

CHAPTER II

LITERATURE REVIEW

There are some underlying theories to discuss related to the study in this chapter. The theories and the discussions are elaborated in this section.

A. Professionalism

1. Teachers' Professionalism

After discussing about professionalism, it can be concluded that teachers' professionalism means a profession which needs special proficiency in educational field. As stated earlier, doing a profession as a teacher, in this case is English teacher, does not mean the final stage of learning process. Professional is defined as an occupation or activity performed by someone to earn income for living which needs competences, skills, or qualification which meet certain standardized qualification and need education for professionalism. Teachers have responsibility to develop their competencies and professionalism. Huberman (1992) says that teachers at different phases of their careers have different professional needs, interests, aspirations, and expectations. Regarding to the explanation, this study frames several criteria of professional teachers:

Table 2.1 Framework on Professional Teachers Attributes

No.	Professional Teachers Attributes
1.	Mastering the standard competencies and basic competencies of the subject matter.
2.	Developing teaching and learning materials of the subject matter creatively.
3.	Developing the profession continually through reflective action.
4.	Utilizing technology, information and communication for self-development.
5.	Understanding the roles of teachers.
6.	Having passion in teaching.
7.	Understanding the importance of professional development activities.

(Sources: Brown, 2007; Permendiknas No. 16, 2007)

2. Teaching as Profession

The concept of teaching as profession impacts the teacher's role significantly. Teaching as profession in Indonesia is formally recognized with the issue of the Education Law which declares that educators are professionals in charge of planning, implementing the learning process, and assessing learning outcomes (UURI, 2003). As professionals, teachers should meet certain requirements covering minimal academic qualification, teacher competence, and teaching certification (UURI, 2005). To remain and promote their professionalism, teachers are obliged to improve continuous professional development facilitated with the Education Law, the Law of Teachers and Lecturers, and Government Regulation on National Education Standards (UURI, 2005).

B. Teacher Professional Development (TPD)

While doing the profession, professional development is necessary for English teachers to improve their teaching quality. Villegas-Reimers (2003:11) defines TPD as the professional growth as a result of gaining increased experience and examining teachers' teaching systematically. It is supported by OECD (2009:49) that describe TPD as activities that develop an individual's skills, knowledge expertise, and other characteristics as a teacher. In addition, European Comission (2010:19) perceives TPD as the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and Continuous Professional Development (CPD) within school settings.

Teacher professionalism education can be identified into two; training and development. Training focuses on the education for short term and instant goals.

Meanwhile, the development is characterized by the focus in general progression of teaching in longer term (Craft, 2000). Further, Craft explained that the concept of teacher learning can be viewed from several perspectives. First, teachers can develop their mastery of skills and competencies. Second, teachers think further the beliefs and how it impacts on the teaching and learning. Third, teachers learn by actively constructing and internalizing the knowledge, not merely get input. Fourth, teachers could reflect the teaching experiences to get lesson learned, so that they have a better understanding.

Professional development of teacher is perceived in different point of view by teachers and institution (Craft, 2000). In teachers' perspective, professional development provides them with subject matter knowledge, pedagogical expertise, understanding of learners, curriculum and materials, and career advancement. On the other hand, institution identifies the professional development to build up collegiality, conduct research, as site-specific information, curriculum and instructional initiatives. In practices, teachers could develop their professional development by collaborative (sponsored professionalism) or self-directed learning or independent professionalism (Burns and Richards, 2009). Collaborative learning refers to where teachers share collective goals with others and make individual learning with cooperation. This is usually supported by professional institution or organization to reform and encourage the education. Since teaching is individual activity, self-directed learning is important as well. In self-directed learning, teachers take upon themselves their task to set goals to develop themselves, management, and control of their learning. Teachers need to be sensitively attentive to their personal professional development.

It is essential to integrate the multiple perspectives and needs of teachers with teacher' professionalism development works. Joyce (1980) argues three needs that must be fulfilled in professional development; society need for an efficient and effective education system; the school need to develop its students personally, socially, and academically; and the teacher need for a satisfying and stimulating life. Accordingly, this study frames several attempts which can be done as professional development activities:

Table 2.2 Framework on Professional Development Activities

No.	Professional Development Activities
1.	Having self-reflection or evaluation after teaching.
2.	Reading printed or online sources.
3.	Conducting research either independent research or collaborative one.
4.	Taking or giving courses.
5.	Attending seminars, workshops, training and conferences.
6.	Interacting with native speakers directly (face to face interaction) or indirectly (online communication).
7.	Having peer teaching.
8.	Having discussion with colleagues.
9.	Getting involved in learning community.
10.	Conducting visits to other schools.

