

CHAPTER IV

RESEARCH FINDING

A. Data Presentation

After the researchers collected the research data obtained through three research methods, namely interviews and documentation at SMAN 1 Gondang Tulungagung, the researchers then presented the data in a qualitative descriptive form. Researchers are present at the research location from beginning to end in order to obtain as much data as possible according to the research focus. Here the researcher as the research instrument is required to find and sort the required data. From the amount of data obtained, the authors are required to make a summary of the data that can be positioned as a result of field research. From this summary of data, data analysis is also carried out to explain further. The data exposure that the author presents in accordance with each research focus is as follows:

1. Activities of English teachers in developing their professionalism during the Covid 19 pandemic at SMAN 1 Gondang Tulungagung

Based on the results of interviews with researchers at the location and interacting with English teachers, it is known that professional development activities have been seen in teachers, especially training activities in participating in webinars. In the period before the Covid-19 pandemic, the English teacher at SMAN 1 Gondang Tulungagung was also routinely active in participating in training activities such as MGMP. This is in accordance with the observations of the researcher and also based on the explanation from the teacher.

The following is an explanation from Mrs. SK as an English teacher at SMAN 1 Gondang Tulungagung:

"As for before the pandemic, professional development could be from the MGMP. District MGMP, small MGMP from fellow schoolmates. There are also upgrading and workshops. Meanwhile, during this pandemic, most of

us teachers participated in online webinars, as proof of that were certificates from various types of activities.”

The same thing was also conveyed by Mrs. EW as an English teacher:

“Before the pandemic period, for the professional development of teachers themselves, most of the training, seminars, MGMP were included. Meanwhile, during a pandemic, the development is more technologically literate. We know better how to make questions in the form of google forms, make learning videos, know that google classroom is because of the pandemic too. Webinars are also a lot of diligent teachers who take part. Always hold webinars every month depending on whether we want to increase knowledge or not”.

The same thing was conveyed by Mr. TP as an English teacher:

"For activities before the pandemic period there was an MGMP and then there was also training, that's what we did before the pandemic. Then our activity English teachers guide the children to carry out the English club. While during the pandemic there are several English teachers who also take part in webinars, other activities are not allowed because during this pandemic it is forbidden to gather together. So that's all we can do.”

The same question was also asked by Pak JK as an English teacher:

“Before the pandemic, he attended seminars and training as well. MGMP regular meetings discuss such learning tools together, making lesson plans together. Meanwhile, during the pandemic, they participate in new trainings, for example, such as webinars. Following government regulations through various media in conducting distance learning”.

From this explanation, it can be seen that the SMAN 1 Gondang Tulungagung school carried out training activities for their professional development as English teachers before and during the Covid 19 pandemic.

4.1 Online Webinar Training Activities

COOPERATIVE SCRIPT
Uewatun Hasanah, S.Pd.1., M.Pd.

Zoom

Live chat
Chat teratas 16

08:39 nurlaeli sungkono Nurlaeli SMAS DARUL FALAH ENREKANG, hadir

08:41 Zepri Puspoko hadir

Selamat datang di live chat! Ingatlah untuk melindungi privasi Anda dan mematuhi pedoman komunitas kami.
PELAJARI LEBIH LANJUT

08:42 Hery Rayadimulya hadir..

08:43 siti komariyah Alhamdulillah, sejahtaa.. Siti Komariyah, S.Pd. SMAN I Gondang, Tulungagung hadir. suaranya hilang

08:44 Siti Alfiah Siti Alfiah, TK Aisyiyah Bustanul Athfal, Sragen. hadir

Zoom

Zoom Meeting

My students - Group results

Zoom

Live chat
Chat teratas 27

08:44 Maya Dewi Hadir

08:44 Sahlah Saefudin SAHLAH, SPd, SDN Cipadu 3 hadir dan menyimak

08:44 siti komariyah assalamualaikum. Siti Komariyah, S.Pd. SMAN I Gondang, Tulungagung hadir dan menyimak...

