seminars. That’s the way I improve myself as lecturer or as an educator” (Mr. Budi, Interview, May 23, 2015).

To improve professionally, Mr. Imam said, “I try to participate actively in seminar” (May, 2015). He explained, “I presented at 2013 CONAPLIN conference, 2014 ICIRC Seoul, South Korea.” (Mr. Imam, Interview, May, 23 2015). Ms. Rina said that she has presented at an international seminar in 2014 but that was the only conference that she could remember at the time of interview. Regarding his participation in professional development, Jeri stated, “I presented at SULE-IC in 2014 and attended the IETA Indonesian English Teacher Association (IETA) conference, which is a local English teacher association, a member of IATEFL national conference” (Mr. Jeri, Interview, May 23, 2015). While other participants may have travelled to other countries to present at conferences, Mr. Jeri said “I have never attended or presented at a conference abroad” (Mr. Jeri, Interview, May 23, 2015). He never thought of presenting at an international conference abroad. Similarly, Ms. Karima revealed that she had no international conference experience. Additionally, Mr. Jeri indicated aside from teacher professional development, he attended a self-development and motivational seminar which focuses more on the changes of mindset, personality, i.e. how to become a good leader.

One participant stated that his institution would become the host for international seminar on hotel tourism and another festival in collaboration with Thailand and Hong
Kong. As he would be involved in the event, he wanted to take this opportunity for his students. He said, “My goal is to encourage hotel and tourism students to practice using English with the international guests who will come” (Mr. Imam, Interview, May 23, 2015).

When asked to briefly discuss professional development program in her institution, Ms. Karima reported:

Each year the institution holds a training called *Pekerti Training* which is required for all new teachers. Once a year, new teachers are sent to participate in a four-day training held by the institution. This is for all newly recruited teachers particularly those who have not had the training before (Ms. Karima, Interview, May 23, 2015).

She stated that, “In 2014, I participated in the training where I learned about teaching method and types of media for teaching. At the end of the training the teachers have to do peer teaching, then the examiners give feedback afterwards” (Ms. Karima, Interview, May 23, 2015). She added that in her institution there were still a lot of senior teachers who teach without media. Imam also reported that, “I once was involved in training for creating questions for university admission” (Mr. Imam, Interview, May 23, 2015).

During the interview, the participants were also asked to describe their experiences while they were attending or presenting at conferences, seminars and workshops. Two participants, Mr. Jeri and Mr. Budi, reported their experiences in attending conferences. Jeri recounted:

It was a new experience to be a participant, I have to follow the schedule and attend a keynote speaker and parallel session. I met a lot of presenters with
various interesting theoretical and researched-based papers. It motivated me to not only attend as a participant but a presenter someday in the future (Mr. Jeri, Interview, May 23, 2015).

In a similar vein, Mr. Budi also described the transition from participant to presenter where he felt that he could have presented a paper in a conference instead of coming just as a participant. He said, “During my undergraduate I attended the seminars as a participant, but it was not until the last semester of my graduate study that I tried to be a presenter” (Mr. Budi, Interview May 23, 2015). The experience of attending conference turned out to be an opportunity for him to prove himself that he actually could present his article in a conference.

In describing her experience in attending conference, Ms. Sinta said, “I felt a bit nervous because participants came from different universities from around the world” (Ms. Sinta, Interview, May 23, 2015). She explained the benefits of attending conferences. She noted, “in terms of research, I have come to know appropriate methods for a specific research. During my presentation, I received a lot of constructive feedback from the audience” (Ms. Sinta, Interview, May 23, 2015). She perceived her experience as a positive experience. She said, “I don’t feel embarrassed or down, although my writing is far from perfect and still contain some mistakes. This is a learning process. I am a young lecturer, there is so much I need to know” (Ms. Sinta, Interview, May 23, 2015). She expanded her response by stating that she learned how to master public speaking. She explained, “Speaking in front of people from different cultural background, I tried to deliver what I wanted to say in an understandable manner, so they would understand me” (Ms. Sinta, Interview, May 23, 2015). She also asserted that “it was a
fascinating and a unique experience for me to listen different English accents from
different countries. For me, it is called ‘a linguistic diversity’.

**Writing scholarly articles, conducting research, and publishing.** In order to
continue to grow professionally, teachers can engage in writing scholarly articles,
participating in research projects, and publishing academic work. In terms of writing
scholarly articles, Jeri indicated that he has written several articles on English language
teaching issues. He explained, “The first one I wrote was about teaching media and the
second one was about speaking teaching technique, those two were published in an
internal unaccredited journal at my institution” (Mr. Jeri, Interview, May 23, 2015).

Conducting research is one type of professional development that teacher can
engage in. One participant asserted that she has done a research on how to teach listening
intensive course more effectively. She said, however, “It was not presented. It was just
published in a magazine “*Wawasan Pendidikan*” by the faculty” (Ms. Rina, Interview,
May 23, 2015). Two participants, Ms. Rina and Ms. Karima revealed that they proposed
their research to win a competitive grant where they worked with another colleague. She
explained “We entered a competitive grant research with Prof. Hasan this year. Thanks
be to God, we won” (Ms. Rina, Interview, May 23, 2015). Ms. Karima also mentioned
that she just recently submitted a proposal for a research grant for novice researcher
category. She said, “It takes 2 or 3 months until it is announced. Novice teachers can
propose two research studies. Teachers can be either a chair or as a member” (Ms.
Karima, Interview, May 23, 2015). She added, “The topic research was about teaching
speaking. I became member of the research team, because my status as a junior faculty
does not allow me to be a chair” (Ms. Karima, Interview, May 23, 2015).
Ms. Rina revealed that she has worked on another research for novice researchers entitled “Developing Intercultural competence English students of a Faculty of Teacher Training at [a university] in Palembang 2011” (Ms. Rina, Interview, May 23, 2015). In this research she worked with a senior colleague where Ms. Rina served as a member. She expressed that she was happy to work with a senior researcher in her institution. At the time of interview, she was also doing a research on students’ perceptions of feedback in writing in large classes where she served as the main researcher. Another research that she conducted in 2014 was “Integrating local culture and target culture in English textbooks for senior high school”. In this collaborative research she served as a member. She explained that, “It has not been published anywhere yet. We will produce a textbook but it is still in progress” (Ms. Rina, Interview, May 23, 2015). In regards to publication, Mr. Imam admitted that he has not had any publication. He said, “My work is not yet in journal but only in a proceeding for CONAPLIN and ICRC conference” (Mr. Imam, May 23, 2015).

**Joining professional organizations.** One of the ways to keep being informed about new research, trends, and issues in the field is by joining professional organizations. Ms. Sinta revealed that she has been actively involved in professional association in municipal, and provincial level such as teacher support group called MGMP (*Musyawarah Guru Mata Pelajaran*). Additionally, Mr. Imam stated that “I am a member of professional associations like TEFLIN (Teachers of English as a Foreign Language in Indonesia) and English for Hotel and Tourism Association” (Mr. Imam, Interview, May 23, 2015). He stated that by joining this professional association he was
able to keep up to date with the field. He joined English for Hotel and Tourism Professional Association because he taught students of English for hotel and tourism.

**Reading, finding sources, and developing teaching methods.** For Mr. Jeri, one of the easiest and most practical things to do to increase his knowledge is through reading printed and/or online materials. He said “I usually read *Reading Research Quarterly, English Teaching Forum, and Lingua Journal* to add my knowledge of teaching” (Mr. Jeri, Interview, May 23, 2015). Mr. Imam also mentioned that he spent some time reading local journals from some universities in the city. He said, “I usually read journals from TEFLIN, University, and POLTEK” (Mr. Imam, Interview, May 23, 2015). In a similar vein, Mr. Budi also pointed that another activity he finds enjoyable is reading various books on the topics he is interested in. He explained, “for example, I read books on teaching techniques, the way I improve my knowledge of the course I am teaching” (Mr. Budi, Interview, May 23, 2015). He was really concerned about his professional growth as a teacher and fully aware of his needs to improve his skills and knowledge in language teaching by reading. Budi described further that he was assigned to teach a course on morphology one semester, he said, “I have to review and reread some books on morphology and make an informed decision before writing the syllabus” (Mr. Budi, Interview, May 23, 2015). He further explained that deciding on specific topics to be covered in the syllabus will allow the course objectives to be achieved.

The participants revealed another activity to improve professionally; finding appropriate materials from various sources. Mr. Imam explained that he improves his teaching by finding more sources from printed and online sources. He said his methods of learning included “findings books, and watching lectures on the Internet, and reading
journals” (Mr. Imam, Interview, May 23, 2015). Mr. Budi indicated that he often uses YouTube as a great resource “to help [him] find appropriate materials and to see how some lecturers abroad teaching English” (Mr. Budi, Interview, May 23, 2015). He explained further by stating, “For example, I like to watch YouTube channel on education from American universities. They have specific channels for people to watch the teachers teaching the students” (Mr. Budi, Interview, May 23, 2015). Mr. Budi’s explanation indicates that he seeks information from online resources to supplement his teaching ideas. It can be argued that these two teachers, Mr. Imam and Mr. Budi, make a basic use of technology by utilizing it for educational purposes. Although the lack of internet access or teacher’s ability to use technology may be a problem for some other teachers in rural areas in their city, teachers can still engage in professional development that does not require technology.

Two participants mentioned that they improve their teaching by building communication either with the students or colleagues. Mr. Budi revealed that he often asked questions about a specific issue to a colleague who is more experienced or to a senior teacher. As a novice teacher, he pointed out, “communicating with other lecturers who have more experiences in the field can help me find a solution for my classroom practices problems.” (Mr. Budi, Interview, May 23, 2015). Ms. Karima also revealed that in order to improve her teaching she asked for feedback from the students. She explained, “After the semester is over, I have my students fill out a questionnaire to see what I lack in my teaching, either my attitude or my performance in teaching” (Ms. Karima, Interview, May 23, 2015).
Two participants reported that they improve professionally by developing their methods of teaching. Mr. Imam elaborated that he often asked his students’ concerns by asking the students’ needs. As he listened the students’ voice, he attempted to improve his teaching material and method. He said “I am currently developing a learning model which consists of: (1) Giving materials (2) simulation, (3) practicing (4) revising (5) presenting” (Mr. Imam, Interview, May 23, 2015). As he teaches students from various majors, he employs ESP (English for Specific Purpose) approach in his teaching. He said, “If I teach English to economic students, they have to be able to speak English about economics or how a receptionist welcomes guests in English. That is what they will do in the field” (Mr. Imam, Interview, May 23, 2015). Mr. Jeri also expressed his opinion in regard to teaching methods. He pointed out that the institution where he teaches orients the teachers and students to be able to communicate in English especially in speaking. In his teaching, he encouraged students not to be afraid of speaking English. To make the learning interesting, he said, “I utilized a variety of teaching techniques: oral drill, simulation, role play, presentation (video/self-recorded presentation), class discussion, and debate” (Mr. Jeri, Interview, May 23, 2015).

**Becoming a coach, adjudicator, examiner and teacher trainer.** Two participants, Mr. Imam and Mr. Jeri, explained their involvement in events as a coach or a judge as part of their professional development as language professionals. Imam said, “I also improve myself professionally by becoming a coach and judge for English debate since 2003” (Mr. Imam, Interview, May 23, 2015). He stated, “I will be involved in doing the selection for National English University Debating Championship (NEUDC) this year” (Mr. Imam, Interview, May 23, 2015). Similarly, when the interview was
conducted, Mr. Jeri also mentioned that his institution would be the host the *National University Debating Championship* (NEUDC) 2015. He said, “I will be in charge of training students for the event. My role is to become a coach for debate “(Mr. Jeri, Interview, May 23, 2015). In addition to being a teacher trainer, he has also ever become a judge for English competitions such as storytelling, debate, and speech. He considered his experiences both as a coach or judge for English competitions, and as a trainer, as a part of his professional growth as a teacher.

Mr. Imam revealed a story of how he became a speaking examiner. He said,” I, along with four other teachers, was appointed by my institution to take a test for being a speaking examiner. Luckily, I passed. I have become a speaking examiner in some places” (Mr. Imam, Interview, May 23, 2015). As he described his experience as a speaking examiner, he said, “I am a speaking examiner for two kinds of tests, PET and KET. If it is more than two, I will be too busy and I will not be able to teach” (Mr. Imam, Interview, May 23, 2015). He considered his role as a speaking examiner as a form of professional development because he also learned in the field especially about assessment in language production. Despite this, he realized the time management consequences of being a speaking examiner would affect his career significantly.

To improve professionally, Mr. Jeri pointed out that he has done teaching practice and teaching collaboration. In his previous institution, he had to engage in team teaching as required by the institution. He said, “I served as a teacher trainer by giving an in house training for newly recruited teachers. I was supposed to give a good example of how to make a good teaching team” (Mr. Jeri, Interview, May 23, 2015). He considered his
experience in giving training and workshops to new teachers as part of his professional development as a teacher.

**Theme 3: Reasons for Participating in Professional Development**

It is important for teachers to have a strong drive to pursue professional development. What is more important is that they are committed to doing so. The need to learn more about the field is a common reason for these teachers to participate in professional development. I found commonalities across participants.

**Individual motivation vs. institutional mandate.** In terms of motivation, Ms. Sinta was highly motivated to be engaged in professional development. She revealed that:

> It comes from my heart, I want to move forward, I want develop myself. I would like to explore and maximize my potential as I am a novice lecturer. To achieve this, I need to participate in sustainable professional development program every year (Ms. Sinta, Interview, May 23, 2015).