(Sources: Harmer, 2007; Anugerahwati, 2009)

Since teacher competence is an embedded requirement for those to be teachers, it becomes a prominent subject in TPD. Based on Ministry of Education, teacher competence is a set of knowledge, skills, and attitudes which must be owned and reflected and actualized by teachers in their professional work. It comprises four standardized aspects; pedagogical, professional, personal, and social competence (Mendikbud, 2012). Besides, teachers' minimal academic qualifications and teaching certificates also attain similar concerns for TPD. Interestingly, continuous professional development is an integral part of teacher qualification. Accordingly, professional English teachers can be described as one with suitable academic qualifications, four competencies of teachers, teaching certificates, and spirits of continuous professional development.

C. Pedagogical Teacher Competence

Pedagogical competence is the teachers' ability to manage students' learning activity. Pedagogical competence is the basic ability that must be possessed by a professional teacher. It is related to the teachers' performance in the learning process. Based on National Education, section 28 article 3(a) mentions that pedagogical competence is teachers' ability in managing students' learning activity which covers understanding learners' characteristics, learning design, learning process, and learning evaluation and optimizing the students to actualize their potential through learning process.

Teacher's quality is emphasized on the teaching and learning process in order the students could achieve the goal of learning as optimal as possible. Pedagogical competence is a unique competence that differ "teacher" as profession which different with other professions. Pedagogical competence can be examined from the teachers' instructional practices.

Several components which belong to the teacher pedagogical competence according to Mulyasa (2008:75), Habibullah (2012), Suyanto (2013) are:

a. Understanding learners' characteristics

Students' characteristic is the whole indicators which are related to the personal aspects of the students during learning process. Understanding the students' characteristic is the teachers' ability in identifying information about the students by taking notes and using the notes to help them during instructional process (Suyanto, 2013).

The characteristic is related to physical aspect, intellectual, social, emotional, moral, social-cultural background of the students. Understanding the students' characteristic is one of the pedagogical aspects that must be possessed

by the teachers. At least, there are four aspects of students' characteristics that must be understood by the teachers; the students' shrewdness level, creativity, physical abnormalities, and cognitive development. Suyanto (2013) proposes the indicators that the teachers need to understand the students' characteristic are:

- Identifying the students' learning characteristic in the classroom; students who can learn fast, medium, slow.
- Having complete information about deviations of learners' learning behavior; the students' strength and weaknesses.

b. Managing Learning Activity

Pedagogically, teachers are required to have qualified competence to manage learning activity. Operationally, Mulyasa (2008:77) proposes the ability in managing learning activity has three management functions:

- 1) Designing learning activity including understanding the theories, the principals, and the curriculum development.

In this case, the teacher must have planning in determining the competencies and the learning goals to be achieved. The planning of learning activity will be implemented in the learning process which covers; students' needs identification, determining the basic competence, and designing the learning program.

In the other hand, the change of curriculum happened nationally. But, the local content becomes the autonomy policy related to students' development. Character value of a region or country becomes the important thing in developing the curriculum. In this case, professional teacher is able to design syllabus based on the goal of curriculum and design lesson plan

based on the goal and environment of learning. Teacher is able to select, arrange, and set the learning materials based on the students' needs.

The teacher also must understand the theories of learning and applying the theories to their instructional practices such as learning approach, learning strategy, learning model, learning technique, learning method. The teacher could determine the learning method which is suitable with the students' characteristic that motivates them to learn.

2) Conducting Learning Activity

Making sure that everything needed to achieve the learning goals and the competencies are available, such as human resources, learning tools, learning materials, and etc. in general, learning process has three components; pre-test, the process, and post-test. In the learning process, teachers are also required to conduct effective teaching and learning activity by exploiting the use of technology in learning activity.