08:45 Samsul falah MAN 1 Wonosobo, Jawa Tengah hadir dan menyimak

08:46 Sairah Nasir Sairah Nasir, S.Pd. TK Negeri Pembina Sarudu hadir

08:47 Wisda Maliya WISDA MALIYA, S.Pd TK Negeri Pembina Sarudu Kabupaten Pasangkayu

08:49 suja udin Sujaudin, S.Pd Banten Hadir

08:50 Sapariani Ser Sapariani SDN 2 TEGALREJO hadir

Zoom

Zoom Meeting

Make a match!

Zoom

Live chat
Chat teratas 47

08:23 Ndadea Laminah Dra. Laminah SMK KOSGORO 1 LAWANG HADIR dan menyimak

08:24 siti komariyah masih belum mulai...

08:25 Siti Zahroh Siti zahroh ,SPd SDN CIPADU 3,Kec. Larangan,Kota Tangerang ,prov Banten hadir

08:25 siti komariyah SITI KOMARIYAH, S. Pd. SMAN I Gondang, Tulungagung hadir dan menyimak. tp masih menunggu

08:30 Norfaizah Norfaizah STIQ Amuntani Hadir

08:30 RA Perwanida 03 Yosowilangun Imam Yasin Imam Yasin ,RA. Perwanida 03 Yosowilangun Lumajang Jawa Timur. hadir..hadir...

08:31 Yanuar Vista Winesda Yanuar Vista Winesda, S.Pd dari SMA Negeri 1 Ungarang, Lebak - Banten, hadir dan siap menyimak

08:39 Sairah Nasir Sairah Nasir, S.Pd. TK Negeri

Zoom

Zoom Meeting

Make a match!

Zoom

Live chat
Chat teratas 22

08:45 Siti Komariyah, S.Pd. SMAN I Gondang, Tulungagung hadir dan menyimak...

08:45 Samsul falah MAN 1 Wonosobo, Jawa Tengah hadir dan menyimak

08:46 Sairah Nasir Sairah Nasir, S.Pd. TK Negeri Pembina Sarudu hadir

08:47 Wisda Maliya WISDA MALIYA, S.Pd TK Negeri Pembina Sarudu Kabupaten Pasangkayu

08:49 suja udin Sujaudin, S.Pd Banten Hadir

Selamat datang di live chat! Ingatlah untuk melindungi privasi Anda dan mematuhi pedoman komunitas kami.
PELAJARI LEBIH LANJUT

08:50 Sapariani Serongga Sapariani SDN 2 TEGALREJO hadir

Zoom

Zoom Meeting

Lanjutan...

Zoom

Live chat
Chat teratas 60

09:26 Asriyuni asriyuni, UPT SD NEGERI 10 PANGKAJENE., hadir

09:27 Tasrofi Ofi hadir

Selamat datang di live chat! Ingatlah untuk melindungi privasi Anda dan mematuhi pedoman komunitas kami.
PELAJARI LEBIH LANJUT

09:28 chamella maharani hadir

09:29 dyah driastuti Dyah Driastuti, SMAN Gondang Tulungagung, hadir

09:29 Mawardah Wardah MAWARDAH S.Pd SDN SEKAYU BARU Kecamatan PAMUKAN UTARA kabupaten Kotabaru Kalimantan Selatan, Diklat hari keempat hadir

Professional development as a person is a must that must be done. Participate in training activities such as webinars during the Covid 19 pandemic and MGMP before the Covid 19 pandemic. This is very effective for teachers but there are also teachers who have difficulty participating in webinars. As the results of the interview with the English teacher, Mrs. SK:

“From the MGMP, it is the exchange of ideas from each teacher whose experience is not the same. Discussed and discussed in the MGMP forum to gain knowledge from those who have attended the workshop. That is why the MGMP needs to be held. Meanwhile, during the pandemic, attend webinars. From the webinar, the explanation is online, so we'll take it from Zoom. Zoom is sometimes difficult to enter because there are so many participants, so we take it from YouTube.”

The same thing was also conveyed by Mr. JK as an English teacher:

“Before the pandemic, my view was quite good because there were regular MGMP meetings. There is a school MGMP, there are meetings for training which makes the questions very fun because they can meet directly with the tutors and instructors and can be put into practice right away. Meanwhile, during this pandemic, following online is not as easy as being able to meet face to face. Not so clear with the explanation given, and also time constraints. Webinars are limited to a few hours.”