Ms. Sinta further stated, “So far my participation in professional development has come from my own initiative. I intentionally look for information on the internet. I find out the information on my own. I get the information and the deadline, and everything has to be done fast” (Ms. Sinta, May 23, 2015). She also revealed that sometimes her institution received an invitation for an event so she was assigned by the dean to attend a seminar or conference. She also explained that a theme of a conference is also another factor that makes her interested in presenting in a conference. She explained, “If the theme is an up-to-date and current issue in the field, it challenges me to participate” (Ms. Sinta, Interview, May 23, 2015).
In a similar vein, another participant, Mr. Budi, pointed out that he has a very personal reason that motivated him to participate in professional development. He said, “My dream is to be a professor, okay? It means I have to know many things related to my field as an English teacher” (Mr. Budi, Interview, May 23, 2015). Additionally, he considered himself as a novice teacher and felt the need to participate in professional development. He further explained,

Because in this young age, it means I have time to learn. By having those activities it can help me achieve my dream. It can help me to be a professional lecturer, it means I can help myself and my students (Mr. Budi, Interview, May 23, 2015).

He emphasized, “That is the way to equip myself to be a better lecturer. Such seminars or such programs can help me improve myself personally and professionally” (Mr. Budi, Interview, May 23, 2015). Budi has a genuine motivation to improve professionally. He said

I never think about those promotion thing. I just think about it professionally. Because I need it. So I don’t care about position, I’m going to reach in the future. The important thing is… I can be the real lecturer, they [the students] can succeed in their study (Mr. Budi, Interview, May 23, 2015).

It can be said that he realized the need to become a better teacher and have a desire to be a professional in the profession.

Other participants also responded in the same way. Mr. Imam reported that his participation in professional development is “to bolster [his] career as a teacher” (Mr. Imam, Interview, May 23, 2015). Mr. Imam also asserted, “We won’t grow unless we
develop ourselves” (Mr. Imam, Interview, May 23, 2015). Ms. Rina also explained her internal motives for participating in professional development by saying “If we don’t make efforts to improve ourselves, look for new experience and new knowledge, then teaching and learning process becomes monotonous. It does not develop. We as teachers feel bored and the students will become passive” (Ms. Rina, Interview, May 23, 2015). When asked, “What motivates you to write?” Ms. Karima responded, “As a teacher, I am personally aware that I have to write” (Ms. Karima, Interview, May 23, 2015).

Ms. Karima acknowledged that “Another reason [to participate in professional development] is for the rank of my status employment. If teacher does not write, his or her professional career will get stuck, won’t develop” (Ms. Karima, Interview, May 23, 2015). She related her motivation to her teaching needs. She stated, “I would like to know more about appropriate teaching methods, every class has different characteristics and attitudes. Which techniques that suits best? One method cannot fit all, it’s just impossible” (Ms. Karima, Interview, May 23, 2015).

In addition to personal motivation that drives participants to participate in professional development, the participants also expressed their motivation that is driven by their institutional needs. Ms. Sinta asserted that her participation in professional development “can be used as a promotion to support [her] career, as one of the requirements for Jenjang Jabatan Akademik (JJA) [academic position level]” (Ms. Sinta, Interview, May 23, 2015). She further explained that by attending conference and seminar or writing for a publication, lecturers will earn points that will be counted towards their promotion.
Mr. Jeri also described his motives for participating in professional development activity which came from the institution’s demand. He stated that “teachers are required to participate in professional development activities such as seminar and conference as a requirement to fulfil academic position level known as JJA” (Mr. Jeri, Interview, May 23, 2015). According to him, although participating in professional development is not mandatory, whenever there are opportunities teachers have the right to propose a plan for attending them. Participation in professional development activities such as seminar is counted as points which will be used for a promotion, a higher position of their status of employment.

Institutional motives may be a drive for lecturers to participate in professional development. One of the participants, Mr. Jeri said, “I have a strong interest to engage in professional development in order for me to pass the teacher certification test” (Mr. Jeri, Interview, May 23, 2015). Indeed, it is important for teachers to have a certification for long term career and as a recognition of the profession. He explained

In order to be certified a teacher needs to have three pillars of higher education known as *Tridarma Perguruan Tinggi* which includes teaching, research, and community service. Teachers should also teach at least 12 credits, write a paper and conduct research, have publication, and do community service which can be in the form of training (Mr. Jeri, Interview, May 23, 2015).

Ms. Rina explained an institutional reason why she wants to participate in professional development. She reported, “My institution wants us to share with others, to seek new experiences which later we can apply to our teaching contexts” (Ms. Rina, Interview, May 23, 2015). Her desire in professional development was triggered by her
own institution that usually sent her and other teachers to some professional events in order to come back with refreshed teaching knowledge. Adding to her motives derived from her institution, she explained, “Our study program has arranged some budget for teachers who will be participating in professional development activities to build professionalism as teacher-educator” (Ms. Rina, Interview, May 23, 2015). According to the participant, her institution believed that when teachers engage in professional development, they are likely to grow and become more professional teachers.

**Theme 4: The Impact of Professional Development**

All participants reported that professional development experiences have given a beneficial impact on their teaching performance. Two participants mentioned that their professional development participation has provided them with innovative teaching strategies. One participant, Ms. Sinta, explained that her participation in professional development activities has improved her teaching performance. She stated “I gained teaching revolution for my teaching situation in terms of teaching method. I usually employ lecturing method, but now I have come to know other new methods which I have never used before, for example a collaborative learning method” (Ms. Sinta, Interview, May 23, 2015). Mr. Jeri also felt that his professional development experiences have contributed to his teaching skills. He said, “It has adequately given positive impacts on my teaching performance. For instance, I teach integrated language skills; there are many new teaching techniques, speaking and reading activities which can be applied to my own classroom” (Mr. Jeri, Interview, May 23, 2015).

Likewise, Mr. Budi reported that his participation in professional development activities has helped him work more effectively. He explained
For example, this semester I am teaching ‘Seminar on Language Teaching’ course. I can share my experience with the students and I can help them to be a good presenter, to be a good a participant. This experience not only helps me but also my students about the way to undergo such activities. I can also apply what I have got from conferences (Mr. Budi, Interview, May 23, 2015).

Another participant also stated that he could share his experiences with the students. He explained, “Basically, we also learn from students” (Mr. Imam, Interview, May 23, 2015). In addition, Ms. Rina said, “Thank God, I feel I have improved. I will always try to be a better teacher. I will try to make students enjoy the learning experience” (Ms. Rina, Interview, May 23, 2015). In addition, another participant, Ms. Karima indicated that she learned about assessment from her professional development experience. She explained

Before I participated in the training, I did not know about what aspects I needed to assess, I did not know these things: cognitive, affective and psychomotor aspects. So far, I had used only quizzes, midterms, and final exams. After the training, I realized those things (cognitive, affective and psychomotor aspects) are very important in assessment. (Ms. Karima, May 23, 2015)

Mr. Imam discussed how his professional development experiences have impacted his relationship with his students and his colleagues and professionals in the field. He asserted,

What I have done professionally has an influence on my teaching in class…

Professionalism is not only measured by how good the teachers are in the field, but also how they treat the students, and how the teachers can make use of time
for positive things. The more teachers have opportunity to participate in international seminar, the more friends they can get to know, to build professional relationship and network with other professional colleagues in the field. (Mr. Imam, Interview, May 23, 2015)

Theme 4 deals with the impact professional development on classroom practices. The participants revealed that the professional development they were involved had given them positive impacts on their teaching practices. They indicated that they learned about new teaching methods, acquired ideas, insights and innovation for their classroom practices as well as assessment. They also felt that they worked more effectively as a teacher as a result of their participation in professional event.

**Theme 5: The Importance of Professional Development**

In the interview, the participants were asked to give their perspectives on the importance of professional development as well as elaborating the benefits of participating in it. All participants agree that teacher professional development is important in many ways. The participants agree that professional development is a way to be well-informed and keeping up with what’s current in the field.

One of the participants, Ms. Sinta stated that, “professional development is very important because teaching experience in classroom is not enough and it is very monotonous” (Ms. Sinta, Interview, May 23, 2015). She thinks that professional development is very important for teachers “because they [teachers] are educators, scholars, who are trusted by society. Teachers are known to be the source of learning. Ideally, teachers are expected to be knowledgeable, realistic, and open to technological change” (Ms. Sinta, Interview, May 23, 2015). According to her, teachers’ work has
changed in this globalization era. She said, “Today, English teaching has been very
different from English teaching in the past. Teachers now have to start using
[Information, Communication and Technology] ICT and digital English”. She added,
“What can we expect if teachers still utilize conventional methods in their teaching?
Because great students come from great teachers” (Ms. Sinta, Interview, May 23, 2015).
She expressed that professional development is important since teachers have to address
the changing needs of the current teaching practices which is hugely impacted by
technology. Additionally, Mr. Imam also noted that, “If possible, we can pursue
professional development individually on our own. It is one of the most effective ways
of increasing our knowledge and insights. So we can keep pace with new era and always
innovate our teaching ideas” (Mr. Imam, Interview, May 23, 2015).

In a similar vein, another participant, Mr. Budi also indicated that professional
development is extremely important for lecturers. He further explained “We know that
knowledge and information have changed over time. Theory and practices are developed
day by day. It means we need to update information related to our field. That’s why we
have to attend seminars related to our field” (Mr. Budi, Interview, May 23, 2015). He
continued by stating

We have to read some up-to-date books. Sometimes in my undergraduate study I
found some out dated books. They are actually not appropriate books. It is now
2015 but they [teachers and students] still use books from 1990s. The theories are
right, but they can be developed. We need to update a new one, right (Mr. Budi,
Interview, May 23, 2015).
Ms. Karima also argued that “We have to be professional teachers. If students do not know about something. The teachers will be asked. Teachers are role models for students” (Ms. Karima, Interview, May 23, 2015). Another participant, Mr. Jeri also felt that it is extremely important for teachers to participate in professional development activities. According to him, “teachers should be able to develop their professionalism in teaching. Teachers need to be well-prepared before teaching. In class, teachers do not only teach but also educate” (Mr. Jeri, Interview, May 23, 2015). He emphasized that it is important to share their professional development experiences to other colleagues to support each other’s professional growth. Another participant specifically mentioned that, “professional development could help them to broaden horizon of teaching so they would know what to do as a teacher” (Mr. Budi, Interview, May 23, 2015). He added that professional development “helps teachers to succeed in their field and help their students succeed too” (Mr. Budi, Interview, May 23, 2015). These three participants advocate the idea of being professional teachers through professional development activities.

When asked what she has learned from participating in professional development activities, Ms. Sinta mentions several benefits of participating in professional development such as sharing ideas, experiences, teaching material, and research. She pointed out

I gained new knowledge on teaching revolution, revitalization of English teaching. I could learn from more senior colleagues in the field. I also learned about writing scholarly articles. Writing scholarly articles is not as easy as writing personal essays, it requires strong structure and valid evidence. (Ms. Sinta, Interview, May 23, 2015)
Ms. Karima also reported “I learned about new methods which I have never used before. So, I want to apply it in my class” (Ms. Karima, Interview, May 23, 2015). Mr. Budi asserted that

For that international conference I am happy to be presenter because yeah I can… besides having such experiences, I can improve my presentation skills. As a teacher it is very important to have good presentations skills in front of our students (Mr. Budi, Interview, May 23, 2015).

He said that he was able to go to conferences with his colleagues. He further elaborated I can also meet the other people with other countries. In which I can share some experiences and learn from them. Even though they don’t teach in Indonesia. I can get some experiences, some explanation the way they teach the students. It means there is a feedback from them even though I just acquainted with them (Mr. Budi, Interview, May 23, 2015).

Two participants, Ms. Rina and Ms. Karima explained how attending seminar, the most common professional development they are engaged in, benefited them. Rina said “By participating in a seminar, we can add to our teaching repertoire and how to become a better teacher” (Ms. Rina, Interview, May 23, 2015). Likewise, Ms. Karima also revealed that it is very important to attend seminars or conferences. She said “By attending seminar we can learn new insights from the materials presented and the presenters, which can be applied to our teaching contexts” (Ms. Karima, Interview, May 23, 2015).

Interestingly, two participants reported that after attending seminars and conferences, they learned about hosting such events. These two participants hope to be
able to hold such professional development events in their institution. Mr. Jeri said that he gained new insights on “how to organize an event well, like seminar. I learned how to manage people to be involved actively, the rundown of the event, the way chief collaborated with the committee to arrange the conference” (Mr. Jeri, Interview, May 23, 2015). Likewise, Mr. Budi also stated

I hope someday I can also hold such seminars, or conferences in which I will be a chair. Actually I have once become a chair of international seminar conference. I learn that I not only become a participants but also a presenter but also help and encourage students and teachers to participate (Mr. Budi, Interview, May 23, 2015).

**Theme 6: Difficulties and Challenges of Professional Development**

Under this theme, I discuss the following: lack of institutional and financial support, absence of professional development programs, heavy teaching load, and lack of information.

According to Ms. Sinta, the most common problem she faced to participate in professional development activities is the unavailability of funding. She said, “There is no funding and support from the institution. So we have to be proactive in finding a sponsor from public or private institutions and the government” (Ms. Sinta, Interview, May 23, 2015). Despite the problem she faced, she personally admitted that she had initiative to empower herself as a teacher. She noted “My institution has only ever supported me once, I have received a grant for an international conference” (Ms. Sinta, Interview, May 23, 2015). However, she also remarked
I will be much happier if the foundation supports my professional growth with some moral support and funding support, to welcome professional development activities. There are times when the foundation does not have funding to support me due to internal factor. This situation does not get me down. I have to find a sponsor (Ms. Sinta, Interview, May 23, 2015).

She revealed, “I have received $2000 from a private company to attend the international conference on Linguistics in Hong Kong” (Ms. Sinta, Interview, May 23, 2015). Mr. Jeri also reported that one common institutional challenge is funding. It is a common practice for “teachers to find a sponsor outside of institutions” (Mr. Jeri, Interview, May 23, 2015). Mr. Jeri noted that “Sometimes, teachers may have to use their personal money which later will be reimbursed, or find a sponsor when internal funding is not enough” (Mr. Jeri, Interview, May 23, 2015). Another participant, Mr. Budi also stated that

Sometimes the institution does not have some funding for every teacher who wants to attend a seminar or conference. I used my own money, my personal account. It is a real challenge for every lecturer who needs support. They need support; they need to develop themselves (Mr. Budi, Interview, May 23, 2015).