3) Designing and conducting learning evaluation and teacher self-reflection

Ensuring that anything that the teachers do and achieve in learning activity is appropriate with the planning and learning goals which have been determined by having evaluation. Learning evaluation is used to know the change of students' competence. It can be conducted by having classroom assessment or test such as formative or summative test and etc.

c. Actualizing the students' potential through learning activity

Developing the students' potentials is a part of teacher pedagogical aspects to actualize any potential that the students possess. It can be done through extracurricular program, enrichment and remedial, and counseling and

guidance program. The indicators that the teachers may do to foster the students' potential through learning process according to Suyanto (2013) are:

- Giving same opportunity to the students who have physical abnormalities and different learning ability to learn during the instructional process.
- Helping students to improve their potential and to solve the students' weaknesses in developing their potential.
- Giving the students learning service to the students who have certain physical weaknesses or abnormalities in order to be able to follow the process of learning as well as possible so that the students' potential can be optimized as well.
- Giving the students immediate service such as remedial to the students who do not understand the given material yet and using the results of remedial to re-design the follow up activity.
- Using various techniques to motivate the students' willingness to learn.

As professional teacher, teacher will always do the students' characteristics identification and administrate it completely. Having complete students' information, teachers could manage the class well and make appropriate learning design for their students which may help students to foster their potentials.

D. *Musyawah Guru Mata Pelajaran (MGMP)*

As efforts of government to support teacher professional development, some countries have Teacher Working Group (TWG). It is used as professional support for teachers (Leu, 2004) and brings teachers together to address their work problems (Villegas-Reimers, 2003). It is also seen as a form of collaborative learning community to energize teachers to commit to professional development (Lassonde & Israel, 2010). *Musyawah Guru Mata Pelajaran (MGMP)* is Indonesia model of

teacher Working Group (TWG). MGMP is suitable place facilitated by the Government for keeping and improving teachers' professionalism and for enhancing their professional development on the regular basis.

Musyawarah Guru Mata Pelajaran (MGMP) is a non-structural organization of teachers which is founded on the Government Regulation No. 4 in 2008 about Procedure of operational standard of MGMP. It is a teacher support group program for middle school teachers (Junior and Senior High School Level) in the district area which is typically once a week. In general, MGMP is an association of subject teacher to improve teachers' competences and professionalism to reach high quality of education. The teachers are supported to attend this professional communication network program in order to develop their professionalism by discussing and practicing the preparation of the annual program, teaching unit program, evaluation tools, teaching materials, and others (Hasyim, 2015).

According to the guidelines published by the directorate General of Primary and Secondary Education, the subject-teacher forum has five objectives; (1) to encourage teachers to improve their knowledge and skills in planning, implementing, and evaluating teaching learning activities, (2) to share problems in daily teaching practice and solve the problems according to the characteristics of subjects, teachers, and schools and community conditions, (3) to provide teachers with the opportunity to share information and experiences in curriculum implementation and science-technology development, (4) to provide teachers with the opportunity to share ideas for improvement of their knowledge, and (5) to build collaboration with other institutions to create conducive, effective, and joyful learning (Supriatna, 2005).

MGMP is essential for teacher professional development (TPD), many efforts have been made to signify MGMP management quality (Depdiknas, 2009), and inclusively through revitalization by making it accountably standardized (Depdiknas, 2008). This policy not only acknowledges the high essence of MGMP, but also aims to provide proper places for TPD of teachers who are not completely accommodated by LPMP (*Lembaga Penjamin Mutu Pendidikan*, Institute for Educational Quality Assurance) for the same purpose (Depdiknas, 2009).

In response to the 2005 Law of Teachers and Lecturers and the 2008 Regulations on Teachers, the revitalization of MGMP is inevitable emergence, as manifested in standardizing MGMP; standards of organization, program, management, facilities and infrastructures, human resources, budget, and quality assurance. The standardized programs derive into three groups; general, core, and supporting programs. The core programs containing routines and development programs. Routines programs mostly deal with teachers' daily work such as designing syllabus, teaching plans and materials. Meanwhile, development programs mostly concern with activities for upgrading their professionalism, such as research, seminars, and workshops, journal and bulletin publications, teacher mentoring, and lesson study (Depdiknas 2009).

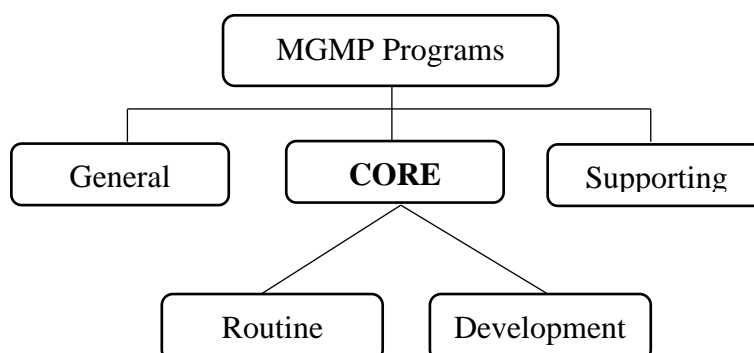


Figure 2.1 Structures of MGMP Programs

MGMP capacity can be defined as the ability of MGMP to utilize its resources and potentials such as members, government supports, and revitalization programs in order to perform its functions; teacher professional development (TPD) promotion of the members through its routine and development program effectively, efficiently, and sustainably.