A different explanation was explained by Mrs. EW as an English teacher:

"Before the pandemic period, we participated in the MGMP, for the MGMP every month we gathered even once every week English was more active before the pandemic. There is a little problem we gather to discuss it. If the children want our exams to gather to discuss learning tools, we have something new to gather. Even before the pandemic. MGMP is an active activity if English is an active one. Meanwhile, during the pandemic, follow the Webinar. Good webinars lots of new stuff. Moreover, for the education

and training there is training, there are tasks that must be given, the impact is extraordinary”.

The same explanation as explained by Mrs. EW was delivered by Mr. TP as an English teacher:

"Before the pandemic, in my opinion, the MGMP program was very good because there would be an exchange of experiences with other teachers and also if there was new information it could be obtained, because if we don't participate in the MGMP, maybe we will become people who lack knowledge know there are new things. So the MGMP is very important. Meanwhile, during the webinar pandemic, that is also important, especially during this pandemic, of course with webinars we also get a lot of knowledge, experience, and get information from people / resource persons who are competent in their fields. It's also very important this webinar.”

From the results of these interviews, it can be concluded that the views of English teachers in the training activities used for their professional development are that two teachers feel comfortable being able to learn new things and the other two teachers find it difficult to access and also feel dissatisfied in receiving the material because it on line.

Teacher professional development really needs to be developed in keeping up with the ever-changing times. In this case the need for professional development of a teacher. As the results of the interview with the English teacher, Mrs. SK:

“Before the pandemic period, if I judged, saw, and felt the children towards English, it seemed that they were lacking. When we communicate, we just enter the introduction, the children are shaking, so we have to translate. Meanwhile, during this pandemic, children are much more lazy, this makes teacher professionalism very necessary to deal with students like this.”

The same thing was also conveyed by Mrs. EW as an English teacher:

“It is very necessary, in my personal opinion how the child can speak English. How do we improve that ability so that children can speak, that's why at SMAN Gondang there is an English club extracurricular. It is necessary to develop the teacher's profession, how can teachers apply it to their students so that they can speak. As an educator, the professional development of a teacher is very noble, it is extraordinary, because how to shape the child's character is the most extraordinary for us. If we are able to make children better, it's something extraordinary. His happiness cannot be expressed by our salary every month. The teacher's challenge is extraordinary. During this pandemic, we have to be extra in dealing with children during the pandemic, the challenges are more complex. Children are lazy to go online, take lessons, submit assignments. Returning their spirits is not an easy thing.”

The same thing was conveyed by Mr. TP as an English teacher:

“Because the world is always changing, times are changing, getting more advanced. English is an international language, so this must be developed, because if the teacher does not develop, the students will also not develop. Teachers must continue to seek knowledge as high as possible so as not to be out of date. Meanwhile, during the pandemic, teachers must also seek knowledge, maybe they can study at home.”

The same thing was conveyed by Mr. JK as an English teacher:

“You have to, because English is an international language. So it is very necessary to develop professionalism, as a teacher must keep up with the times that are always changing. During the pandemic, it must be developed more, because everything is new.”

From the results of these interviews, it can be concluded that teacher professional development must always be developed. Teachers must always be able to keep up with the times and new fashions. If the teacher misses the information,

the students will also be left far behind other school children. This must be very influential not only to the teaching profession but also to students.

Teacher professional development cannot run by itself, there must be someone who always supports and directs these activities in the success of the English teacher professional development program. So in this case the government's role is very necessary in the smooth running of activities. As the results of the interview with the English teacher, Mrs. SK:

"In general, the Ministry of Education and Culture is not specific specifically for English, yes, it is specific for each English MGMP institution just like that. The Ministry of Education and Culture is also very firm, he gives ongoing webinars."

The same thing was conveyed by Mrs. EW as an English teacher:

"It's been good, there have been many trainings, there have been many training seminars to improve English teachers. During a pandemic, it can be categorized the same as before the pandemic, only before the pandemic we meet face to face. During the pandemic, the training seminars are through webinars."

The same thing was conveyed by Mr. TP as an English teacher:

"His role is very helpful, because for the MGMP, there are official programs from the district at the provincial level as well. For the MGMP, the government really expects it, it's a program from above, so this is very important for the MGMP program and the government is also very helpful. The government's role for webinars may only provide advice, it's up to the teachers concerned and also the awareness of the teachers concerned. Webinars are also recommended."

