

## ABSTRACT

### Teachers' Perceptions of Teacher Training Program for Development (A Case Study of English Teachers in Cirebon)

Indonesian government establishes teacher certification program to improve teachers' competencies. The program involves Teacher Training Program for Professional Development (*Pendidikan dan Latihan Profesi Guru / PLPG*). This study was a descriptive study aimed to describe teachers' perceptions of Teacher Training Program for Professional Development and teachers' teaching performance. The participants were three senior high school English teachers in Cirebon who attended the program in the last session of 2014. The data were gathered from interviews and classroom observations. The interviews covered teachers' perceptions of relevancy of materials presented in teacher training program with their teaching needs, teaching behavior changes, the obstacles of the implementation of knowledge earned from the program, and teachers' suggestions for the program improvement. The result of interviews showed that all teachers admitted that they found teaching behavior changes, especially in pedagogical aspects. However, there were some teaching methods that could not be implemented in their classes due to the lack of facilities. They expected that the teacher training program could expose more materials about teaching methods integrated with latest technologies. Moreover, they expected that the instructors of the program to be discipline and established various activities. Classroom observations focused on professional competence and pedagogical competence. Classroom observation results showed that: 1) All teachers comprehended text (materials) accurately, 2) one of the teachers used other teaching resources besides textbook, 3) they provided good language models, 4) all teachers provided feedback, and 5) all teachers provided example of words and grammar structures. Yet, they could not maintain the use of English during the lesson. The use of English was found limited. On the other hand, teachers could fulfill all pedagogical competence aspects covering opening the lesson, introducing the tasks, checking students' understanding, guiding students practice, monitoring students' language use, and ending the lessons. This study indicates that teachers lacked of professional competence. The use of English during the lesson was limited. Thus, teacher training program should be more concerned about teachers' English proficiency.

*Key words: Teacher Training Program for Professional Development, teacher, teaching performance.*