

CHAPTER I

INTRODUCTION

There are some points discussed in this chapter. It covers background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

A. Background of Study

Being teacher does not mean as the final of learning. Although formal education program is trusted highly contributing to teachers' professionalism development, lifelong learning is a principal they must hold in order to always be ready with the instructional innovations; the change of curriculum, learning strategy, learning method, assessment, and etc. It is widely known that teachers become the prime aspect of instructional process. Teachers' knowledge and skills need to be upgraded and updated continuously in order to provide more effective instructional activities. In Indonesia, arising new curriculum was done by the government as the change of the need of education to meet better quality of instruction (Nurhayati, 2014).

Particularly for English teachers, they have to be able to keep up with the educational change and innovation of second or foreign language as the answer of the advanced demand for proficient English teachers. Language as an essential medium or link of communication with other parts of global area is undeniably matter. In English language teaching (ELT), English teachers are challenged with the rapid development of media and technology which affects how the language instruction is realized either in classroom even outside classroom.

Unluckily, the education quality in Indonesia indicates that English teachers' professionalism is still low. English has been already studied since in the elementary school level in Indonesia. But, the fact shows that many students of Senior High School even University students cannot communicate in English actively and passively well. It happens due to the influence their L1 or even minimal feedbacks they get from teachers regarding their speaking error. Meanwhile, speaking a lot is a proof that the students master the language (Nurhayati, Djatmika, Santosa, Wiratno : 2016; Nurhayati ; 2016; Nurhayati :2018).

It is going to be worse when the printed material or English books they use are dominated by written exercises such as multiple choice tests that drive students only focus on achieving high scores. It is inappropriate with the goal of curriculum that students must apply what they have learned in their real life or learning by doing and doing by learning. This condition requires English teachers to master the learning methods and models in English Instruction, have good personality to do their duty as English teachers, master the English material and the way how they adapt with the school society as well.

The quality of an education system is defined by its teachers' quality. Teachers are the foundation of education. What teachers know and what they are able to do has a significant impact on the students' academic performance (Barber and Mourshed, 2007). Thus, good teacher quality good education quality will be. There are some factors which might influence the low quality of teachers in the instructional process. Teachers have very hard work not only in the class, but also outside the class. School administration might be the teachers' burden. They also have to play a role model for the students; coming on time, providing joyful instruction, and etc. Failing to act professionally sets a bad behavior and may also cause to lose the students' respect. To

hold the students and colleagues' respect, professionalism must be applied in all aspects of teacher profession.

Ideally, teacher is the first one who transfers the knowledge to the students and directly interacts with students in realizing the policy designed by the government. It needs special skill and knowledge to be a teacher. Teachers at different phases of their careers have different professional needs, concerns, interests, aspirations, and expectations (Huberman, 1992). As teachers, they are responsible for their career development and self-improvement. Professional teachers are those who have appropriate educational background fields. They have high self-initiation and willingness of working. They have experienced a long period of time in teaching and training, and they upgrade their skills and knowledge in continued ways.

Thus, in order to be professional, teachers need to foster their knowledge base for effective teaching. Brown (2007) pictures out the characteristics of good language teachers; they should have technical knowledge, pedagogical skills, interpersonal skills, and personal qualities. It is in line with the educational Ministry Regulation of Republic of Indonesia No. 16 in 2007 that a teacher should have four main competences; pedagogical, personal, professional, and social competences. Professionalism development deals with teachers' ongoing learning process. It means teachers may not stop learning to develop their professionalism. As English teachers, it leads them to improve the development of their professions as English teachers who always learn for updating and upgrading their knowledge related to their fields.

Regarding to this matter, for instance, the Minister of Education (MOE) of China initiates a modernization program in which education for secondary EFL teachers become the priority since education quality plays a vital role for global challenge especially for science and technology development (R. Liu, 2002; Ministry

of Education (MOE), 1999a; Yuan, 2001). Meanwhile, in Indonesia, Improving education quality is always done continuously by the government including improving teachers' professionalism. Developing teachers' professionalism means developing the competencies they have to possess. The government should commit to ensure that every student has a chance to learn from competent, qualified, and inspiring teachers to provide a high quality of education. One of programs implemented by the government as the strategy to support teachers' professionalism development is *Musyawarah Guru Mata Pelajaran* (MGMP).