The same statement was also conveyed by Mr. JK as an English teacher:

"Before the pandemic, the government's role was carried out well, starting from the training for district MGMP, provincial MGMP, training and

education, it was carried out very well. During this pandemic it is also good but not as good as before the pandemic, because the government has a lot to take care of, not only about education but during this pandemic the government is more focused on health.”

From the results of these interviews, it can be concluded that the government's role in developing the professionalism of English teachers is very concerned. A regular schedule is given in the implementation of MGMP activities and also webinars. The role of the government is very supportive of the implementation of these activities. It's just that before the Covid 19 pandemic, the government was able to pay maximum attention to all aspects of ongoing activities, while during the Covid 19 pandemic, the government's focus was a bit divided because it focused more on the health of all Indonesian people because of the Corona virus.

In participating in teacher professional development activities organized by the government, such as participating in MGMP activities and webinars, there must be preparation. Prepare or learn a little about the material to be taught and also prepare the facilities and infrastructure. As the results of the interview with the English teacher, Mrs. SK:

"What is prepared is the experience gained from each one that is obtained will later be transmitted to old friends, now we follow how the program is obtained. If the webinar is only following what we have prepared, the infrastructure is for example a laptop and cellphone to take part in the webinar. The explanations we get in these conditions are webinars or live streaming.”

The same thing was also conveyed by Mrs. EW as an English teacher:

"It's more about preparation, of course besides wanting to know, we open google what will be discussed later. Looking for information about the material to be given so that it is not like a turtle in a shell. Study first. During the pandemic, it's the same, only the difference is that before the pandemic

we met face-to-face, during the pandemic we went through a webinar like that."

The same thing was conveyed by Mr. TP as an English teacher:

"What is being prepared for development at MGMP before the pandemic is the tools we use. For example, we need communication tools such as cellphones, laptops, material books, etc. Meanwhile, what is prepared during the pandemic in participating in the webinar is a laptop/computer as well as time and mentality. We just listen and listen to the sources."

The same statement was conveyed by Mr. JK as an English teacher:

"What is prepared depends on what material will be discussed. For example, discussing how to make learning programs, methods, etc. Looking for material information from google. Meanwhile, during this pandemic, we only listen, then we will send material from them and we will also be given a certificate."

From the results of these interviews, it can be concluded that in participating in training activities must have preparation. Mental preparation and also material preparation that will be given by the speaker. At least searching on google about the material to be explained in order to know a little about the material so as not to look confused in the course of the activity. In order to have the provision to exchange ideas with fellow teachers in MGMP activities and also be able to express opinions that have been explained by the resource persons during the explanation of the Webinar training. There are a lot of participants in this Webinar, so you have to be smart in accepting the knowledge that has been conveyed because there is also limited time online.

In supporting the implementation of teacher professional development training activities, there must be the availability of facilities and infrastructure that must be prepared by the school as well as from each individual teacher. As the results of the interview with the English teacher, Mrs. SK:

"Laptops and cellphones are each individually".

A slightly different and longer explanation was conveyed by Mrs. EW as an English teacher:

"Before the pandemic, participating in MGMPs also depended on the school, but on average it was pretty good. If at SMAN Gondang LCD already exists, although not all classes. Meanwhile, during a pandemic, the facilities and infrastructure depend on each individual. It depends on the school representative. In the past, we used to SPMI on behalf of the school, so we both used school laptops, school LCD screens."

The same thing with Mrs. EW was conveyed by Mr. TP as an English teacher as:

"Sometimes we use the facilities and infrastructure in existing schools, so we change schools. For special purposes, MGMP does not yet have a building. Meanwhile, during the pandemic, the facilities and infrastructure will be from their respective homes."

The same statement as Mrs. EW and Mr. TP was also conveyed by Mr. JK as an English teacher:

"The facilities and infrastructure are good, nowadays all schools are complete, I think. Digital like computers, androids and laptops all teachers have, because they are the main tools for the teaching profession. Apart from having been prepared from their respective schools, I think all teachers also have one."