In terms of financial constraint, Imam also explained,

If there is a conference, I usually ask for support from my institution. I may consider a priority, if the institution cannot afford it, I will consider if it is beneficial for me. If it is, then I do not mind using my own money for the conference (Mr. Imam, Interview, May 23, 2015).
Mr. Imam further elaborated by providing an example. He said “Now I am a certified examiner for speaking (Cambridge ESOL certificate). It is more personal. Nothing has to do with the institution, I have to afford my airfare ticket myself” (Mr. Imam, Interview, May 23, 2015). He added that for re-certification of his status as a speaking examiner, he has to use his personal money as the status is not attached to the institution where he teaches. Although Ms. Karima revealed that she could propose for a grant to the university, she said “That’s a problem it’s very minimum” (Ms. Karima, Interview, May 23, 2015).

Another common problem the participants face is time. As teachers may have full-time teaching schedule, Ms. Sinta stated, “When I attend a seminar, I have to skip class, I have to sacrifice my teaching hours, I will be absent from teaching. I will have to make up a meeting to replace the one we missed” (Ms. Sinta, Interview, May 23, 2015). Likewise, Ms. Rina stated, “My biggest challenge is time. I am too busy. I don’t have time” (Ms. Rina, Interview, May 23, 2015). Due to her roles as the head of a study program, she explained,

I spend most of my time taking care of my students. The challenge is to manage time; at home, providing support for the students, and I also have to teach. In this study program I don’t have a secretary. We arrange everything by ourselves (Ms. Rina, Interview, May 23, 2015).

For Mr. Jeri, one of his challenges to participate in professional development such as a conference is “to write an article that fits to the theme of the conference” (Mr. Jeri, Interview, May 23, 2015). Another hindrance for him is “to catch up with the deadline of abstract or proposal submission” (Mr. Jeri, Interview, May 23, 2015). He found it
difficult to find a space to do both teaching duties and professional life as a teacher-scholar. He also revealed that there are no such professional programs to enhance the performance of the lecturers from the institution where he teaches. He also asserted that the support from the institution has been somewhat good but not in terms of professional development activities. However, he revealed “the institution will support us in holding an annual event such as speech, storytelling and debate competitions in which the university becomes the host” (Mr. Jeri, Interview, May 23, 2015).

Mr. Budi expressed his view on teachers who are not well informed about professional development opportunities for language teachers. He stated, “I think most of the teachers are still lacking information about what programs are related to professional development. Some are like me, I only know such professional development things all about conference, seminar, having research” (Mr. Budi, Interview, May 23, 2015). He has discovered that there are still many teachers who may not be aware of the significance of professional development for teacher’s growth. When asked about whether he know about Tridarma, he responded

I know the three pillars but I think those are too general. But sometimes they just know about research, community development and such things. They don’t know exactly what to do on those things. They don’t know what the three consist of in detail (Mr. Budi, Interview, May 23, 2015).

He also emphasized:

We need some real information or the real system from the Directorate of General Higher Education to show every teacher in Indonesia [that] the professional development they have to take should be like this and this.
They need to show how to take part in those programs (Mr. Budi, Interview, May 23, 2015).

Summary of the Chapter

The data revealed that there were six major themes. First, the participants had different conceptualizations of professional development ranging from attending professional events to developing pedagogical knowledge. Second, the participants’ engagement in professional development included attending professional events, joining professional organization, and mentoring. Third, the participants engaged in professional development either because of their own awareness or institutional mandate from their university. Fourth, the participants revealed that their participation in professional development helped them to work more effectively in the classroom. Fifth, the participants mentioned several benefits of participating in professional development such as keeping up to date with the field as well as gaining ideas for improving classroom instruction. Finally, heavy teaching load, lack of information, time management, and absence of professional development programs were reported as the challenges that prevented them from engaging in professional development. Further exploration of these emergent themes are discussed in the following chapter.
CHAPTER FIVE
DISCUSSION AND CONCLUSION

This chapter reports the major findings of this study and addresses each research question followed by a discussion of the data introduced in chapter four. In this section, I discuss relevant themes that emerged across several or all participants. In addition, I relate these findings to existing studies on teacher professional development. Next, pedagogical implications are offered in this chapter. Limitations and future research directions are also discussed. Finally, the chapter closes with some recommendations for teachers, universities and government.

The purpose of the study was to gain a better understanding of how these six Indonesian teachers of English developed professionally and participated in professional development activities. In particular, the goal was to capture their perceptions and experiences of professional development. The discussion of the emergent themes is directed to answer the following research questions:

1. How do the six Indonesian EFL teachers define professional development?
2. What are the six Indonesian EFL teachers’ perceptions about professional development?
3. What professional development have the six Indonesian EFL teachers experienced?

The emergent themes were found in this study include:

1. Defining professional development
2. Reported Professional development experiences
3. Reasons for participating in professional development
Findings Related to Research Question 1

Theme 1: Defining Professional Development

The first research question is answered by the first theme “Defining Professional Development”. Based on the findings of the study, I discuss what professional development meant to these six participants and what activities they considered as professional development. The participants demonstrated different perceptions and understanding of professional development. It can also be said that various definitions given by the participants because each participant had a belief of what activities can be considered as professional development. Johnson (2009) noted that “teachers’ knowledge and beliefs are constructed through and by the normative ways of thinking, talking, and acting that has been historically and culturally embedded in the communities of practice in which they participate” (p. 17). The participants’ definitions of professional development ranged from attending professional events, becoming professional teacher, to developing teaching methods. From the way they defined what professional development means, it can be said that they perceived professional as a variety of different activities. They have their own ways of developing and empowering themselves professionally.

As reported in chapter four, some participants did not specifically define what professional development means to them, rather they provided examples of activities of professional development such as attending conferences, mentorship, and developing
teaching methods. The study findings revealed the complexity of the teachers' understanding and perceptions of professional development. Their definitions of professional development are elaborated further as follows:

**Professional development means attending professional events.** The participants defined attending professional events as professional development; this is one of the major findings of the study. In fact, the majority of the participants defined professional development as attending professional events such as seminars, conferences and workshops. Their engagement in professional development activities are centered in attending seminar and conferences. Most participants have indicated that attending professional events was the most common and practical way of professional development activity for them. As Borg (2014) stated “conference attendance promotes the development of more knowledgeable, confident, and motivated ELT professionals who are committed to their own professional development” (p. 8). Attending conference is one kind of professional development that English teachers should consider participating as it offers many benefits for teachers’ growth. In the same vein, Wichadee (2011) also noted that “the acquired knowledge does not only bring about improvement in the teaching process, but also leads to career growth” (p. 13).

All six participants mentioned “seminars and conferences” as examples of professional events. All participants seemed to be very familiar with this type of professional development. They revealed that they had experiences in attending and presenting at seminars and conferences. Three participants Jeri, Rina, Karima mentioned that they have attended national conferences. While, three of them, Budi, Sinta, Imam, revealed that they have presented in conferences abroad. Some of the participants
indicated that they attended seminars and conferences either as a participant or a presenter. Some attended as participants in their beginning of their career. It appears that attending conferences and seminars are the most accessible professional activity to these teachers.

Attending professional events such as conferences entails writing, conducting research, and presenting at conferences. In other words, there is a research process in some way when a teacher decides to present at conferences. When a teacher decides to do a presentation at a conference, she or he must write, find a topic, do research, collect data and present it. In this way, teachers have to learn. As they prepare to attend a professional event, for example to be a presenter in a conference, they would do all the steps mentioned earlier. This leads them to teacher learning. This process will contribute to their professional growth as a teacher, researcher, and scholar. It can be concluded that attending professional events is one of the ways teachers develop professionally as teacher-scholars.

In conclusion, the majority of the participants seemed to equate professional development as attending professional events. Conferences and seminars are two most commonly mentioned professional development activities that the participants revealed. It should be noted that attending professional events is not the only kind of professional development opportunities that they actually can engage in. There are a lot of activities that may seem less demanding than attending or presenting at a conference. For example, keeping a diary journal and reading journal articles can be helpful activities in order to examine and reflect on their teaching practices. Based on the participants’ responses, they stated that they could benefit from attending professional events, improve their teaching
performance and ultimately become professional teachers. Professional development activities are related to raising one’s awareness and assist one to reflect critically upon one’s teaching in order to make changes and improve (Wong, 2011). Participating in professional events allows teachers examine their teaching practice, and they may consider making changes or improvement as they learn new knowledge in professional development activities. Teachers may choose to participate in seminars and conference for practicality factors. They do not have to make effort to participate especially when they come as participants. They can come without preparation. This is a more common and practical activity compared to other types of professional development that require routine, time allocation, determination, and commitment. In this study it is not explored why they are more familiar with attending conference. It is also not clear whether attending conference would impact their professional growth and teaching performance. This requires further investigations.

**Professional development means Tridarma Perguruan Tinggi.** Some of the participants associated professional development as doing *Tri Darma Perguruan Tinggi*. According to the Regulation of The Republic of Indonesia Number 12 Year 2012 Chapter I Article 1 Number 9 and the Regulation of The Republic of Indonesia Number 14, 2005 on Teacher and Lecturer Chapter V, Article 60 a, in performing their profession as university teachers, they are obliged to do the *Tri Darma Perguruan Tinggi* (Three Principles of Higher Education) which consists of teaching, research, and community service. *Tri Darma* is a concept or vision of higher education in Indonesia. The first pillar, education refers to the interaction between teachers, students, learning sources in a learning environment. Education is the central focus of educational institutions like
university. Teacher and students are all involved in education process. Teaching is the main activity of education and one of teachers’ responsibilities is teaching. In order to teach, teachers have to design instructions, write syllabus, and develop teaching and learning materials. The second pillar is research which is an attempt to invent new knowledge using systematic and scientific method. Teachers and students are highly encouraged to conduct research. This is aimed to cultivate research culture in a university. The third pillar community service refers to activities using knowledge and technology to contribute to the development society. For example, university teachers go on an educational visit to a high school to give a seminar or a workshop for school teachers.

From the description above, many of activities related to professional development could be classified into Tri Darma concept. It makes sense when the participants associated professional development with Tridarma because professional development that teachers do would fall under in one of the Tri Darma categories. For example, to present at a conference, a teacher would need to conduct research that falls under second category of Tri Darma. When a teachers decides to improve his or her teaching practices by engaging in professional development, this can be categorized as a realization of the first pillar, education (teaching).

Ideally, every teacher in Indonesia is required to know the Tri Darma concept. Two participants in this study have successfully explained it. Imam and Sinta related professional development to Tri Darma concept as they explained what professional development means. Sinta pointed out that a lot of professional development activities are fundamentally conducted under the principles of Tridarma. In addition, it can be
understood that why these two participants mentioned *Tri Darma* because the component of *Tri Darma* involves many kinds of activities that will be counted as part of teacher professional development as mandated by the government to cultivate the academic culture in schools.

The general idea of *Tri Darma* concept is that every university community has to fulfil the mandate of this vision in a sense that they have to not only teach but also do research, and participate in community service activities. As a university, this concept becomes a pillar and also serves as vision and mission. Ideally, a good university does these three pillars of university. Fulfilling the *Tri Darma* means the university undertakes one step to increase their quality of education service. This, in turn, will impact the quality of teachers, students, and university as a whole. Furthermore, *Tri Darma* is very important for the growth of teachers’ career and professional growth.

In sum, doing the three things in *Tri Darma* concept is believed to be the way how these teachers would develop professionally. They also felt that teachers could develop professionally when they did these three pillars of *Tri Darma*. Their participation in professional development not only counts as a personal development but it contributes to the whole idea of being a good university. In other words, teachers’ way of developing professionally will bring benefit not only to individual teachers but also to the institution.

**Professional development means becoming a professional teacher.** Another important theme that emerged in ‘defining professional development’ theme is the idea of becoming a professional teacher. Three participants defined professional development as the process of becoming a professional teacher. The participants provide less information of what it means to be a professional teacher. Jerry explained by saying “professional
teachers need to know teaching materials, teaching steps. Teachers should teach based on the materials and syllabi”.

Three participants agreed that whenever teachers engaged in professional development, they pursued knowledge for the purpose of being a more professional teacher. One participant said that professional development refers to activities whose goal is to equip them to be more skilled, effective teachers. Rina also defined professional development as “being a more prepared teacher”. It can be argued that according to these two teachers, the ultimate goal of pursuing professional development is to help them become more skilled, knowledgeable teachers, and ultimately to perform more effectively in class. Alemu (2013) argued that professional development in a broad sense can be defined as “the engagement of individuals in any activity for the enhancement of their capacity at the workplace and to gain, improve and share a body of knowledge and skills that are relevant to perform particular duties in their workplace” (p. 306). It does not really matter in what activity teachers are engaged in, what is important is that it results in the increased knowledge and skill to enhance their performance as teachers.

To become a professional teacher would surely require professional development experience. Many of the qualities and necessary skills to become more skilled and professional teachers can be gained through professional development activities. Once teachers engage in professional development, they learn new concepts, skills, knowledge and experiences that are important for their professional growth as teachers. Richards and Schmidt (2002) defined teacher development as “the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically” (p. 542). With the knowledge and skills they acquire from
professional development activity, teachers can grow personally and professionally. The participants referred professional development to being professional teachers which I speculate as being more skilled, knowledgeable, and effective teachers. Budi also addressed the notion of being professional teachers when he said that participating in professional development is to “be professional individuals in their field. So they need to develop their skills”. Rina also added that professional development means to learn “how to become a better educator.” Although the participants mentioned the notion of professional teacher, I would argue that English language teachers should be reflective teachers in a sense that they can be a teacher who “takes responsibility for his or her own knowledge construction by engaging in reflective activities” (Farrell, 2007 p. 187).