MGMP is projected as a kind of teacher professional development, but it does not succeed. Some problems are addressed. First, most activities of subject-teacher forums are project-based held at the central city/district, so there is no guarantee for sustainability. Second, Teachers at rural or remote areas had difficulty to attend the forum due to transportation problems. Third, a number of school principals ignored the opportunity due to not benefit for school improvement, so principals give teachers teaching assignments on the day instead of giving them permission to leave. Fourth, the forum activities did not attract teachers to attend since the activities are not promising any benefit for teachers.

E. English MGMP-SMP of Tulungagung

1. The History of the MGMP Establishment

English Teacher Forum or *Musyawah Guru Mata Pelajaran* (MGMP) *Bahasa Inggris* of Junior High School in Tulungagung was established based on the decree of the head of *Dinas Pendidikan* of Tulungagung No. 188/0168b/104.030/2015 on April, 30th 2015.

As a forum of English teachers of Junior High School in Tulungagung, it is admitted that guiding, upgrading, and developing the English teachers' professionalism is necessary for the much better of society and students quality based on *Pancasila* and *Undang-undang Dasar 1945*. All English teachers agreed to join in a forum formed by the Association Articles. Based on this

agreement which was filled by the spirit of *Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani*, English teachers formed an organization of profession as one forum of professional teacher development program, named, *Musyawah Guru Mata Pelajaran* (MGMP) of Junior High School English teachers of Tulungagung.

2. The Structure of the MGMP

The table shows the recent structure of MGMP-SMP in Tulungagung:

Table 2.3 Structure of English MGMP-SMP of Tulungagung

NO.	NAME	INSTITUTION	POSITION
1.	Drs. Suparlan, M.Pd.	SMPN 2 Bandung	English Subject Consultant
2.	Sri Wahyuni, M.Pd.	SMPN 2 Campurdarat	Advisor
3.	Siti Anis Zulaikhah, M.Pd.	SMPN 1 Ngunut	The Chief of Human Resource Development
4.	Zainul Muttaqin, S.Pd.	SMPN 1 Sumbergempol	The Chairman 1
5.	Sidik Sujatmiko, S.Pd.	SMPN 1 Boyolangu	The Chairman 2
6.	Elvi Ni'mah, M.Pd.	SMPN 2 Ngunut	Secretary 1
7.	Sudarsono, S.Pd.	SMPN 1 Tulungagung	Secretary 2
8.	Wiwik Indriyati, S.Pd.	SMPN 5 Tulungagung	Treasurer 1
9.	Imatul Awaliyah, M.Pd.	SMPN 1 Gondang	Treasurer 2
10.	Leny Agustina, S.Pd.	SMPN 1 Tulungagung	The Chief of Coaching Program
11.	Misbahul Munir, S.Pd.	SMPN 2 Kauman	The Chief of Substances
12.	Machfud, S.Pd.	SMPK Santo Thomas	The Chief of Publication
13.	Kun Handayani, S.Pd.	SMPN 1 Ngunut	Eastern Area Coordinator
14.	Sunarto, S.Pd.	SMPN 1 Kedungwaru	Central Area Coordinator
15.	Sujud, S.Pd.	SMPN 2 Karangrejo	Western Area Coordinator
16.	Ida Nurhayati, S.Pd.	SMPN 1 Besuki	Southern Area Coordinator

The total number of MGMP member is 285 Junior High School English teachers of 63 institutions in which 48 State Junior High School and 15 Private Junior High School. English MGMP-SMP of Tulungagung held routine meeting

every once in three months which is located at SMPN 1 Sumbergempol, Tulungagung.

3. The Vision, the Mission, and the Goal of MGMP

The Vision

Become a professional English teacher organization as means of teachers' creative and innovative activities.