From the results of these interviews, it can be concluded that the availability of facilities and infrastructure in MGMP training activities depends on each school. In this day and age, schools are also adequate, such as computers, LCDs, etc. For each teacher, it is also certain that all teachers have smartphones and laptops to keep up with the times and increasingly sophisticated technology.

In developing professionalism, teachers also participate in programs or activities to lead to increased competence. Especially during this Covid-19 pandemic, more efforts must be made in this development. As the results of the interview with the English teacher, Mrs. SK:

“Tests are given to children. Children focus more on oral tests, better prepare themselves to answer oral tests. If the written test is mostly asked to friends. So that's why I often take oral tests, for example after a discussion I ask verbally”.

The same thing was conveyed by Mrs. EW as an English teacher:

“Personally, from year to year, I prefer to direct children to be able to speak English. In a pandemic situation like this, children usually have problems with quotas, signals, but for continuous training, it is extraordinary to remind them every day.”

A slightly different statement was conveyed by Mr. TP as an English teacher:

“We also carry out appropriate programs from the government, maybe also from the initiatives of the teachers themselves so that English can be understood and implemented by students. Through activities such as the English club, it is very important. During the pandemic, the children were a bit disturbed, the problem was that they couldn't get their skills straight, it was a bit disturbed. For the English club program during this pandemic, you can't gather so you can only come from home. Hold games such as story telling for the children from home.”

A different statement was conveyed by Mr. JK as an English teacher:

“Regularly following MGMP, following IHT several times. Mandatory must meet the SKP, if the SKP is not met can not be promoted. During the pandemic, participating in webinars and it is also required in the SKP that

the employee's work target must have it, at least how many times to attend training there must be, writing papers, like that".

From the results of the interview, it can be concluded that professional development that leads to competence, most teachers emphasize competence to their students by holding tests that focus more on speaking so that students are more proficient in speaking skills in English. There are also teachers who develop their professionalism towards competence more focused on their careers as educators. Such as regularly participating in training such as MGMP to meet the SKP requirements to be promoted. From the two development goals that lead to these competencies, they are both good for developing their professionalism as an educator.

There are many benefits in developing teacher professionalism. Considering all the training activities held by the government, it is very helpful for all English teachers to continue to improve their professionalism as educators. As the results of the interview with the English teacher, Mrs. SK:

“We can develop it, we get experience from other teachers who have participated in the workshop, not all of them have participated in the workshop. During the pandemic we know strategies for how to teach remotely, what we have to do. The strategy is how to use YouTube and the need to also use video.”

A different statement was conveyed by Mrs. EW as an English teacher:

“There are very many, especially if professional development is the main requirement for promotion as well. These certificates are a must if we are civil servants, they are required for promotion. During the pandemic, people know more about learning applications through computer technology”.

Mr. TP as an English teacher conveyed different things:

“With these programs, English teachers have more control over the material. During this pandemic, it is indeed a bit difficult, but for teachers, you can't give up, keep learning and trying to improve your abilities.”

The same thing with Mr. TP was conveyed by Mr. JK as an English teacher:

“Our competence is increasing, if we have good competence, it will have an impact on children. So that children can compete with other schools.

From the results of these interviews, it can be concluded that the benefits obtained in the professional development of English teachers are numerous, such as increasing teacher competence, increasing knowledge, getting the latest information, and also having benefits as promotions.

In conducting training activities there must be a process or procedure that must be carried out before starting these activities. As the results of the interview with the English teacher, Mrs. SK:

"The process of togetherness meeting every Saturday. So the teachers who have gained experience and knowledge from the workshops tell the teachers who did not attend the workshops then other teachers do. For webinars, then we listen and observe. Making notes of what is important to us or maybe the slides that we have been given to study, the material is also usually sent”.

The same thing was conveyed by Mrs. EW as an English teacher:

“We had a meeting first, how good it was that we finally invited teachers who had been trained in AKN by the government, we invited them as resource persons. Later the procedure will depend on the MGMP chairman how to carry it out. During the pandemic, each individual prepares the facilities and infrastructure, facing the laptop and listening to the materials that will be delivered”.

The same statement was also conveyed by Mr. TP as an English teacher:

“The process and procedures from between English teachers provide knowledge to each other from other friends. For the webinar, the process is straight from home.”