In order to be professional, teachers can participate in various professional development activities. It can also be argued that professional development should aim to make teachers become more skilled, knowledgeable, and professional teachers. The majority of the participants revealed that professional development participation has a close relationship with the notion of teacher professionalism. The notion of ‘professional’ can be subjectively defined by every teacher, for example Yuwono and Harbon’s (2010) study showed “teachers attribute their professionalism to their oral and written skills in the language rather than pedagogical knowledge and skills that a teacher should possess” (p. 156). For English teachers, being professional goes beyond mastering language skills. They should also understand pedagogy and knowledge of how language is learned and taught. Participating in professional development enables teachers to acquire skills and knowledge of how to become professional teachers.
Professional development means increasing pedagogical knowledge, skills and practices. Teachers have different ways of developing professionally. Professional development participation can be translated into their pedagogical practices particularly in teachers’ classroom teaching performance. Based on the findings, some participants defined professional development as activities that orient to the betterment of teaching practices. One of the goals of participating in professional development is to improve instructional practices. Vacilotto and Cummings (2007) argued that teachers should “recognize professional development program as a process that focuses on improvement of instruction” (p. 153). Two participants, Karima and Rina, referred professional development to improving their teaching methods. For example, Karima clearly stated that professional development means “developing teaching method and teaching media.” She went on to say, “The method or teaching strategies employed this semester should not be the same as the following semester. It needs to be developed and revised” (Karima, Interview, May 23, 2015). According to these participants, they argued that when they developed their materials or improved their teaching methods and strategies, they developed professionally. It is understandable that teachers’ use of teaching methods has a relationship with teaching performance in class and ultimately will affect students’ learning outcomes. Teachers’ engagement in professional development ultimately aim at helping students achieve optimal learning outcomes. In a similar vein, Goh (2013) noted that “ESL/ EFL teacher development should not lose sight of the role of teachers in facilitating learners’ mental and emotional processes needed for successful language learning” (p. 31). One advantage of participating in professional development is that it enables “teachers [to] review, renew and extend their knowledge, skills, and attitudes
linked with the enhancement of student learning and performance” (Katuuk & Marentek, 2014, p. 631).

Finding an appropriate teaching method can be a common problem for a lot of teachers. In their pedagogical practice, teachers may need some innovation in terms of classroom teaching techniques. The use of appropriate and interesting teaching media can encourage students’ interest in learning. Therefore, teachers need to have various teaching methods. To these teachers, finding various types of teaching methods for classroom showed their effort to develop as a teacher. In other words, developing their classroom teaching techniques repertoire is seen as a way to improve their teaching performance. As teachers find, invent, employ novel teaching techniques, they will definitely search for suitable ones with careful considerations. This finding requires process of learning in which they learn about strength and weaknesses of a particular technique. This teacher learning is essential to teacher’s professional growth. The fact that majority of the participants put emphasis on the idea of “learning new method” through professional development is in line with Lin’s (2013) study whose participants noted that they would be more resourceful and better empowered if they could learn more new teaching methods and gain more professional knowledge through a professional development program.

Imam defined professional development as “developing, learning system, learning models, learning materials, teaching media”. Another participant, Jeri also linked professional development to teachers who “need to know teaching-learning materials”. It can be argued that one way to develop professionally for teachers according to these teachers is to develop their teaching practices. Another participant also referred
professional development to pedagogical practices. Karima specifically noted, “When we teach we not only focus on one textbook, but we also look for another source to support the teaching and learning. It is not only from internet, it can also be sharing with other teachers”. For her, finding alternative sources and enrichment materials of teaching was a kind of professional development that she did. It can be argued that teachers learned as they attempted to think about finding teaching methods that worked best for their teaching situations.

In conclusion, the findings revealed that the participants in the study are more focused on the pedagogical teaching practices as they think of professional development. It can be assumed that they would interpret professional development as activities that specifically help them address classroom issues. The way they defined professional development as developing their pedagogical skills, knowledge, practices is important in a sense that professional development can mean different things to every individual teacher. In order to grow as a teacher, teachers are encouraged to find ways to improve and develop professionally by participating in professional development. It is understandable that teachers participate in professional development in the hope to bring ideas for classrooms teaching.

**Findings Related to Research Question 2**

The second research question of the study was “What are the six Indonesian EFL teachers’ perceptions about professional development?” To answer this research question, I discuss based on the information under the following themes: Theme 3 Reasons to participate in professional development, Theme 4 Impact of professional development,
Theme 5 Importance of professional development, and Theme 6 Difficulties and challenges professional development.

**Theme 3 Reasons for Participating in Professional Development**

There are several reasons why teachers would like to participate in professional development. In this study, it was found that generally the teachers participated in professional development because of the three reasons, (1) the teachers’ self-awareness of their professional needs as teachers, (2) professional development as a means to enhance teachers’ career, and (3) institutional mandates that require them to fulfill the portfolio for promotion.

**Teacher’s self-awareness of professional development.** Self-awareness to develop professionally plays a pivotal role in shaping teachers’ learning and professionalism. It is encouraged that teachers be aware of their own needs as teachers. Teachers may have different personal motivations for participating in professional development. Some motivations may be related to personal goals in their profession, others are related to teachers’ classroom practices. For example, Budi admitted that his will to participate in professional development was because of his dream to be a professor. He realized that professional development is necessary for his future career as a teacher.

Wanting to know more about the profession is another personal reason why teachers participate in professional development. Two participants, Sinta and Budi considered themselves as novice teachers, and they felt that there is so much to learn about their profession in order for them to be professional teachers. Imam, Rina, Karima reported that they are aware of the need to develop professionally in order to become a
better teacher. Beni also perceived that teachers need to participate in professional development in order “to help them to broaden horizon, so they know what to do as a teacher.” These teachers aspired to be professional teachers. They perceived professional development as a medium for their teacher learning process.

Other participants demonstrated that they participated in professional development because they were aware of their teaching profession which required them to learn more about pedagogy. Specifically, some teachers indicated that they desired to build up skills in teaching English. For example, Karima expressed her needs of knowing teaching methods for her teaching situations. She felt that she needed to learn more about teaching methods and strategies for coping with classroom issues.

Based on the findings, many of these teachers sought the opportunities of professional development on their own. It becomes their own responsibility to develop professionally as teachers. It is also found in Katuk and Marentek’s study (2014) who found that teacher professional development in Indonesia was based on self-directed learning and their in-service training experiences. This shows that professional development is an individual effort on the part of the teachers and that they still rely on their knowledge they gained during their pre-service education. The participants who were already aware of their professional development needs would seek opportunities to be engaged in professional development activities, as described by Sinta who confessed that she intentionally looked for opportunities for professional development on her own. With her own initiative, she searched for the information. It can be argued that professional development seems to be a personal endeavor for these teachers. It can also
be said that these teachers have been sufficiently aware of their own personal needs. They are aware that they need to develop and improve in their profession.

Teachers ideally should have the willingness to develop in the profession because with self-generated desire, they are likely to maintain their motivation during their participation in professional development activity. Wong (2011) states “professional development that is initiated by teachers and not just the institution has a better chance to succeed” (p.146). This implies that one needs a strong motivation and personal awareness to engage in professional development in order to develop professionally. Teacher should also realize that they have to continue learning because they are actually lifelong learners. It is important for teachers to keep in mind that teacher learning helps them grow professionally to become more effective, more skilled and empowered teachers.

One of the participants indicated that she was motivated to participate in a conference because of a theme of a conference. In this case, she specifically talked about her willingness to participate in a professional events such as conferences. According to Sinta, a theme of a conference is one of her considerations for participating. Given the fact that professional development events are so prevalent in these teachers’ context, the teachers often have to be very selective to choose professional events that focus on the ELT field specifically. It would be a good idea and more fruitful to be engaged in activities which are related to the field that a person is familiar with. According to Sinta, it would be more beneficial if a teacher participates in conferences or seminars which are related to English teaching. It is understood that teachers may have different interests and preferences for the types of professional development they want to participate.
**Professional development as a means to enhance teachers’ career.** Based on the findings, professional development is viewed as a means of achieving a higher position in their career. Career prospect is one significant consideration for these teachers as they think about their profession. Some of the teachers demonstrated that they participated in professional development because they would like to upgrade their current status of employment. For example, Imam demonstrated that he participated in professional development because it could “support [his] career as a teacher“. It should be noted that the majority of the teachers hold low status employment in their institution. In fact, most of them are junior faculty members. Rina and Imam explained that they engaged in professional development because they wanted to bolster their career. Since, the most common type of professional development that the participants engaged in is attending conference, it is important to note that the participants were interested to attend conferences in order to increase their career. On a similar note, Semenza (2010) argued that “conferences can positively transform one’s research and even one’s career” (p. 195). In this case, these teachers have instrumental motivation to achieve a higher position in their career. Although initially their goal of participating in professional development was to have a better career prospect, we should appreciate these teachers’ efforts and willingness to learn and develop through professional development. Furthermore, one participant, Karima, said that she was worried about her status of employment. She stated that she would not get promotion if she had not participated in professional development.

**Institutional mandate.** Aside from self-awareness for professional development, institutional mandate becomes a secondary reason why these teachers would like to be engaged in professional development. Some of the teachers in this study pursued
professional development because of institutional mandate from the institution where they work. It was mentioned by Sinta that one of her reasons to participate in professional development is because she was assigned by her the dean to attend professional events like a conference. Their institution encouraged its teachers to be involved in professional development by sending them to professional development events. Rina revealed that her institution has been aware that teachers should participate in professional development. She mentioned that her institution required its teachers to be involved in activities that benefited the teachers in improving their performance in their work. Indeed, their institution would need the information of their participation in professional development in order to decide the teachers’ career promotion.

Two teachers realized that they would need such professional experience in order to qualify them in their profession. It was revealed that some teachers participated in professional development because they need to fulfil the requirements for their career promotion. Professional development participation is one essential component of the paperwork for the teachers in order to get a promotion. Each of their participation in professional development has a point that will be counted toward their career promotion. Professional development participation such as attending conferences and seminars or writing for a publication would add their portfolio. Sinta and Jery revealed that their participation in professional development is for a promotion to support their career, as one of the requirements for JJA (Jenjang Jabatan Akademik) academic position level. They need to fulfil this requirement for example in order to be certified. As an example, Jeri said that his reasons to be engaged in professional development is to pass teacher certification test.
Theme 4: Impact of Professional Development on Classroom Performance

**Learning about new teaching methods.** It may not be easy to clearly see the impact of professional development in classroom performance especially when it comes to a short-term professional development such as attending a conference. It is expected that professional development gives positive impact to teacher’s growth. In discussing the impact of professional development, the majority of the participants particularly emphasized attending conferences as the most common professional development that they are engaged and familiar with. Focusing on attending conference, learning about new methods is the most common impact of professional development that these participants revealed. Interestingly, the participants revealed that by attending conferences, they gained new teaching methods, ideas, insights, innovation for their classroom practices. They admitted that they learned about new teaching methods which they can apply to their teaching situations. This is also found in Borg’s study (2014) which revealed three benefits of attending conferences: enhanced knowledge of ELT techniques which lead to changes in practice, networking with other ELT professionals, and enhanced professional confidence and motivation. Sinta and Jery said that professional development they are engaged in has contributed to their teaching practices more specifically in terms of newly gained teaching methods.

The teachers learned a lot from their professional development experience. Hansen-Thomas, Casey, and Grosso (2012) maintained that “teachers learn most when they are actively engaged in examination of their regular practice (i.e., teaching and learning) and how the professional development activities contribute to their daily work” (p. 133). These teachers revealed that they hoped to gain new teaching methods from
attending conferences. Similarly, Lin’s (2013) study indicated that teachers’ view on a TEFL professional development program evidenced a desire for a best teaching method.

Teachers participate in professional development to learn the most appropriate method for their class. It can be argued that the teachers in my study expected something practical and feasible that they can apply to their classroom situations. In other words, they are more concerned of their teaching performance when they attend professional events. In regards to teachers’ classroom performance, Wichadee (2011) noted that “When teachers are occasionally introduced to new theories and practices of teaching, they will have an opportunity to reframe the ways in which they reflect upon their own teaching, so they can produce more satisfactory performance in class” (p. 13). The participants also thought that employing new methods would give innovation and variation to their teaching. For example, Sinta said collaborative learning method was something new for her that she learned from attending a conference and that she utilized it for her classroom activities.

The participants viewed professional development as beneficial for their growth as teachers. Many of the participants have also revealed that their participation in professional development has contributed to their teaching skills without specifically mentioning certain areas of teaching which has been impacted as a result of their participation. In line with this finding, Kırkgöz (2013)’s study reported that the participants benefited from professional development by “learning about new ideas, implementing them, and reflecting upon such innovative practices that addressed issues of the revised curriculum” (p. 43).
The finding of this study suggests that the majority of participants benefited professional development in terms of pedagogical issues around classroom performance. The findings indicate that pedagogy has been a major concern for these teachers. This is similar to Huang’s (2007) findings on study group which showed that professional development helped teachers to develop subject-matter knowledge, general pedagogical knowledge, pedagogical content knowledge, foster of continuing learning, and cognitive, intellectual and theoretical development. The participants in this current study perceived professional development as a means of making them more effective teachers who perform well in class. In a similar vein, in a study by Hansen-Thomas, Dunlap, Casey, and Starrett (2014) revealed that a result of the professional participation, their participants “not only gained confidence, but also expertise in pedagogy” (p. 8).

Murray (2010) noted that one reason why teachers have to engage in professional development “is to be empowered-to have the opportunity and confidence to act upon your ideas as well as to influence the way you perform in your profession” (p. 3). Therefore, another point to discuss is that participating in professional development can lead them to become a more effective teacher. Rina claimed that she felt she has improved as a teacher. These teachers viewed pursuing professional development as becoming a more effective teacher. The majority of the participants emphasized that the purpose of participating in professional development is to become a more effective teacher who can bring improvement to their teaching in class.