The Mission

- Upgrading the teachers' knowledge about the educational policies related to teacher professionalism development.
- Conducting scientific activity related to English Language Teaching to develop the pedagogical and professional competence.
- Providing place for teachers' insights, knowledge and experiences based on mutual-learning.
- Expanding the teachers and students' chance to actualize the competence they possess.

The Objective

- Expanding the teachers' insights and knowledge in any parts of English Language Teaching, especially in mastering English material, designing syllabus and learning material, and sources, selecting learning method and strategy, maximizing the use of learning tools and learning sources, developing their skills, and etc.
- Giving the teachers chances for sharing their teaching-learning experiences and giving feedbacks.
- Upgrading the teachers' knowledge and skills and adopting more professional learning approach.

- Empowering and helping the teachers in doing their teaching and learning activities / duties at school.
- Developing the teachers' knowledge, competence, skill, and performance in supporting their professionalism development through MGMP programs.
- Upgrading the educational process and learning quality which can be seen from the increasing of students' academic results.
- Developing the teachers' competencies through MGMP Program.

4. The Programs of MGMP

Routine Activity

The MGMP routine activity covering; discussing educational matters; trends and issues, designing and developing syllabus, semester program, yearly program, and lesson plan, analyzing curriculum, designing and developing the instruments of learning assessment, designing of learning media, and discussing the materials for national and school examinations.

Development Activity

The MGMP development activity covering; conducting Research, such as Classroom Action Research (CAR), conducting scientific report, conducting seminars, workshops, colloquium (presenting the findings of a study), and panel discussion, conducting a tiered training, publishing MGMP journal, developing the MGMP website, conducting Teacher Performance Competition, Peer Coaching (Training of developing the teachers' skill in using technology as learning media), Lesson Study (learning practice which combined three components; *plan*, *do*, and *see* – and collaborated among the expertise, teacher as the doer, and the teacher's colleagues), Professional Learning Community, Teachers International Professional Development (TIPD); cooperation among

International Teacher Working Group, and Global Gateway (Cross-Country Partnership).

5. The Products of MGMP

English MGMP-SMP of Tulungagung has already produced; Handbook / Student or teacher workbook, preparation book for National Examination, Students' Exercises for National Examination, items of questions for each basic competence, and items of questions of Mid-term test and Final test.

F. Teacher's Perception on MGMP as TPD Program

The expression of knowing others is the initial study of perception. Perception in simple definition is a vision, how a person sees something, while in a broad sense is a view or understanding how someone views or interprets something (Donovan and Leavitt: 1978 in Zacks, 2020). Perception is the organization, identification, and interpretation of sensory information in order to represent or understand the presented information or environment (Zacks , 2020). In detailed mechanism, he stated that perception are fundamental organizes of conscious experience, of active behavior, of language use, and of the experience of remembering the past. Therefore, perception is referred as the core of interaction and communication because if our perception is inaccurate, we cannot interact and communicate effectively.

One of TPD programs in Indonesia which receives much attention is MGMP (*Musyawah Guru Mata Pelajaran*, Subject Teacher Forum). The government has done much efforts and invested much fund for providing TPD programs and teachers themselves have also spent their time and cost to participate. However, despite the importance of TPD, and how much government pay attention to this, how exactly teachers' perception about their professional development has rarely

been exposed, based on their understanding and point of view (Beale, 2003; Yates, 2007). Whether the teachers have learned many things as a result of their professional development activities or not has rarely been questioned.

In addition, in some schools in a district area, teachers have less interest to a program of TPD such teacher support group (MGMP), that they are rarely attend this meeting which is held once a week in a school in central district. In broader scope, teachers from several districts in a province have less motivation to continue their study to advance level, although there are chances given by the government or the institution where they are belong to continue their study. They are even offered to get scholarship by the government by previously having some tests, but still, it less of participants found. Taking the problems above into account, knowing how actually teachers perceive about TPD is considered important for supporting professionalism development. Understanding teachers' perceptions and views may be helpful to facilitate and improve continuing development processes for teachers (Wan, 2011).

G. English Instruction

1. The Definition of Instruction

Teaching or instructional activity is an activity done by the teacher in the classroom to deliver the material to the students. Tomlinson (1998:3) stated that teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language. This could include the teacher standing in front of the classroom explaining the conventions of direct speech in English; it could include textbook providing samples of language use and guiding learners to make discoveries for them, it could include textbook inviting learners to

reflect on the way they have just read a passage or it could be the teacher providing the language a learner needs whilst participating in a challenging task.