A different statement was conveyed by Mr. JK as an English teacher:

“The process is routine such as an invitation from the MGMP, permission from the school, arranging the schedule, meeting processes, discussing problems, doing assignments as a result of MGMP's work. While the webinar process is complicated. There is an offer we register once or twice did not arrive. Paying the fees through each teacher's bank is due to fulfill the SKP earlier. So starting with administration, registration, financing, the process of carrying out the program, the report then gets a certificate”.

From the results of the interview, it can be concluded that the process or procedure in MGMP training activities prior to the Covid 19 pandemic period, all teachers can directly face to face. The process is from permission from the school to the discussion of the materials presented. Then during the Covid-19 pandemic, participating in the Webinar is quite complicated because there are so many participants, so it is very difficult to register.

In developing the professionalism of teachers will definitely get results that will help develop abilities in becoming an educator. As the results of the interview with the English teacher, Mrs. SK:

“The result of exchanging our thoughts can increase our knowledge. For example, before we got experience, we didn't know, after sharing, at least we have more knowledge. Meanwhile, during this pandemic, I know social networks more broadly as an educator to keep up with the times.”

The same thing was also conveyed by Mrs. EW as an English teacher:

“Sharing teaching experience, if I'm more like that. Meanwhile, during this pandemic, I personally am still little by little, the results can be said to be pretty good. It's actually easier to do online learning, isn't it?”

The same statement was also conveyed by Mr. TP as an English teacher:

"The results obtained by the teacher are that they can increase their knowledge, add their experience to welcome teaching to children, they are more confident because mastering the material is important."

A slightly different statement was conveyed by Mr. JK as an English teacher:

"Financially there is no result, but qualitatively there is a result that we have more competence because these trainings are more professional, increase our knowledge".

From the results of these interviews, it can be concluded that the results of the professional development of English teachers are a lot of new knowledge and mastering the material, more confident as an educator, and more professional.

2. Difficulties faced by English teachers in developing their professionalism during the Covid 19 pandemic at SMAN 1 Gondang Tulungagung

In carrying out an activity there must be obstacles or difficulties encountered. Likewise with the program of professional development training activities as an English teacher, there are also difficulties faced by teachers. As the results of the interview with the English teacher, Mrs. SK:

"For the MGMP, the constraints are time, and sometimes the distance is long. Before the pandemic, moving schools, so from school to school. Meanwhile, during a pandemic, participating in a Webinar is sometimes difficult, the participants find it difficult to access the given link. "

The same thing was also conveyed by Mrs. EW as an English teacher:

"Sometimes we are also lazy because we are old because of the training. For education and training, if you don't remember, it is mandatory for promotions, sometimes you are lazy, you are too old to study again. The

factor is that the outskirts schools are more about their facilities and infrastructure for professional development. If the webinar is through an online network, so we are not satisfied to ask questions, it is limited by time, and the participants are usually all over Indonesia. Just listening, so we become passive participants”.

A slightly different statement from Mrs. EW's statement was conveyed by Mr. TP as an English teacher:

“Before the pandemic in participating in the MGMP the factors were time, distance from home, finances too, because we were old so there were many other events. While the webinar is a weakness factor in difficult networks. Those whose houses are in the mountains are very difficult.”

The same statement as Mr. TP was delivered by Mr. JK as an English teacher:

“The first difficulty is that we usually live far away, because we are also old so we are also busy, financial problems because MGMP does not get funding from the government so we look for it ourselves. Collapsed teaching time too. If for webinars we can't get together, the network can also see the location of the house if the house is in the mountains, it's also difficult.”

From these questions, Mr. JK's answers were also obtained as follows:

“There must be difficulties or obstacles in participating in the MGMP or trainings. Collapsed teaching time in class ended up taking a day off instead. Meanwhile, during the pandemic, participating in the webinar was a network problem, because many who joined us did not register.”

From the results of the interview, it can be concluded that the difficulties faced by English teachers in developing their professionalism before the Covid 19 pandemic in participating in the MGMP were busy times or collided with teaching hours in class, finances, feeling lazy because most old teachers felt lazy to keep learning again, and sometimes the distance is far. Meanwhile, during the Covid 19

pandemic, the difficulties encountered in participating in the Webinar training program activities were on the internet network which was sometimes also difficult, dissatisfied with asking questions, limited in duration, difficult to access to register because the participants were very many teachers throughout Indonesia.