It is understood that once teachers participate in a professional development activity, they may expect to learn something useful for their profession. Generally, in attending conference the participants in this study expected to gain more knowledge and
teaching strategies which are applicable to their classroom teaching. Professional development is linked to and has influence on classroom practices. In relation to this, Hansen-Thomas, Casey, and Grosso’s (2012) refer this as “transference and translation of knowledge and experience” (p. 142) which is the ability to transfer what they learned from the professional development program and translated it into classroom practices. For example, Budi hoped to be able to apply what he got from conferences into his teaching. Karima said that she learned about assessment from the conference she attended. She indicated that after attending a conference, she came to realize that cognitive, affective and psychomotor aspects are very important in assessment.

Sharing experiences with the class. Another finding related to impact of professional development is that Budi’s account in which he revealed that his professional development experience is an interesting story to be shared with the students. Since these teachers teach students who will become teachers, giving an example of being a teacher scholar who actively participates in professional development is one way of encouraging students to know more about teaching profession. This claim is also found in Imam’s account as he explained that his professional development experience can be shared to his students and colleagues.

Theme 5: Importance of Professional Development

All the participants agree that professional development is important in many ways. They gave various answers to the questions why teachers should pursue professional development. It was revealed that professional development as a way to be well informed and keep up with what’s current in the field. Teachers feel that they need to be exposed to the field and their profession. Sinta said that professional development is
important for teachers because “teaching experience in classroom only is not enough and it is very monotonous”. After many hours of teaching and busy week with all teaching duties, teachers need to find time for their own learning. In order to teach better, teacher should also learn just like their students. Wong (2011) suggests that professional development as “a lifelong endeavor, a way of being, and a perspective on how one practices as well the practice itself” (p. 142). Professional development can be seen as lifelong learning. In teacher professional development, teachers can examine their teaching practices and reflect on them. Teachers should always keep learning throughout their profession journey and make professional development activity as a part of their everyday life. Imam believed that professional development should be pursued by teachers in order to “keep pace with new era and always to innovate teaching ideas”. This is especially true for teachers who have been teaching for many years, they might have to pause and think about their current practices. It is good to do some reflection to see what teachers have been doing in their teaching journey. In a similar vein, one participant, Budi argued that professional development is important because “knowledge and information have changed over time. Theory and practices are developed day by day. It means we need to update information related to our field. That’s why we have attend seminars related to our field”. It can be argued that there have been significant changes and reform in our society, especially education that teachers might not be aware of. Teaching profession requires some innovation and changes in how we educate our students.

Participating in professional development is important in order to meet the needs of today’s demand in education. Today’s ELT practices has been impacted by the
advancement of technology. Teachers need to be equipped with some knowledge about ICT (Information, Communication and Technology) to improve their performance and skills in teaching. One reason to engage in professional development is to upgrade skills due to changes in society or the field (Wong, 2011). Participating in professional development in the pursuit of improvement in teachers’ practices can serve as a response to 21st century classroom which is very much influenced by globalization, particularly technology. Sinta also noted that “ideally, teachers are expected to be knowledgeable, realistic, and open to technology change”. According to her, teachers’ work has changed in this globalization era. Teachers may need to start integrating ICT in their teaching. Many Indonesian school teachers still do not integrate technology because they are not available in the school. For example, a study by Nurfadillah (2015) found that “the teachers just use blackboards and textbooks. So, there are just a few teachers who use the projector, speakers, tape recorder, a laptop, and a language laboratory” (p. 208). This knowledge about ICT in ELT may be gained through exchanging experiences during professional events such attending conference. In order to become better-informed teachers about this, professional development can serve as an alternative way of teacher learning. It is important for teachers to have a better understanding of their own profession and what it really means to be a teacher.

A professional teacher can mean a lot of things. In general the majority of the participants viewed professional development as an important part of a career because the ultimate goal of being engaged in professional development is to become professional teachers who will be able to navigate their role as teacher and able to solve problems in their classroom and profession. Karima said that teacher is one source of learning to
whom students often ask questions and teachers are also role models for students. In order to be a knowledgeable teacher, teachers have to learn many things and always continue learning. Jeri noted that professional development is important because it can “develop their professionalism in teaching. Teachers need to be well-prepared before teaching. In class, teachers do not only teach but also educate”.

The idea of becoming a better teacher through professional development received much attention from the participants of the study. One participant, Imam asserted that “We can never grow, if we don’t develop ourselves”. Similarly, Budi also commented that professional development is important “to broaden horizon of teaching so they would know what to do as a teacher”. The job of teacher is depicted as multi-tasking in a sense that they should be prepared and able to anticipate what might happen in the classroom. Being professional teachers means not only being able to teach but also to solve classroom teaching issues.

**Pedagogical benefits of attending professional events.** The participants in this study revealed several benefits of participating in professional development such as sharing ideas, experiences, teaching materials, and research. This is in line with Huang’s (2007) study which focused on the perceptions of Taiwanese teachers on the effects of professional development on their professional growth. It was found that the teachers benefited from professional development in five ways: learning English as a foreign language, gaining ideas for improving classroom instruction, sharing teaching experiences, stimulating positive dispositions to learning, and fostering intellectual development (Huang, 2007).
In this current study, gaining ideas for improving classroom instruction emerged as the major benefit felt by the teachers. However, it should be noted that benefits from participating professional discussed here refers to their experiences in attending professional events especially attending conferences. All participants have this experience and seem to have gained similar benefits from it. Attending professional events can be a way for teachers to step out of classroom and see what is out there in the community. Attending professional events such as attending conferences can be a space for teacher learning because conferences “bring together scholars for the purpose of sharing ongoing research” (Semenza, 2010, p. 195). It is a great opportunity for teachers to share their experience, concerns with other teachers who might face the same difficulty. Although it is not easy to measure how much teachers learn from attending professional events, at least teachers have taken a step to build their confidence, and cultivate their professional growth by participating in professional events. Professional development experience is fruitful as they are able to increase their confidence and gain new insights for their classroom practice (Murray, 2010). Presenting at conference can build teachers’ confidence in their profession as a teacher. This in turn will also affect their classroom practice as they bring new ideas to their class.

It can be argued that benefits of professional development to these teachers are centered upon pedagogical skills that are necessary for their classroom practices. Hansen-Thomas, Casey, & Grosso (2012) argued that teachers need to see the advantages of the training of professional development as it applies to instruction in teaching. If teachers aim to improve their instruction, they should consider participating in professional development as they can benefit much from it. For example, Sinta said that she benefited
from attending professional development events because it gives ideas for “teaching revolution”. She also noted that she could learn from more senior colleagues.

Sinta also mentioned she could learn about writing scholarly articles. Writing and presenting ongoing or completed scholarly work in conferences enables teacher to know more about the field and build a sense of professional, academic culture in their profession. As Semenza (2010) noted that attending conferences allows teachers to “immerse [themselves] in the professional culture of academe” (p. 199). Karima claimed that she learned new insights from the materials presented and the presenter, especially what can be applied to her teaching contexts. It is probable that once teachers attend professional event they could learn from a variety of topics presented. If they also become a presenter, they may receive feedback from the audience too. Attending professional events can help teachers make informed classroom decisions. It may also build teachers’ sense of being a teacher scholar. More importantly, the concept of teacher learning should be encouraged through professional activities so teachers become more empowered teachers. It is important to note school culture has to support teacher learning because teacher learning can be “influenced by the school context at various levels such as intrapersonal, interpersonal, institutional and cultural” (Canh & Minh, 2012, p. 65).

Interestingly, it was revealed by one participant that attending conference can improve presentation skills. Mastering public speaking especially presenting skills is an important skills for some teachers. This makes sense because teachers may do presentations when they teach, especially in giving lectures. And the fact that two of these participants are novice teachers, they still need to learn how to present material appropriately and attractively.
In addition, through attending conferences, these teachers noted that they have gained ideas on conducting similar events. Attending professional events has inspired these teachers to host professional events in their own university. This academic activity is believed to be very beneficial for the students, teachers and local community to participate in professional events. Hosting such events may benefit teachers helping local teachers to be engaged in scholarly academic activity. It will also contribute to the effort of cultivating research culture within their community among teachers within the same profession.

**Theme 6: Difficulties and Challenges of Professional Development**

Despite strong willingness to participate in professional development, sometimes there are challenges that need to be addressed. The challenges included, lack of institutional support, heavy teaching load, time management, absence of professional development programs, and lack of information. These challenges have become constraints for these teachers to participate in professional development as an attempt to becoming professional teachers. This is in line with Yuwono and Harbon (2010)’s study which revealed that Indonesian teachers’ professionalism are affected by teachers’ limited time, money and energy to participate in professional development. The challenges that teachers face should not hinder their enthusiasm in pursuing professional growth.

**Lack of institutional support.** There are many different challenges of participating in professional development that not only come from teachers but also from the institutions where they work. It is good to have supportive environment such as colleagues and institution that have the same goal in increasing the quality of both
students and teachers. The participants of the study highlighted both individual and institutional challenges they faced in relation to their participation in professional development. Based on the findings of this study, the majority of the participants revealed that lack of institutional support is one of the issues they face. They specifically addressed the issue of financial support from their institution as they want to participate in professional events. Funding is very crucial to these teachers when they pursue a professional development activity that require some money. This can also be linked to teachers’ low income which prevents them from participating in professional development. The issue of being underpaid affect teachers’ professional growth (Yuwono & Harbon, 2010). They suggested that “teachers should enhance their professionalism regardless of the financial rewards” (p.159). It is worth mentioning that these teachers mostly work at private institutions that are usually under a foundation. According to these teachers, their institution may not have funding available that is allocated specifically for their professional development pursuit. In the case of the unavailability of funding, Sinta suggested that teachers have to be “proactive in finding a sponsor from public or private institutions and the government”. The findings indicate that these teachers have used their personal money as they pursued professional development especially in attending conferences. Similarly, Karima mentioned that she in order to attend a conference she asked for a grant from the university, but she said “it was very minimum”. Although institutional support may seem to be a challenge for these teachers, it is expected that further support such as encouragement or rewards rather than funding is also provided by the institutions.
Absence of professional development program. It is also important to note that the majority of the participants revealed that their institution do not provide such professional programs to enhance the performance of the teachers. The institution’s awareness of professional development program is still low. It is expected that institutions would run school-based professional development for their teachers. Alemu (2013) suggested that institutions should arrange professional development training and workshops on ELT for English teachers including subscription to local and foreign journals to allow them keep updated with the current development in the field. Once the program has been established and institutionalized, teachers just have to maintain the commitment to continue learning within that community of learning in their institution. In the case of unavailable budget, school-based professional development such as a teacher study group that holds a regular meeting to discuss English language teaching topics.

There are a lot of different forms of teacher professional development that teachers can pursue such as presenting a paper or attending a conference or workshop, reading journal, keeping a teaching journal and online professional development (Murray, 2010).

Heavy teaching load is another challenge to engage in professional development according to these teachers. These teachers pointed out that they had too many teaching hours. As a result, it was hard for them to figure out ways of participating in professional development activities. It can be argued that their conceptualization of professional development may need to be clearly justified. They still think of professional development as activities that have to be done outside of teaching hours and require
specific time and money. This mindset may need to be changed because professional development can take many forms and do not necessarily require money. Professional development can be pursued with little or no cost. While many activities may need extra resource, other activities require initiative, time and discipline (Wong, 2011). It can be as simple as keeping a diary once a teacher finishes teaching. It should be emphasized also that there are various professional development activities that can be pursued either individually or in groups.

**Time management.** In relation to heavy teaching load, the participants also pointed out that they have difficulty in managing their time to invest in professional development. Rina, who also worked as the head of study program, pointed out that “I am too busy. I don’t have time”. This indicates that time constraint did not seem to be individual problems only but also can be institutional, especially for teacher’s who hold a specific duty or position. One of the participants shared her concern related to participation in professional events. She said “I will be absent from teaching. I will have to make up a meeting to replace the one we missed”. This indicated that it may be difficult to find a space and balance to do both teaching duties and professional life as a teacher. It may be a dilemma for many teachers who struggle to find a right balance between professional duty and desire to become a teacher researcher.

Professional development consists of a full range of formal and informal activities aimed at improving teachers’ knowledge, skills, and attitudes (Katuuk & Marentek, 2014). One of the participants also mentioned his difficulty in pursuing professional development is to prepare an abstract or proposal for a conference. He pointed out he had to write a proposal that fits to the theme and submit it before the deadline approached.
This implies that he considers the research process involved in preparing a proposal for a conference is a challenge for him that might influence his decision whether to participate in professional development. Presenting at a conference should not be the one and only way of developing professionally although it is very common and familiar. Teachers may consider other activities which are less demanding yet interesting and meaningful for them to undertake. It does not have to be a particular formal activity such as conference, it can be part of teacher’s daily life as simple as writing a teaching dairy journal that helps teachers examine their strength and weaknesses of the teaching at a particular session.

**Lack of information.** Another major issue encountered by these teachers is teachers’ lack of information of professional development opportunities. They were not well-informed about professional development opportunities. Although some participants in this study admitted that they have interest in pursuing professional development, they did not know what to do. Lack of information about what programs are related to professional development and what opportunities that are available for them is an issue for these teachers. Teachers often have to find out these opportunities by themselves. Limited and unequal access to professional development opportunities may cause low participation in professional development. Teachers need to explore what activities that they can afford to do in order to develop professionally. It should also be emphasized that the government and the institutions need to provide professional development programs for the teachers. Participating professional activities may lead teachers to other types of activities that teachers can benefit from. Ur (2012) has suggested different forms of professional development activities that teachers can lesson observation, reflection,
writing and collaborative work with colleagues, reading, and writing for professional journals. In addition, the lack of knowledge and information about professional development may also relate to literacy skills of teachers because nowadays information is mostly delivered electronically through internet. Individual teachers should make an effort to find out what ways of how to develop professionally. Having a strong desire, motivation and curiosity will lead teacher to continue learning in whatever ways to develop professionally. Canh and Minh’s study (2012) found that “teachers’ personal motivation for learning is an important determinant of their participation in learning at the workplace” (p. 63).