Education consists of teaching and learning. Mulyasa (2006:100) explains that teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better. In teaching process, there will involve the interaction between people, material, facilitates, tools, and the procedure that all of them are influence each other in getting the teaching goal (Hamalik, 2004:57). In short, teaching is an effort to use optimally the component of teaching to from the students who have skill and knowledge.

Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Learning is the process of assimilating information with a result change in behavior. Teaching learning process in a planned interaction that promotes behavioral change that is not a result of maturation of coincidence. It means that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching is not only activities of guiding student activities but also those which aim at helping student develop themselves and be able to adapt themselves in the group to which they are belong. At the result of teaching the student should be able to interest in their group. They are learning to think, feel, and act in harmony through social groups of which they are a part.

In teaching activities, teachers absolutely have significant roles and close relationship with student in delivering messages or knowledge. Teacher acts as Curriculum facilitator and not Curriculum planners. It can be conclude that

teacher as the center of education is faced by a number of decisions to be made in the classroom. As a manager classroom, a teacher must control the student in determining what the students supposed to do and acquire. The responsibilities of teacher in managing favorable atmosphere and media to support learning are important. Based on definitions, it can be concluded that teaching is interactive process between teacher and student. The teacher helped the student to learn, give materials, and providing anything to know or understand. Teacher can teach by use combine of art, science and skill.

2. Procedure of Teaching Learning Process

According to Ahmadi et al (2011:42), basically there are three components of procedures applied in teaching learning process, namely: Introduction component, presentation/content component and closing or conclusion component. The three components are:

a. Opening Activity / Introduction

This component is the activity to improve the students' motivation, to inform objective learning, to improve students' brainstorming.

b. Main Activity / Presentation

This component consists of delivering the material, helping to explore the information of the mind, accompanying students to doing exercise. In this component, teacher should use interest method in order to students get the point of material.

c. Closing Activity / Conclusion

In this component, teacher giving conclusion about the material, questioning the students to evaluate, giving feedback and motivation.

H. Review of Previous Studies

Providing previous studies is important to state the difference and show the novelty between previous studies with the recent one. It becomes a guarantee that the recent study is authentic, not plagiarism product. Further, previous studies also become references for the researcher to learn or adapt the way of how the previous researchers conduct the studies. Some studies about Professionalism development or *Musyawarah Guru Mata Pelajaran* (MGMP) as one way to improve teachers' professionalism or teachers' quality have already conducted by previous researchers.

The first previous study was written by Barella (2014) conducted a research about the roles of English Teacher Working Group (MGMP) to Support Teacher Professional Development. It is conducted in MGMP-SMP 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 in Pontianak. The researcher implemented a purposive sampling to select the subjects, then, the researcher conducted the in-depth interview, direct observation, and analyzed related documents. 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 previous study was written by Darmanto (2015) about the role of MGMP in improving teachers' professionalism in Karanganyar. It belongs to the phenomenological study. The subject is the members of MGMP in Karanganyar. The data collected by conducting in-depth interview, observation, and record documents. The result shows that; (1) the implementation of MGMP is by planning, implementing and evaluating program, (2) the strategy in improving the teachers' professionalism in MGMP is by training, non-training, certification program, and educating supervise program, (3) The development model of the professionalism of English teachers is involving four domains; the analysis of teachers' needs, the activities in MGMP, evaluation and feedback, teachers' professionalism improvement.

The third previous study was done by Rodhi (2015) conducted a case study entitled *The Capacity of English Subject Teachers' Working Group (MGMP) in Supporting Teachers' Professional Development*. The study aims to describe the structure of English MGMP-SMA and describe the capacity or the role of MGMP in teacher professional development. The subjects are six teachers who are the members of MGMP as samples of the study which were selected randomly. 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.

The fourth previous study was done by Helmy (2018) investigated the strategy in improving English teachers' professionalism through *Musyawarah Guru Mata Pelajaran (MGMP)*. This qualitative study aims to describe 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 four previous studies can be conclude that the first previous study focused on the MGMP contributions and the obstacles of implementation the MGPM programs. The third previous study investigated how MGMP contributes to improve teacher professional development which affects the students' achievement. The second and fourth 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 focuses on investigating teachers as members of *Musyawarah Guru Mata Pelajaran* (MGMP) of English Junior High School teacher in Tulungagung about the teachers' views on MGMP programs in supporting their pedagogical competence which might give them contributions to improve their teaching skill.