In carrying out professional development a teacher must always be enthusiastic and motivated from himself. Teaching is a very noble job, so a sense of enthusiasm and motivation must be instilled and intended in the heart. Especially during the Covid-19 pandemic, the challenges are extraordinary. As the results of the interview with the English teacher, Mrs. SK:

“Our internal motivation is that we want to be able to teach children like other schools. So as not to seem far behind in his teaching.”

A slightly different statement was conveyed by Mrs. EW as an English teacher:

"Motivating myself is more about seeing what the goal is to become a teacher, what we hope to become a teacher, for me how to shape the character of children to be better."

The same thing with Mrs. EW was conveyed by Mr. TP as an English teacher:

"We must have an intention from within our hearts that we are educating our children for that purpose".

The same statement was conveyed by Mr. JK as an English teacher:

“The first is sincere in carrying out the task, realizing that this is our duty as teachers. We are willing and sincere to change because there are new regulations, new methods, we are sincere to make changes. Cheer up and stay healthy.”

From the results of these interviews, it can be concluded that the enthusiasm and motivation of English teachers in developing their professionalism as an

educator is to understand the goal that they want to educate the nation's children, be sincere, and realize that the task of a teacher is a very noble task.

In carrying out professional development, especially in the current situation during the Covid 19 period, a teacher certainly has a distinct impression they feel. As the results of the interview with the English teacher, Mrs. SK:

"The impression is that before the pandemic we can meet face to face, after the online learning pandemic, for example there is an oral test, they become awkward and in the end their friends laugh at this, which makes it funny."

A different statement was conveyed by Mrs. EW as an English teacher:

"My impression is returned to our goal as a teacher, especially during this pandemic. How to keep encouraging children to keep paying attention to their school, having a responsible attitude, caring for the environment is extraordinary."

A different statement was also conveyed by Mr. TP as an English teacher:

"During this pandemic, we are hampered to learn. It's a bit difficult for children to study hard."

A different statement was also conveyed by Mr. JK as follows:

"It's fun, because there are a lot of new things. I met a lot of old friends and also enjoyed meeting teachers from all over Indonesia."

Based on the results of research that has been done by researchers in the field by interviewing four informants, answers have been obtained regarding the professional development of English teachers, difficulties in developing professionalism as English teachers. From the answers that have been obtained from the informants, it can be seen that all of the informants answered that the activities carried out in developing professionalism as an English teacher before and during the pandemic were participating in MGMP trainings before the pandemic and participating in webinars during the pandemic. this. Then each

informant has his own difficulties in developing his professionalism as an English teacher, namely before the pandemic the difficulty faced by the first informant in participating in the training was always changing schools, while during the pandemic the difficulty was in the network. The difficulty faced by the second informant in developing his professionalism as an English teacher before the pandemic was limited facilities and infrastructure for outlying schools and a sense of laziness arose because of the old age factor. passive participant. The difficulty faced by the third informant in developing his professionalism as an English teacher before the pandemic was time, distance from home, finances, while during the pandemic the difficulty was not being able to gather. The difficulty faced by the fourth informant in developing his professionalism as an English teacher before the pandemic period was that he collided with teaching time, in the end, holidays were used which should be family time. Meanwhile, during a pandemic, the difficulty is that on a network that is difficult to register, sometimes you can't enter.

So it can be concluded that four English teachers at SMAN 1 Gondang Tulungagung in developing their professionalism as English teachers by participating in MGMP trainings can be once a week or once every month routinely during the period before the Covid 19 pandemic, while during the Covid 19 pandemic. This is to develop professionalism as an English teacher by participating in online webinars once a month. The difficulties faced in professional development as an English teacher are busy times, long distance from home, a sense of laziness arises due to age, finances before the Covid 19 pandemic. Meanwhile, the difficulties encountered in developing professionalism as an English teacher during the Covid 19 pandemic is the network, limited time, not satisfied to ask, difficult to register. And this also answers the question in chapter I, which asks How did teachers of SMAN 1 Gondang Tulungagung develop professional English during the covid 19 pandemic?, What are the difficulties of English teachers at SMAN 1 Gondang Tulungagung in developing their professionalism during the Covid 19 pandemic ?.