Findings Related to Research Question 3

Theme 2 Professional Development Experiences

In order to answer the third research question “What professional development have the six Indonesian EFL teachers experienced?” Theme 2 Professional Development Experiences was used as it provided the information on teachers’ wide range experiences of participating in professional development. The participants’ reported professional development included:

1. Attending professional events
2. Scholarship
3. Professional organization
4. Pedagogical Knowledge
5. Mentorship

Attending professional events. Attending academic conferences is an opportunity to meet other teachers and ELT professionals who share their experiences,
issues in classroom, and research interests. By participating in conferences, teachers can also be better informed about new issues in the field. Teachers can learn various things from the conferences such as new research, strategies, and materials. Conferences are great resources for teacher learning. Ur (2012) suggested conferences because they “enable [teachers] to update [their] knowledge on the latest research and controversies, learn new techniques and methods, find out about the latest published materials and meet other professionals” (p. 293).

The participants demonstrated that they have various professional development experiences. All six participants have participated in professional events particularly conferences. These events are considered as the way they developed professionally. They indicated that they have found these activities to be very practical and accessible. Attending professional events is a very common way for these teachers to learn about new things related to their field, pedagogy and the profession. They stated that they often look for information on conferences. They are familiar with conference presentation. They indicated that the majority of them presented at national and international conferences. They are familiar with the process involved in presenting at a conference such as doing research, writing a proposal, and presenting it. The majority found information of conference by themselves. They also purposefully look for conference events. One participant showed her eagerness to engage in a conference by asserting that, “It is so unfortunate if we don’t do anything in a whole year, just spending our time on teaching in class. We need to see the world outside, [there are] hundreds of great scholars in the field”.

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The participant reported that attending conference as a presenter is a common practice for them. All of them have presented at a conference either in local or international conferences. They also indicated that they first learn how to become a participant and later a presenter. It is important to discuss this, because 3 of them are novice teachers. Two participants explained how they attended a conference as a participant, and later was motivated and inspired to present their articles. This transition shows that they develop their professional knowledge about the field and profession in that they shift from only attending to presenting.

One of the participants revealed that she attended a training at her own institution. She was required to attend as she was a new teacher at that time. The training was provided for newly recruited teachers to learn about teaching method and teaching media. Another participant also explained that he attended training for making questions for university entrance. Both of them consider these experiences as part of their professional development. The majority found attending conference as beneficial activity, they could learn from the various topics from the presentations and they can choose topic they would like to explore more. They all perceive their experiences in attending conference as positive experience. The participants indicated what they learned new insights from the conferences they attended. For example, one participant indicated that she learned about appropriate methods for a specific research and she was happy because she also received feedback from the audience. The participants used their attendance to conference as the opportunity to learn more about the field and the idea of being a teacher scholar. One participant mentioned that she learned how to master public speaking to present in front
of audience. They also build their professionalism and confidence as teachers as they presented although she felt nervous to present at an international conference.

Attending conference allows the teachers to acquire specific knowledge and skills. It can be argued that the majority attend conferences to learn something new that they can apply to their classroom teaching. Through attending professional events, they can also “examine their beliefs or perspectives on teaching and learning, and use this process to reflect on their own teaching practices” (Richards & Farrell, 2005, p. 23

To these teachers, conferences are the most common type of professional development activities that they can engage in. In order to present at a conference, teachers have to find out the information about conferences which can be easily found on the Internet nowadays. It should be admitted that many Indonesian teachers do not have access to the internet. Even if they have it, they may not be able to navigate it. The participants also revealed that they enjoyed meeting other teachers and sharing knowledge with other teachers who attended conferences. These teachers stated that attending conferences can offer them practical classroom applications. Upon attending conferences, these teachers hope to gain ideas, strategies, techniques and materials that are applicable to their classroom teaching.

Attending conferences can benefit teachers in many ways. Semenza (2010) mentioned five good reasons to attend conferences which include: opportunities for publication of ongoing research, venues for advertising ongoing research, networking opportunities, meeting prospective authors and editors, and immersing in the professional culture of academia (p. 198).
Scholarship: Writing, research, and publication. One way to develop professionally is to engage in writing scholarly articles, participating in research projects, and publishing academic work. In terms of writing scholarly articles, the majority of the participants indicated that they have ever written at least one article, that is when they presented at a conference. It is a common practice in these teachers’ context that once they present at a conference, they have to submit full paper which would be included in a proceeding. Sometimes they consider this as publication. While Semenza (2010) has reminded that “conference presentations are not substitutes for publications, and they are worth very little in and of themselves” (p. 197).

Conducting research is another type of professional development that teacher can engage. Teachers may want to undertake a research project. Teachers can start with their classroom as a research site by conducting classroom action research looking at specific classroom issues. Ur (2012) noted, “A bit of research on [teachers’] classroom may inspire an examination of similar topics..., stimulate new thinking, and lead to significant innovation or further research” (p. 296). Conducting research and writing are two closely related activities. This is because in order to write an academic teacher may need to do research first, or the other way around. For these teachers, they wrote an article based on the research they conducted. Then, they presented it at a conference. Conferences can be a space for teachers to practice to present their research because they may receive feedback that can “help them identify the strengths and weaknesses of [their] paper, determine the adequacy of [their] bibliography,…and gain a sense of what needs to be elaborated, added or cut from the paper” (Semenza, 2010, p. 198). Although the majority
of the participants has written a proposal for conference, conducting research has not been looked at as a way to develop professionally by these teachers.

Two participants, who happened to be teaching at the same university, revealed that they proposed a research for competitive grants where they worked with another colleague, a more experienced professor. Working with more senior experienced teachers who have doctoral degrees seemed to be an alternative for these novice teachers. That way, they could be guided by a more experienced colleague. The idea of collaborative research helps teacher to support each and learn from each other. For example, Karima submitted a proposal for a research grant for novice researcher (junior faculty) in which she became a member of the research team, because her position did not met the criteria to be main researcher. According to her, there is a specific requirement to be the main researcher for example one should have a higher rank of status of employment. Rina has both served as a member and a main researcher in conducting research that she has conducted. Novice teachers can still engage in research for their professional development. In conducting research, novice teachers can work with more experienced teachers. Kirkgöz (2013) noted that “problems experienced by novice teachers can be addressed by creating opportunities that support teachers to become self-reflective through adopting a collaborative action research model (CAR)” (p. 33).

In regards to publication, Imam admitted that he has not had any publication. He said, “Not yet in journal. But only in proceeding [a compilation of articles presented at a conference]”. Although the findings revealed that the teachers have some academic work, many of their work have published only in an internal unaccredited journal at their institution. One teacher explained that, “It has not been published anywhere yet. We will
produce a textbook but it is still in progress”. These findings revealed that the research culture and scholarly work is still low.

**Professional organizations.** Participating in professional organization concerned with the teaching of English is one way of keeping informed about new research, new strategies, new materials and new issues in the field. Sinta revealed that she has been actively involved in professional association at the municipal, and provincial level such as teacher support group called MGMP (*Musyawarah Guru Mata Pelajaran*). Teacher support group is a kind of learning community that teachers can establish at schools. Farell (2009) noted that teacher support group can “provide a context where its members can reflect on and come to understand their beliefs and practices… so that they can develop into more aware and confident teachers” (p. 130). MGMP has been useful for many teachers as evidenced by a study on English teachers’ participation in MGMP which found that teachers “have some solutions to face the problems [classroom issues] [by] coming to MGMP, joint a training, learning before teaching, joint PLPG, and seminars” (Nurfadillah, 2015, p. 209). Additionally, Imam stated that “I also become a member of professional association such as TEFLIN (Teachers of English as a Foreign Language in Indonesia) and English for hotel and tourism association”. He stated that by joining this professional association he is able to keep up to date with the field. He joins English for hotel and tourism professional association because he teaches students of English for hotel and tourism.

There are several professional organizations for English language teachers internationally or locally. For example, TESOL international association offers publications, professional development programs, newsletters, annual conference, and
other resources. For its membership, teachers have to pay $98 for one year membership (professional member); teachers who have been teaching for three years or more (https://www.tesol.org/about-tesol/membership). In Indonesia, Teaching English as a Foreign Language in Indonesia (TEFLIN) Association is a national English teacher professional organization which also has a journal called TEFLIN Journal – a publication on the teaching and learning of English-published twice a year. Although English teachers must pay in order to be a member of this journal, they could still make a good use of this journal because the articles can be downloaded easily from their website. Its website www.journal.teflin.org states that “this journal provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge.” In local scale, universities throughout in Indonesia can register as an institutional member of TEFLIN association or to make a local chapter to accommodate the needs of local teachers in many universities throughout Indonesia. Four participants indicated that they are members of this association by paying Rp.350.000 or $27 for one year membership and Rp.100.000 or $7.50 for a membership renewal. In terms of conferences, TEFLIN has hosted international conferences for 62 times in 2015. In order to present in the international conference, a participant has to pay conference fee Rp. 1.665.000 or $128. This amount of money can be a reason for teachers not to present at the conference due to low income they receive every month. During the follow-up interview, one of the participants revealed that she received Rp. 2.990.000 or $230 per month as her salary. She further explained that she could not afford to attend the conference because it was too expensive that she also had to pay other fees such as accommodation and airplane ticket.
Another English teachers association in Indonesia is AISEE which is a non-profit professional association for ELT practitioners on the teaching and learning of English in Indonesia (http://aisee.info/). It provides open access to articles that is free to download. It is also open to other universities throughout Indonesia to create a local chapter of this organization for local teachers. During follow-up interview, one of my participant, who happened to be a secretary of a local chapter of this association, explained that in order to become a member, a teacher has to pay Rp.350.000 or $27 for one year membership and will receive access to two international journals.

In this globalization era, where information is available online on the internet, it may be easier for teachers to keep up to date with the field by finding a lot of materials for teaching learning English on the internet. They can sign up to join Facebook groups or mailing lists to receive updates about the latest trend in the field. Teachers can also make a good use of Internet and social media that provide a lot of resources and materials for English teachers. For example, Teacher Voices: Professional Development, is an example of Facebook group that provides a lot of information such as articles, book reviews, upcoming conferences, and other related resources for English teachers. It can be argued that some participants did not know much about professional organizations related to their field. For example, one participant revealed that she did not know the information such as TEFLIN international conference therefore she has never attended. I speculate that she and other participants lacked information about professional organizations. In order to become a member of an organization, teachers should pay for a registration fee. In regards to professional membership, although teachers do not become a member sometimes, they can still make benefit of the resources provided in their
websites. They may have publications, journals, newsletters and articles that are available for free. Joining professional associations can be seen as an opportunity to keep up to date with the new development in the field because they usually discuss and share ideas about English language teaching in the forms of articles, newsletter, and conferences. However, access to all this privilege is not available to every teacher due to the unavailability of internet access or low income that may cause low participation in professional development.

**Pedagogical knowledge: Reading and finding sources.** The findings indicated that they developed professionally by reading various English resources. For Jeri, one of the easiest and practical things to do to increase his knowledge is through reading printed and online materials. He said “I usually read *Reading Research Quarterly, English Teaching Forum, and Lingua Journal* to add my knowledge of teaching”. Imam also mentioned that he also spends some time reading local journals. In a similar vein, Budi also pointed that another activity he finds enjoyable is reading various books on the topics he is interested in. He explained, “for example, I read books on teaching techniques, the way how I improve my knowledge of the course I am teaching”. These three teachers were concerned about their professional growth as teachers and fully aware of their need to improve his skills and knowledge in language teaching by reading various sources. Budi described further that he was assigned to teach a course on morphology that semester, he said that, “I have to review and reread some books on morphology and make an informed decision before writing the syllabus”. He further explained that making sure what topics to be covered in the syllabus is important, and it is likely that that the course objectives will be achieved.
Another activity to improve professionally that the participants revealed is finding appropriate materials from various sources. Imam explicated that he improves his teaching by finding printed and online sources. He said he enjoyed “findings books, watching lectures on the Internet, and reading journals”. Budi indicated that he often uses YouTube as a great resource “to help [him] find appropriate materials and to see how some lecturers abroad teaching English”. He explained further by stating that, “For example, I like to watch YouTube channel on education from American universities. This indicates that he seeks information from online resources to supplement his teaching ideas. It can be argued that these two teachers make a good use of technology especially internet by utilizing it for educational purposes. A similar finding was also found in Canh and Minh’s (2012) study on Vietnamese EFL teachers’ teacher learning which revealed that “searching the internet for teaching materials and peer-observations were the two most common learning activities that the [participants] pursued” (p. 63). It should be admitted that the internet access or teacher’s ability to use technology may seem to be a problem for some teachers who want to develop professionally through technology. From the participants, it can be argued that finding other resources for supplementary materials is the way how teachers learn as they select appropriate materials for their classroom. This idea of exploration and thinking process makes the teacher learn new strategies and insights that help them make an informed classroom decision making for their classroom situations.

Two participants mentioned that they improve their teaching by building communication either with the students or colleagues. Budi revealed that he often asks questions about a specific issue to his colleague who is more experienced or a more
senior teacher. As a novice teacher, he pointed out that, “communicating with other lecturers who have more experiences in the field can help [him] find a solution for [his] classroom practices problems”. It indicates that teachers can learn from their colleagues who may have faced the same difficulty in their teaching and profession. The notion of collegiality can be an option for teachers to learn and grow professionally together by working collaboratively. Canh and Minh (2012) noted that it is important to create “constructive, non-judgmental environment for teachers to build up trust and open up to one another, and thus, engage in a more meaningful collaboration” (p. 64).