Although MGMP is not the only program to enhance the teachers' professionalism, but MGMP is needed as the forum for teachers to learn together for developing their professionalism. According to Depdikbud (1998) in Suparlan (2005: 163), MGMP is a subject teacher association in a region as forum to discuss, communicate, and share any issues they found during teaching and learning activities. In other word, MGMP is an organization of certain subject teachers for Junior and Senior High School level designed to enhance teachers' professionalism in their teaching practices.

Furthermore, MGMP has five objectives to; 1) motivate teachers to improve their skill and ability in planning, implementing, and evaluating instructional activity, 2) support the education quality improvement, 3) discuss the problem or issues that the teachers encounter in instructional process and find out the solutions based on the characteristics of subject, teacher, students, and school environment, 4) help teachers to get information about learning media, curriculum, assessment technique related to the subject, 5) share experience to always be ready with the technology development used as learning media. Thus, it is very important for teachers to be involved actively in every meeting of MGMP.

The term of MGMP is similar with collegial collaboration program defined by Hargreaves (1994) and Teacher Working Group (TWG) defined by (Leu, 2004). Collegial collaboration and TWG defined as forums that give teachers moral support to carry them through failures and frustrations. Resources and expertise sharing help them reducing their overload. The activity also helps teachers improving the effectiveness of teaching by establishing the diverse teaching strategy that individual teacher possess. It not only provides teachers mutual feedback to foster their capacity for reflection but also chance to learn from each other to enhance continuous improvement.

Dealing with the explanation, the researcher found similar arguments conveyed by the members of MGMP of English Junior High School Teachers in Tulungagung. They assumed that MGMP gives many contributions for teachers to develop their knowledge and skill for their instructional practices, such as designing learning activity in selecting appropriate learning strategy, conducting various techniques of assessment, and etc. Many programs of MGMP designed to promote teachers' professionalism such as seminar, workshop. Thus, they have chance to discuss about problems, trends, and issues that they encounter related to English language teaching to the educational expertise.

However, Joyce (1980) argues that the goals and contents of development efforts often fail due to a mismatch between teachers' professionalism needs and the demands of their daily classroom condition. Therefore, professionalism development program should be integrated with multiple teachers' perspectives and needs. Feiman-Nemser (2001) stresses development work must treat teachers' professionalism needs and interests in terms of continuity and progressions which are expected to enhance teachers' professionalism development.

Investigating about Professional development or *Musyawarah Guru Mata Pelajaran* (MGMP) as one way to improve teachers' professionalism has already conducted by previous researchers. The first, Barella (2014) conducted a research about the roles of English Teacher Working Group to Support Teacher Professional Development in Pontianak. The subjects are the members of MGMP including the MGMP committee, the students of Junior High School, and a vice principal of Curriculum one of State Junior High School. The researcher conducted the in-depth interview, direct observation, and analyzed related documents to collect the data. The results show that (1) English MGMP-SMP in Pontianak greatly contribute to teachers' professionalism development in terms of; designing syllabus, yearly and semester program, lesson plan, developing teaching method, and the innovative learning model, and the use of teaching media, and the evaluation system and improving the teachers' professionalism competence. (2) English MGMP still has obstacles in its implementation so that it is needed for solving the problems in order the activities of MGMP runs better for the following agenda.

The second, a case study about the capacity of English Subject Teachers' Working Group in supporting teachers' professional development was conducted by Rodhi (2015). The study describes the structure of English MGMP-SMA and the capacity or the role of MGMP in teacher professional development. Interview and documentation are methods used in collecting data. In conclusion, the teachers assumed that MGMP is effective forum to help them improving their professional development which affects their students' achievement.

The third, Helmy (2018) investigated the strategy in improving English teachers' professionalism through *Musyawarah Guru Mata Pelajaran* (MGMP). This qualitative study describes the role of *Musyawarah Guru Mata Pelajaran* (MGMP) in

improving English teachers' professionalism, the model increase teachers' professionalism in *Musyawarah Guru Mata Pelajaran* (MGMP), and the effectiveness of the development strategy of the English teachers' professionalism in *Musyawarah Guru Mata Pelajaran* (MGMP). Interview used as method of collecting data. The results are: 1) the implementation of the MGMP program is by planning, implementing, and evaluating program; 2) strategy in improving English teachers' professionalism is by training, non-training, certification program, and educating supervise program; 3) the development model of English teachers' professionalism is effective to improve the professionalism by four domains: the realm of the teachers' need, sphere of *Musyawarah Guru Mata Pelajaran* (MGMP) activities, the realm of evaluation and feedback, and the realm of the increase of the teachers' professionalism.

