CHAPTER 1
INTRODUCTION

This chapter gives a brief description of the whole content of the research, including the background, research questions, aims of the study, scope of the study, significance of the study, clarification of terms, and organization of the thesis.

1.1 Background

The issue of increasing education quality prompts the Indonesian government to establish several policies related to educational system. One of the policies is teacher certification program. According to Government Regulation No. 19/2005, teachers are required to be qualified based on four teacher competencies: personal competence, social competence, pedagogical competence, and professional competence. Thus, Indonesian government holds a program that can facilitate teachers to gain their competencies called Teacher Training Program for Professional Development (Pendidikan dan Latihan Profesi Guru / PLPG). Teachers are demanded to attend 90 hours training that involves workshops and lectures. At the end of the program they undertake a test that will determine their competence and certification status (Rustad, et al, 2012).

However, Teacher Training Program for Professional Development held by Indonesian government still receives some criticisms. There are many teachers who do not show any changes in teaching practice after attending the program. Chang, et al., (2014) reported that based on research conducted by Ministry of National Education focusing on professional and pedagogical competences, it was discovered that after attending the Teacher Training Program for Professional Development, 90 percent of primary school teachers were categorized as very incompetent in teaching performance. Similar to primary teachers, junior high
school teachers were less competent both on professional and pedagogical competences. Patahudin (2011) states that the program is not effective in the improvement of teachers’ teaching. Those teachers are demanded to be evaluated after obtaining new materials and teaching methods. Meanwhile they may have other teaching problems that they face in their real teaching fields.

According to research conducted by De Ree et al. (2012), Indonesian teacher certification program gave significant effect on increasing teachers’ salary. Yet, it did not significantly affect their teaching professionalism. Meanwhile the training itself is held to gain teachers’ competencies. Richards (2011) believes that teacher training promotes basic classroom skills. In addition, Healey (2008) says that teacher training can give opportunities to teachers to improve their job performance. Therefore, teachers who have attended the training program are expected to increase their awareness about their professionalism.

For English teachers who have responsibility to encourage students to learn a foreign language need to develop their teaching competencies. As stated by Lopez et al. (1997:5), “because more proficient teachers are usually more effective teachers, language educators need opportunities to grow in language proficiency and in knowledge and awareness of culture(s).” Thus, teacher training should be able to facilitate teachers to develop their proficiency, especially in their teaching performance. In addition, Baurain (2013) believes that language education teacher development deals with teachers’ responsibility to conduct activities which can generate the mastery of English skills. Moreover, teacher training program should be able to improve teachers’ teaching performance in the classroom, as stated by Tunio (2012: 29),

The purpose of these teacher training programs is to equip them with latest content knowledge, modern methodologies, use of advance technology or other aspects of academic or administrative nature, so that they may fulfill their responsibilities to the fullest satisfaction of students, parents, society and above all their personal satisfaction as a teacher, guide and facilitator.

According to Teacher Training Program for Professional Development or Pendidikan dan Latihan Profesi Guru (PLPG) module for English teachers, the
materials consist of relevant theories on language teaching and learning, foreign language teaching method, instructional design, language teaching media, language learning evaluation, and brief description of English functional texts (Fauziati, et al., 2013). After the program teachers are expected to be able to apply their learning experience in their teaching practice.

However, public seems to put teachers to take responsibility of the program failure. Many people criticize that teachers ignore the knowledge that they obtain from Teacher Training Program for Professional Development. Meanwhile, there are some factors that may influence teachers’ decision to keep their teaching style. Richards (2008) believes that after attending teacher training program, the teachers’ behavior may change but only in short periods. Afterwards, teachers possibly find some obstacles that they face during implementing their learning experience in their own classrooms.

Taking the problems above into account, it is recommended to consider teachers’ perceptions of the program in order to discover their opinion and the implementation of their learning experience. As stated by Singh (2015), person’s perception focuses on impression or feeling of other objects. Thus, this study is conducted to reveal teachers’ perceptions of Teacher Training Program for Professional Development to discover their assumption about the program.

1.2 Statement of the Problem

In line with the background above, this research attempts to address the issue of English certified teachers’ perceptions of teacher training program. The main issue of this research is, then, broken down into the following research questions:

1. What are the teachers’ perceptions of Teacher Training Program for Professional Development?
2. How do the teachers implement their learning experience from Teacher Training Program for Professional Development in teaching performance?
1.3 The Aims of Study

Based on the research question, this research is aimed at investigating teachers’ perceptions of teacher training program for teacher development and describing teachers’ teaching performance after attending the program.

1.4 The Scope of the Study

There are several teacher training programs in Indonesia, yet this research will focus on teacher training covered in Teacher Training Program for Professional Development. Moreover, this research focuses on pedagogical competence and professional competence.

1.5 Significance of the Study

Teacher training covered in certification program is expected to be able to gain teachers’ competence along with students’ achievement. Hopefully, this research can give description of teacher training program outcomes that lead the stakeholders to improve the quality of teacher training program. In addition, the finding of this research can enrich the literature about Teacher Training Program for Professional Development program especially for other researchers who concern on government’s policy.

1.6 Clarification of Terms

A number of terms used in this study are defined with the purpose of understanding the case presented in this paper, as follows:

Teachers’ perceptions
Teachers’ perceptions in this study refer to teachers’ responses to Teacher Training Program for Professional Development.
Teacher certification
Teacher certification in this study related to the program established by government with the purpose of improving teachers’ professionalism by possessing four teachers competences (personality competence, pedagogical competence, social competence, and professional competence).

Teacher Training Program for Professional Development
Teacher Training Program for Professional Development in this study is a program that facilitates teachers to improve their teaching competences. The program includes teacher training. Teacher training in this study refers to a 90-hour training attended by teachers which is covered in Teacher Training Program for Professional Development Program.

Teaching Performance
Teaching performance in this study refers to teaching performance of teachers after Teacher Training Program for Professional Development Program.

Pedagogical Competence
Pedagogical competence in this study refers to teacher’s ability to establish teaching and learning activities

Professional Competence
In this study, professional competence refers to English teachers’ mastery of teaching materials and their capability to deliver the materials to their students.
1.7 Organization of the Thesis

This thesis is organized in five chapters. Chapter one gives a brief description of the whole content or the research, including the background, research questions, aims of the study, scope of the study, significance of the study, clarification of terms and the organization of the thesis. Chapter two describes the detailed theories of Teacher Training Program for Professional Development for language teaching. Chapter three focuses on the methodology of this research involving research method, sample, research instruments, procedures, data collection and data analysis. Chapter four deals with data analysis which is obtained from questionnaire, interviews, and observations, and some findings discovered in the process of investigation. Chapter five covers the overview of the findings involving conclusions, suggestions, and recommendations.