**Developing teaching methods.** Two participants reported that they improve professionally by asking feedback from the students to develop their methods of teaching. Imam elaborated that he often asked his students’ concerns by asking the students’ needs. As he listened to the students’ voices, he attempted to improve his teaching material and method. He said that “I am currently developing learning model which consists of: (1) Giving materials (2) simulation, (3) practicing (4) revising (5) presenting”. Karima also revealed that in order to improve her teaching, she asked for feedback from the students. She explained, “After the semester is over, I have my students fill out a questionnaire to see what I lack of in my teaching, either my attitude or my performance in teaching”. This indicates that asking for feedback from the student can be a way of teachers’ reflection of their current practices. Teachers can learn and improve from the students’ feedback of their teaching. From the feedback, teachers can develop their teaching practices, such as improving their teaching methods. The participants revealed that their experiences of professional development focused heavily on improving their teaching methods which they usually gained from attending conferences. Similarly, Wichadee
(2011), on her study on Thai EFL teacher professional development, argued that “the best way to help teachers gain more techniques of teaching is to provide them with a training course and seminar where they can gain more knowledge and share ideas with one another” (p. 18).

One of the participants teaches students from various majors, so he employs ESP approach in his teaching. Jeri also expressed his opinion in regard to teaching method by saying that the institution where he teaches encourages the teachers and students to be communicative in English especially in speaking. In his teaching, he encouraged students not to be afraid of speaking English. To make the learning interesting, he said, “I utilized several teaching techniques: oral drills, simulation, role play, presentation (video/self-recorded presentation), class discussion, and debate”. According to these teachers, pedagogical skills such as developing teaching methods is the way they improve their teaching. The idea to improve their teaching methods as claimed by the participants may be due to their own belief that they have been using the same methods in their teaching. A study which was conducted in an Indonesian university in the same city where my study was conducted revealed that “the teaching strategies used by the instructors were lecture, question and answer, discussion, and assignment” (Petrus, 2012, p. 71). This shows that there were not many variations of teaching methods employed by the teachers. In their professional development, these participants sought an effective or appropriate teaching method which is very subjective depending on individual belief for example “effective method is the one that can direct learning about teaching, meets the teachers’ needs, and suits the teaching context” (Wichadee, 2011, p. 20).
The participants of this study also revealed that by attending professional event they could learn both content and pedagogy. In the same vein, a study on teacher development found that “content and pedagogy learned made an impact on confidence, knowledge base, and the ability to apply appropriate methods to the appropriate situation” (Hansen-Thomas, Dunlap, Casey, & Starrett, 2014, p. 43).

**Mentorship.** Some of the participants considered their experiences as a debate coach, adjudicator, examiner, and teacher trainer as their professional development. They stated that they develop and improve professionally as they are involved in those activities. Two participants, Imam and Jeri explained their involvement in events as a debate coach and adjudicator for English speech contests. Imam said, “I also improve myself professionally by becoming English debate coach and adjudicator since 2003”. He was involved in the selection for National English University Debating Championship (NEUDC) and in charge of training students for that event. He has also become an adjudicator for English competitions such as storytelling, debate, and speech. He considers his experience both as a judge for English competitions and as a trainer as part of his professional growth as a teacher. Although these activities may not be continually done by the teachers, at least these teachers have found ways to take a step out of their classroom. These events may not be held every week or every month, so it may be difficult to describe fully how these teachers really benefit from these events. It is likely that these teachers may have perceived their preparation for this event required them to learn and prepare for the events. Therefore, they considered their engagement in these events as professional development.
Imam revealed a story of how he became a speaking examiner for PET and KET. He indicated that he had difficulty finding a balance between his main duty as a teacher and to do teacher professional development at the same time. He considers his role as a speaking examiner as his professional development activity as he also grows in the field and learns about assessing language production. However, he noted that he realized the consequences of being an examiner would affect his career significantly. In addition, to improve professionally, Jeri pointed out that he has given a training. He said, “I served as a teacher trainer by giving an in house training for newly recruited teachers. I was supposed to give a good example of how to make a good teaching team”. He considers his experience in giving trainings to new teachers as part of his professional development as a teacher.

It can be seen that there are a number of ways to develop professionally. These participants’ various experiences indicate that teacher development can take many forms and that they have their preference on what activity they would participate. Professional development was interpreted differently by the participants. They referred professional development to different kinds of activities that aimed at enhancing their skills, knowledge and practice as teachers. Also, it is important to note that some of the professional developments that these participants engaged required them to have prior knowledge that enable them to become a coach debater, adjudicator, or teacher trainer. I believe that in order to pursue these types of professional development one must have specialized knowledge and expertise, such as debating knowledge.

The participants have demonstrated different conceptualizations and perceptions of professional development. The participants also revealed their experiences of
participating in professional development. There was a wide range of activities that the participants considered as professional development. Rationale and benefits of participating in professional development were also reported by the participants. Also, the participants indicated the challenges they encountered in participating in professional development.

Summary of the Findings

First, the participants who participated in this study are adequately aware of teacher professional development although their awareness is limited to certain activities familiar to them. The findings show that there is a difference in their perceived understanding of professional development. The participants have different conceptualizations of professional development and demonstrated a mixed understanding of professional development.

Second, there are possibilities that the participants are not adequately informed about other types of teacher professional development activities such as doing teaching reflections, keeping a teaching journal, and conducting teachers’ observations. Professional development is interpreted differently by the participants. The participants’ conceptualization of professional developments are activities mainly concerned with these three things: attending professional events, *Tri Darma Perguruan Tinggi* (teaching, research, and community service), and pedagogical knowledge, skills, and practices. Their reported experiences of professional development varied ranging from attending seminar conferences, and workshops to becoming a coach, adjudicator, examiner, and teacher trainer. None of the participants referred to activities pertaining to peer observation, action research, or reflective teaching that were often discussed in literature.
This indicates that professional development is not fully explored by these participants. It is expected that teachers to know other opportunities of professional development other than the ones that they are already familiar with. It can also be further concluded that the participants often have to seek ways to develop themselves professionally on their own. It becomes their individual responsibility to develop professionally. Pursuing professional development became part of personal endeavors rather than institutional.

Third, attending professional events emerged as the most common and most practical accessible way of professional development activity for the participants. It can be said that some of the participants almost equated professional development as attending professional events.

Fourth, participants in the study are more focused on the pedagogical teaching and practices as they think of professional development. They interpreted professional development as activities that specifically help them address classroom practice issues. It can be argued that professional development participation can be translated into their pedagogical practices as a teacher particularly in teachers’ classroom teaching performance. According to these participants, professional development means developing pedagogical knowledge, skills and practices.

Fifth, in terms of the impact and influence of professional development on their professional growth, career, and pedagogical practices, the participants noted that benefits of professional development especially attending conferences are centered upon pedagogical skills. According to these participants, attending conferences is necessary for their classroom practices. The participants stated that learning about new teaching methods is the most common impact of professional development. When participating in
professional development activities, these participants expected to gain more knowledge and teaching strategies which are applicable to their classroom teaching.

Next, the majority of the participants argued that professional development participation has a close relationship with the notion of teacher professionalism. The ultimate goal of pursuing professional development is to help teachers to become empowered, professional teachers who can teach more effectively in class. Also, they participated in professional development for two main reasons institutional mandate and individual motivation.

Finally, the participants faced some challenges for participating in teacher professional developments. Funding, time, and motivation were found to be challenges for Indonesian EFL lecturers to participate in professional development activities. Based on the challenges they participants mentioned, it can be argued that some of the teachers had difficulty finding a balance between personal life and professional life. It is also important to note that the participants’ institutions do not provide professional programs to enhance the performance of the teachers. The institution’s awareness of professional development program is still low.

**Pedagogical Implications**

In the field of TESOL, this study attempts to advocate professional development specifically for English language teachers because English language teaching has its own discourses. And more importantly, professional development for English language teachers need to meet the needs of teachers in their context, whether it is local, national and global teaching contexts. Types of professional development discussed in the existing
literature by scholars in the field may not always be feasible and applicable to every
teacher’s context, for example EFL context as in the case in Indonesia.

Professional development can help English language teachers to improve their
practices. English teachers must possess both pedagogical and professional knowledge of
the profession. Teachers’ knowledge and skills should go beyond mastering the English
language itself, but should cover broader concepts of what it means to be an English
teacher. In relation to the idea of teacher learning, English teachers need to develop and
improve considering the demands and the complexity of teaching English in this
globalization era that is to be prepared to face the challenges of teaching English.

The findings indicated that there is a wide range of conceptualization of what
professional development means among these teachers. Teachers can have their own
activities that they can claim as their ways of developing professionally. The activities
can take many forms ranging from simple activity such as keeping a journal, reading
articles, observing another teacher to conducting research. It is important for teachers find
ways of how to develop professionally by first knowing available opportunities for
professional development. To do this, both institutions and teachers have to be proactive
in finding those opportunities. In addition to being aware that they are lifelong learners,
teachers should be willing to learn and improve their teaching and pedagogical practices.
Teachers should be involved, as much as possible, in activities that enable them to grow
as a teacher.

The findings suggests that universities play a pivotal role on teachers’
professional development and growth. Universities need to be aware of the teachers’
needs by promoting teacher learning through professional development. They have to not
only employ them but also empower, support their professional growth. The need for professional development must be accommodated by higher education institutions in order to prepare teachers for a changing world so they are ready to cope with the challenges they might encounter in their profession as a teacher. Institutions should initiate teacher development programs and encourage teachers to pursue them. They should design ongoing teacher professional development programs that offer meaningful learning experience to the teacher.

Institutions may start with school-based professional development. School can serve as a space to create community of learning for teachers. This will in turn cultivate academic, and professional, as well as research culture within the school. Since school can be a space for teacher learning, government and school should address “the need of enacting a deliberate, effective learning culture within school systems, which encourages a high degree of sharing and a shift of focus from the individual practice of teaching to a collective understanding of pedagogy and collegial collaboration” (Canh & Minh, 2012, p. 65). Hopefully, professional development experience will result in positive impact on the quality of teachers’ daily teaching practices and professional growth.

Despite the busy teaching hours, teachers ideally will be able to allocate time for their teacher learning and professional growth. More importantly, once they participate in a professional development activity, they will have to be highly motivated and consistent in engaging in the activity in order to yield fruitful results. Although professional development can be pursued individually, working with other teachers should be seen as an alternative method to develop professionally so they could support each other. It is important for teachers to be aware that their profession as a teacher is not only about
teaching in classroom, but they are potential and have the options to become a teacher researcher or teacher scholar. Since the majority of the participants perceived teacher professional development as a means for learning pedagogical skills for instructional practices, they should now be aware too that professional development not only focuses on pedagogical aspect but also professional knowledge to enable them to work professionally in their duties and ultimately it can also lead them to becoming professionally qualified teachers.

**Limitations of the Study**

One of the limitations of the study is the limited number of participants involved in this study. There were only six teachers from four private universities participated in the study. This small sample size may not be adequately representative for generalization. The participants may not also reflect the characteristics of other teachers in the institutions where they work. Therefore, the results of the study cannot be generalized to another teaching context, though the results may very well be applicable.

Another limitation of this study is that there are certain aspects that were not included in this study. For instance, the participants’ years of teaching experience were not taken into considerations in my analysis. Gender was also not considered although this study happened to have an equal number of male and female participants. These factors would have contributed to a more comprehensive finding of the study, if they were included.

A third limitation of the study was that this study looked at teacher professional development in general, not a specific form of professional development. I did not analyze their participation in an already established professional development that is run
by the university where they participated actively and regularly in an activity that has
been on going. Therefore, the results of the study was not a result of professional
development that they have just been exposed to or they have recently participated. It
only focused on professional development that every individual teacher has pursued with
no specific range of time when the activities were pursued by the participants. Although I
described their professional development experiences, I did not scrutinize each of
participant’s professional development in more depth. The participants reported their
individual professional development activity that took place since they became a teacher.
It is possible that they no longer practiced the activity as the time of the interview.

Another limitation of the study is the way I defined professional development
may also have affected the participants’ responses. Related to this limitation, I admit that
I did not explicitly ask the participants about what professional development means
during interview. The participants did not define professional events but provided some
examples of professional development activities. Presumably, this happened because of
the consequence of my interview protocol as a method of data collection. In other words,
my study has a methodological effect on the results particularly on the way how my
participants responded and I made claims of my findings. In addition, it is possible that
the participants have participated in activity which are actually part of professional
development but not explored or reported due to their conception of professional
development. The findings may not accurately demonstrate how they conceptualize
professional development. Their perception can also have two sides, perceptions of
professional development in general which they have not participated and perceptions of
professional that they have been engaged in. Therefore I may not have been very
successful in distinguishing between their perception towards professional development before they actually understand what it means and their perception of their own experiences after they have participated in it.

Additionally, in this study I did not address the different ways of how the participants’ institutions make sense and conceptualize professional development. In particular, I did not include the institutions’ perspectives toward the importance and awareness of professional development for the teachers. Teacher professional development is not only teachers’ duty but it should be institutions’ main priority to empower and give space for the teachers to grow. It should be noted that the study did not consider the issue of budget allocated for teacher professional development programs which may affect teachers’ quality in Indonesia.

**Further Research Directions**

It is hard to clearly see the impact of professional development on teacher’s growth, professional identity and teaching practices especially when it comes to a short-term professional development such as attending a conference. It should be investigated further in order to know what aspects of classroom practices or teachers’ practices that have been impacted.

This present study did not distinguish professional development pursued by the teachers with the ones established by the university (school-based professional development). The focus of this current study was on professional development for English language teachers that they pursued on their own. Further research can address this distinction looking at specifically one particular professional development at an institution that has been on going or implemented for a certain period of time. Areas to be
explored may include the perceptions and the effects of school-based professional development by taking into consideration perspectives from both teachers and students.