Based on the elaboration of three previous studies can be concluded that the first previous study focused on the MGMP contributions in general and the obstacles of implementation the MGPM programs. The second previous study investigated how MGMP contributions improve teacher professional development which affects the students' achievement. The third previous study focused on the practice of MGMP including the strategies and the models of teachers' professionalism development programs implemented in MGMP. Regarding to this matter, this study is different with the previous studies. This study also discuss the contributions of MGMP for teachers but it focuses on investigating teachers as members of MGMP of English Junior High School teacher in Tulungagung about the teachers' viewpoints on MGMP programs in supporting their pedagogical competence which might give them contributions to improve their teaching skill. Pedagogical competence is one of four aspects of teachers' professionalism in which directly correlate with the teachers'

performance in instructional practices. It is also an exclusive competence of teacher which makes it different with other professions.

B. Research Question

Based on the background of the study, the researcher focuses on studying teachers' pedagogical competence. Thus, the research question of the study is formulated as:

1. How is the teachers' perception on *Musyawah Guru Mata Pelajaran* (MGMP) in supporting their pedagogical competence?
2. How do the *Musyawah Guru Mata Pelajaran* (MGMP) contributions affect their skill in teaching?

C. Research Objective

After research question has been formulated, this research has objectives to; picture out the teachers' perception or view on *Musyawah Guru Mata Pelajaran* (MGMP) in supporting their pedagogical competence and describe how the *Musyawah Guru Mata Pelajaran* (MGMP) contributions affect their teaching skill.

D. Significance of the Study

This study is expected to be any use:

1. For science and technology development, this study is essential for science development in term of education quality and training development program which can be developed in improving teachers' pedagogical competence in Junior even Senior high school level. The study related to teachers' professionalism is necessary to be done to know to what extend the government and teacher answer the society's demand toward good education quality as guarantee of the students' success at school learning activity.

2. For Junior High School Institution Level, this study tries to describe the contributions of *Musyawarah Guru Mata Pelajaran* (MGMP) in supporting the development of teachers' pedagogical competence and how the contributions affect the teachers' instructional skill. In other words the researcher describes to what extent the teachers improve their pedagogical competence through *Musyawarah Guru Mata Pelajaran* (MGMP) that may change and upgrade their teaching skill. Thus, it can be motivation for other teachers to join MGMP.
3. For *Musyawarah Guru Mata Pelajaran* (MGMP) forum, this study is expected to give information about the strengths and weaknesses of *Musyawarah Guru Mata Pelajaran* (MGMP) in enhancing teacher' pedagogical competence to support their practices in English instruction. So that the teachers in *Musyawarah Guru Mata Pelajaran* (MGMP) can use the findings as feedbacks to evaluate and develop the *Musyawarah Guru Mata Pelajaran* (MGMP) program to be much better.
4. For the students of education department who will become teacher, this study can be a reference that would give information and motivation that developing competence to enhance their skill and knowledge in their career phase is very important. Being a part of *Musyawarah Guru Mata Pelajaran* (MGMP) forum is good to develop their professionalism.
5. For other researchers, hopefully this study will contribute as good reference in conducting similar study.

E. Scope and Limitation of the Study

There are many subjects and aspects of teachers' professionalism that can be studied, but in this study the researcher limits the study only on the role of MGMP for teachers' pedagogical competence development. It focuses on teachers' perceptions

and views on MGMP in supporting their pedagogical competence and how the *Musyawarah Guru Mata Pelajaran* (MGMP) contributions affect their skill in teaching.

F. Definition of Key Term

The researcher proposed four definitions of key terms related to the study:

1. Teachers' pedagogical competence

An exclusive competence which belongs to teacher professionalism aspect that makes teacher different with other professions dealing with the teachers' performance in their teaching practices.

2. *Musyawarah Guru Mata Pelajaran* (MGMP)

An institutional forum or work community for certain subject teacher for Junior and Senior High School level in a region that provides programs to support teachers' professionalism development.

3. Teachers' Professionalism Development

An ongoing learning process of teachers in improving their knowledge, attitudes, and skills in teaching based on their qualification.

4. Teacher's Perception on MGMP as TPD

How teacher sees MGMP as TPD based on their views, experience, and understanding.