4.2 The Process of Interview Activities with English Teachers



Mrs. Siti Komariyah



Mrs. Ernawati



Mr. Sutopo



Mr. Joko Liswono

B. Research Findings

The findings of this study reveal the data obtained from observations, interviews and documentation with four sources, namely the Professional Development of English Teachers During The Covid 19 Pandemic at SMAN 1 Gondang Tulungagung. In this case, the professional training activities of English teachers are very important for their professional development. This section discusses the activities carried out by four English teachers in developing their professionalism as a teacher and the difficulties faced in developing these activities. What is meant by activity here is an activity carried out to meet certain needs or goals. From the results of the research obtained from these informants, the researchers found several findings regarding the activities carried out by four English teachers in developing their professionalism as teachers during the Covid 19 pandemic and being able to continue to develop their careers. The following are the findings of the researchers:

1. Activities of English teachers in developing their professionalism during the Covid 19 pandemic at SMAN 1 Gondang Tulungagung

Based on the findings obtained from research conducted at the research location

- a. The professional development of English teachers at SMAN 1 Gondang Tulungagung before the Covid 19 pandemic was to develop their professionalism by participating in a program from the government in the form of MGMP training which was carried out regularly once a month and even once a week.
- b. The professional development of English teachers at SMAN 1 Gondang Tulungagung during the Covid 19 pandemic was by participating in programs from the government as well as training Webinars which were held once a month. Many new things were obtained in participating in the program, all teachers were more technology literate in this condition because many applications were used to support learning activities.

From the description above, it can be concluded that the English teacher at SMAN 1 Gondang in developing his professionalism before and during the Covid 19 pandemic was successful in developing his professionalism as an educator. And have several ways or efforts in developing their professionalism in participating in training activities, so that they are successful in developing as people who have careers as educators.

2. Difficulties faced by English teachers in developing their professionalism during the Covid 19 pandemic at SMAN 1 Gondang Tulungagung

Based on the findings obtained from research conducted at the research location

- a. The difficulties experienced by English teachers at SMAN 1 Gondang Tulungagung during training activities in their professional development before the Covid 19 pandemic were:
 - 1) Time, the time usually collides with the teaching schedule in class, as a result, holidays are used which should be vacation time to be with family.
 - 2) Distance, most teachers' homes are far from the location of the school that is intended for training. This is a difficulty faced by teachers because they are not young enough to take long journeys.
 - 3) Facilities and infrastructure, related to the availability of facilities and infrastructure depending on each school. If the school is complete, all the activities can be carried out properly. However, there is one English teacher who thinks that nowadays all schools have complete equipment, at least LCD, computer, although not all rooms are available.
 - 4) Finance, this is also one of the difficulties faced by teachers because the training activity program does not receive financial assistance from the government, but uses individual funding. Indeed, the teacher professional development program here is for the needs of

the teachers themselves as a condition for promotion, so all costs are borne individually.

b. The difficulties experienced by English teachers at SMAN 1 Gondang Tulungagung during training activities in their professional development during the Covid 19 pandemic were:

- 1) Network, a connection that sometimes becomes difficult to access. The large number of participants because teachers from all over Indonesia finally found it difficult to enter the zoom link that was given, as a result, they entered the webinar training via the youtube link. This results in not being able to get a webinar certificate if you access the link via youtube.
- 2) Limited time, this webinar training is given a short duration so that it is not satisfied in listening and asking questions. In a short time, you have to be able to catch the material that is explained, moreover this is online so it is difficult to practice the material that has been given. It's different if you can meet face to face, you can directly observe the explanation clearly and understand.

From the description above, it can be concluded that the difficulties faced by English teachers at SMAN 1 Gondang in developing their professionalism before the Covid-19 pandemic were related to time, distance traveled, facilities and infrastructure, and also finances. Meanwhile, the difficulties faced by English teachers at SMAN 1 Gondang in developing their professionalism during the Covid 19 pandemic were related to the network in accessing, and also the limited time duration given.