Since this study employed a qualitative research design, it is a good idea to conduct future studies on this topic using different research methods such as mixed method, case study or teacher’s narrative inquiry and include multiple data sources such as teachers’ reflection and field notes from observations. Such studies would yield more robust and rich data sets that will better explain the results of the study.

It would be interesting to conduct study that look at both comparison between novice and experienced teachers considering their years of experiences. Such study would allow researcher to examine whether years of experience has a relationship with teacher learning especially how teachers continue to grow, and develop professionally. In addition, since the present study looked at teachers who teach at universities, another area of study would investigate professional development experienced by teachers working in EFL/ESL contexts in primary and secondary education.

**Recommendations**

Based on the findings of this study, the following are recommendations for teachers (English language teachers), institutions (universities) and government (directorate of general of higher education).

Ideally, English language teachers should not only possess pedagogical knowledge but also professional knowledge of the English language teaching. Teachers as lifelong learners have to continue learning throughout their career. Teacher learning can be done through professional development. It is recommended that teachers pursue professional development activities in order to grow professionally. Professional
development can be pursued either individually or in group. It does not matter which one they choose, what is important is being committed to the activity they choose to do. Teachers can start a simple professional development activity that they enjoy. First, it is found that teachers have different conceptualizations of professional development. As the findings revealed that the participants conceptualized professional as attending conference, seminar, and training, changing the teacher’s mindset and belief and their conceptualization of professional development is imperative. Although the participants thought that professional development was a variety of activities, they should not think of professional development as attending professional events only. In fact there are numerous activities that teachers can do for professional development. It can be as simple as writing a teaching journal or reading an article on ELT. It also does not necessarily cost money. Teachers can choose to engage in any activity they find meaningful and helpful provided that it is oriented to the betterment of their instructional practices and professional knowledge.

Based on the findings, many of these participants sought opportunities of professional development on their own. It became their own responsibility to develop professionally as teachers. In fact, institutions should play their role in maintaining and improving teachers’ quality. Therefore, the institutions should facilitate teacher learning by providing teachers with various appropriate professional development activities for the teachers either individual-based or institutional-based professional development programs. As the data revealed that the majority of the universities do not provide professional development programs for their teachers, school-based program can be a great solution to initiate teacher learning through professional development in school
settings. Schools can be a great place for teachers to learn and develop professionally with other colleagues within the school. Indeed, colleagues are great resources to start a learning community through professional development activities such as study group, peer observation, and collaborative classroom action research. Schools should fully support teachers’ professional development financially. Additionally, since professional development is often pursued individually in this present study, collaborative professional development should be promoted. Finally, it is expected that through professional development teachers not only develop their pedagogical and professional knowledge but also consider being a teacher researcher because teachers can start research from their classroom practices by doing an action research, for instance.

Opportunities for professional development should be provided for teachers for the sake of teachers’ professional growth because they will contribute to the improvement of teacher quality and student learning. The Indonesian government, in this case the Ministry of Research, Technology and Directorate of Higher Education has to pay more attention to professional development for teachers and lecturers. The government should support teachers’ professional growth not only as teachers in the classroom but as professionals in their field. Teacher professional development programs should be the government’s priorities. A considerable budget for professional development activities should be allocated. According to The Regulation of The Republic of Indonesia Number 14, 2005 on Teacher and Lecturer Chapter V, Article 71 Verse 3, the government is obliged to allocate budget to enhance teachers’ professionalism through professional development. The government has to think about ways to improve teachers’ quality and empower the teachers in their career. The government should not only focus on one shot
professional development programs such as workshop, seminar, and training only but should include a wide range of activities that lead to more practical and research-based activities. Government has to carefully plan the programs and figure out what constitutes effective continuous professional development because professional development “needs to be well planned and coordinated and not thrown together at the last moment” (Richards & Farrell, 2005, p. 30). The government has to make the activities as a regular agenda that is frequently monitored and supervised. Furthermore, the activities should be continuous and sustained for a longer period in order to see its impact in the long run. More importantly, teacher professional development should address the needs of the teachers for instance providing teachers with both pedagogical knowledge and professional knowledge.

**Final Remarks**

This study explored how the six Indonesian EFL university teachers perceived and conceptualized professional development. It also examined the experiences of teachers engaging in professional development activities. The participants have revealed that professional development can take many forms. They indicated that their professional development experiences have benefited them in many ways.

In the near future, I hope to see an increased awareness and motivation to engage in professional development on the part of English teachers. I envision more empowered English language teachers in Indonesia. With the awareness and support from both teachers and the government, I am positive about the future of English language teachers in Indonesia. I hope more opportunities for professional development will be provided for Indonesian English teachers in order to meet The Regulation of The Republic of
Indonesia Number 14, 2005 on Teacher and Lecturer Chapter V, Article 60 a which obliges teachers and lecturers to do the *Tri Darma Perguruan Tinggi* (Three Principles of Higher Education) which consists of teaching, research, and community service.

Being aware of the importance of professional development is not enough, the willingness to pursue professional in order to grow professionally is crucial. Also, English teachers need to have the ability to make sense of their profession as teachers in order to navigate effectively in the world of teaching. Teaching is not just about classroom practices but also knowing the field as well as the community of practice.
References


https://www.tesol.org/about-tesol/membership


Appendix A

Research Topic Approval

Indiana University of Pennsylvania

Office of Assistant Dean for Research
School of Graduate Studies and Research
Sirighi Hall, Room 113
216 South Tenth Street
Indiana, Pennsylvania 15705-1948

June 5, 2015

Rudi Hartono
657 Pratt Drive
Indiana, PA 15701

Dear Mr. Hartono:

Now that your research project has been approved by the Institutional Review Board for the Protection of Human Subjects, I have reviewed your Research Topic Approval Form and approved it.


Your RTAF indicates your anticipated graduation date as May 2016. This means that you must defend by no later than April 1, 2016 and all necessary documents are due by this date. A description of the required documents can be accessed at http://www.iup.edu/page.aspx?id=115439. Your thesis or dissertation must be submitted to the School of Graduate Studies & Research by April 15, 2016 if you desire to graduate by your anticipated date. You must apply for graduation by May 1, 2016. For deadlines for subsequent graduation dates, please access http://www.iup.edu/page.aspx?id=16683.

Finally, if you change your topic, the scope or methodology of your project, or your committee, a new Research Topic Approval Form must be completed.

I wish you well and hope you find this experience to be rewarding.

Sincerely,

Hillary E. Creely, J.D., Ph.D.
Assistant Dean for Research
HEC/bb

xc: Dr. Yaw Asamoo, Dean
Dr. Sharon Deckert, Graduate Coordinator
Dr. Usree Bhattacharya, Thesis Chair
Ms. Julie Bassaro, Secretary
Appendix B

Institutional Review Board

Indiana University of Pennsylvania

Institutional Review Board for the
Protection of Human Subjects
School of Graduate Studies and Research
Stright Hall, Room 113
210 South Tenth Street
Indiana, Pennsylvania 15701

April 23, 2015

Rudi Hartono
657 Pratt Drive
Indiana, PA 15701

Re: IRB Protocol #15-127
Title: Indonesian EFL Lecturers' Perceptions and Experiences of Professional Development

Dear Mr. Hartono:

This letter is to confirm that the IRB received your research protocol on April 22, 2015. Your protocol is captioned above with the Protocol Number that has been assigned to it. The rest of this letter will give you a brief introduction to what will happen next in the hope that this helps us work together to make this process as useful as possible for you.

The first step in the review is that a member of the Board will read your protocol to determine the level of review that is required for your project. This step will take from one to two weeks.

If the project requires the attention of the Full Board, it will be assigned to the agenda for the next Board meeting and you will receive an invitation to attend the meeting and confer with the Board in person. The dates for Board meetings are listed on the IRB website (www.iup.edu/irb). The majority of projects do not require the attention of the Full Board.

If the project can be reviewed on an Expedited basis, it will be assigned to a reviewer. This reviewer will communicate directly with you about any concerns regarding the project. This step usually takes about one to two weeks beyond the initial screening. At this point, you will work with the reviewer until the project is approved.

If you are an IUP student, a student using IUP as a research site, or a faculty member supervising students who will assist with the collection or analysis of data for this protocol, please note students are required to complete the research ethics training IUP provides through the Collaborative Institutional Training Initiative (CITI) before you can receive IRB approval for your project. This training is available at www.iup.edu/page.aspx?id=93408. [Note: IUP offers several courses through CITI; however, unless you receive funding from an external agency (like the NSF]
or NIH) students are only required to complete the course on Human Subjects Research (question one on the CITI course selection page).

I hope that you find this process to be as useful and collaborative as possible. We strive to provide constructive consultation and request that you follow Board/Federal guidance in your revisions. We welcome your questions, comments, and suggestions at any time.

Sincerely,

[signature]

Jennifer Roberts, Ph.D.
Chairperson, Institutional Review Board for the Protection of Human Subjects
Professor of Criminology

JLR:jeb

Cc: Dr. Usree Bhattacharya, Thesis Advisor
    Dr. Gloria Park, Graduate Coordinator
Appendix C

Informed Consent

Title: Indonesian EFL Lecturers’ Perceptions and Experiences of Professional Development

Investigator: Mr. Rudi Hartono (MA TESOL student)

Faculty sponsor: Dr. Usree Bhattacharya, Assistant Professor, Department of English

Overview: I would like to invite you to participate in this research study which is about EFL lecturers’ perceptions and experiences of professional development. You are eligible to participate because you are an English language lecturer teaching in a university in Indonesia.

The purpose of this study is to understand and focus on (a) types of professional development you have participated for your professional growth (b) how you define and perceive your pursuit of professional development and (c) your experiences of being engaged in professional development. The information gained from this study may help teachers, lecturers and scholars to better understand professional development as part of their professional growth. First you will be asked to complete some demographic information. Then, you will be invited to take part in a 40-minute face-to-face interview focusing on your professional development experiences as a lecturer. The interview will take place at a time and place that is convenient to you and it will be audio-recorded. In addition, I would also collect written artifacts of your professional development participation record.

Risks and Benefits: This study may present a potential risk for you as a volunteer and me as a researcher. This means that you may not feel comfortable answering all questions. If at any time you are uncomfortable answering a question, you may stop answering the interview.

This study will give you an opportunity to reflect on your professional development experiences. This reflection allows you to think about your professional growth as a lecturer and to understand your needs of professional development and benefit from professional development activities.

Compensation: Although you will not receive any monetary incentives, you may receive a copy of this thesis research if you are interested.

Confidentiality: Any resulting research reports, presentations, or accounts of this study will involve pseudonyms and at no point will any identifying information be publically or privately disclosed.

Voluntary participation: Your participation in this study is voluntary. You may opt out at any time. If you choose to participate, you may withdraw at any time by notifying the investigator. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, all information will be held in strict confidence.
For more Information: please contact me at r.hartono@iup.edu or Dr. Usree Bhattacharya at usreebhattacharya@iup.edu if you have questions or concerns.

If you are willing to participate in this study, please sign the informed consent below and send it back to me. If you choose not to participate, please notify me.

Project Director:
Mr. Rudi Hartono
MA TESOL Candidate
Department of English
Indiana University of Pennsylvania
Phone: 724-762-0794
r.hartono@iup.edu

Thesis Advisor:
Dr. Usree Bhattacharya
Assistant Professor
Department of English
Indiana University of Pennsylvania
Phone: 724-357-4935
usreebhattacharya@iup.edu

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).
VOLUNTARY CONSENT FORM (continued)

I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this informed Consent Form to keep in my possession.

Name (PLEASE PRINT) : __________________________
Signature : ____________________________________
Date : _______________________________________

Phone number or location where you can be reached: __________________________

Best days and times to reach you: ___________________________________

I certify that I have explained to the above individual the name and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witnessed the above signature.

Date: _______________ Investigator’s signature: __________________________
Appendix D

E-mail Protocol

Dear participant,

My name is Rudi Hartono, an Indonesian Fulbright student at Indiana University of Pennsylvania. I am a Master candidate majoring in TESOL (Teaching English to Speakers of Other Languages). I am currently working on my Master’s level thesis focusing on Indonesian EFL lecturers’ perceptions and experiences of professional development. More specifically, I would like to explore and understand the following: (a) types of professional development you have participated in your career (b) how you define and perceive their pursuit of professional development and (c) the experiences of being engaged in professional development.

You are invited to participate in this research study. You are eligible to participate because you are an English lecturer at a university in Indonesia with some years of teaching experience. This project will consist of interviewing some lecturers and collecting written artifacts of their professional development participation record (if any).

If you are interested in participating in this study which can be the way for you to share your experiences and perceptions of professional development as well as contributing to research on teacher development, please notify me by replying this email. I have also attached the informed consent form (page 3) for you to sign if you agree to participate in my study. Please email me the scanned version of signed informed consent.

Should you need further information about my study, do not hesitate to contact me.

Thank you for your time and consideration.

Sincerely,

Project Director:                                             Thesis Advisor:
Mr. Rudi Hartono                                           Dr. Usree Bhattacharya
MA TESOL Candidate                                         Assistant Professor
Department of English                                       Department of English
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This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).
Appendix E

Interview Protocol

Interview (40 minutes)

**Opening statement**: The purpose of this interview is to explore teachers’ own perceptions of your professional development (PD). I would like to focus specifically on your engagement in professional development as well as your experiences participating within it. This will take about 30-40 minutes. Do you have any questions before we begin?

Let’s talk for a few minutes about teacher professional development

1. What do you know about professional development?
2. Can you give me some examples of professional development activities for teachers?
3. As a teacher, what do you do to improve your profession?
4. What PD activities have you participated in? Please explain!
5. What motivated you to participate in PD?
6. To what extent do you think it is useful for you?
7. How would you describe your PD experience?
8. What have you learned from participating in PD?
9. How does your experience of PD influence your teaching?
10. How important is professional development for lecturers? And why?
11. What are the challenges you encounter to participate in PD?
12. How does your institution support your participation in PD?

Thank you so much for your time and answers.