

**OBSERVING A TEACHER PROFESSIONAL DEVELOPMENT PROGRAM
AND TEACHER CAPACITY IN TEACHING PISA-LIKE READING**

Thesis

Submitted in a partial fulfillment of the requirements for Master's Degree in English
Language Education



By

Karima Putri Rahmadina (2002661)

**MASTER'S PROGRAM IN ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2022

APPROVAL PAGE

A Thesis

**OBSERVING A TEACHER PROFESSIONAL DEVELOPMENT PROGRAM
AND TEACHER CAPACITY IN TEACHING PISA-LIKE READING**

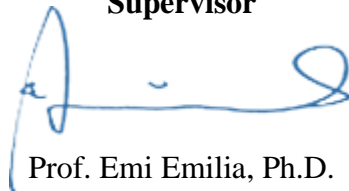
By

Karima Putri Rahmadina

NIM 2002661

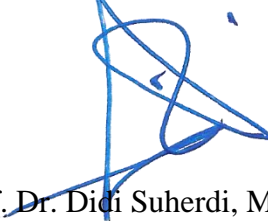
Approved by

Supervisor

A handwritten signature in blue ink, consisting of a large loop on the left, a horizontal line, and a smaller loop on the right.

Prof. Emi Emilia, Ph.D.
NIP. 196609161990012001

Head of English Education Program

A handwritten signature in blue ink, featuring a large, complex loop structure.

Prof. Dr. Didi Suherdi, M. Ed.
NIP. 196211011987121001

**OBSERVING A TEACHER PROFESSIONAL DEVELOPMENT PROGRAM
AND TEACHER CAPACITY IN TEACHING PISA-LIKE READING**

Oleh
Karima Putri Rahmadina

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

© Karima Putri Rahmadina 2022
Universitas Pendidikan Indonesia
Agustus 2022

Hak Cipta dilindungi undang-undang.
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

STATEMENT OF AUTHORIZATION

I hereby certify that this paper entitled “Observing a Teacher Professional Development Program and Teacher Capacity in Teaching PISA-Like Reading” submitted in partial fulfilment of the requirements for Master’s Degree is completely my own work. I am truly aware that I have quoted some statements and ideas from various sources available. All quotations are properly acknowledged in the texts.

Bandung, July 2022

A handwritten signature in black ink, appearing to read 'Putri', with a stylized initial 'P'.

Karima Putri Rahmadina
2022661

ACKNOWLEDGEMENT

All praise and thanks be to Allah SWT, the Almighty, the most Gracious and the most Merciful, who always guides me to the right path and has helped me, gave me the blessing, the strength, the chance and endurance in the completion of this thesis. Writing this thesis was challenging and I would like to thank the many people who also took part in making this research paper possible.

First and foremost, I would like to express my sincere gratitude to my advisor Prof. Emi Emilia, Ph.D., who has given me sound advice, encouragement, and lots of good ideas for the completion of this thesis. She has been such an inspiration throughout my postgraduate study and I could not have imagined having a better advisor.

I also thank the people in English Education department—the head of department, the lecturers, and administrative staff who have helped me in completing my study in the Master in English Education program. Special thanks for Pak Hagi, who has answered my endless questions related to administrative documents required for my study with so much patience.

My most sincere thanks also go to my family, friends, and colleagues who supported me upon completion of this thesis. They have been my greatest source of strength for the past two years. Thank you, for being such an understanding family and friends. I couldn't mention each of you one by one, but you know who you are.

This research is a part of a joint research of three state universities on the development of a training program aiming to develop teachers' ability in teaching PISA-like reading conducted under Indonesia Research Collaboration Programme (Program Penelitian Kolaborasi Indonesia, PPKI) led by Prof. Emi Emilia, M.Ed., Ph.D. Hence, I would like to also thank Universitas Pendidikan Indonesia as the financial support for this study was also provided by a grant from Universitas Pendidikan Indonesia under the umbrella of Word Class University Program (PTNBH).

**OBSERVING A TEACHER PROFESSIONAL DEVELOPMENT PROGRAM
AND TEACHER CAPACITY REGARDING TEACHING PISA-LIKE
READING**

ABSTRACT

This thesis presents one part of a collaborative research project of three state universities in West Java, Indonesia, aiming to develop the first stage of a training program for teachers to teach PISA-like reading conducted online in 2021. This thesis specifically reports on an aspect of the training program that is to do with the first stage of training English teachers to teach PISA-like reading as informed by the theory of characteristics of professional development program (Darling-Hammond et al., 2017; Garet et al., 2001), a model of measuring professional development impact (Desimone, 2009; Ingvarson et al., 2003, 2005), and SFL's text-based instruction (Emilia, 2011; Macken-Horarik, 2002; Rose & Martin, 2012). The study was done by exploring activities provided in the training program as well as the process of teacher change resulted from the training. The data were collected from observation of the training program, including observation of peer teaching sessions of three selected English teachers, interviews with the teachers and document analysis (questionnaires distributed by the training and lesson plans). The data were then analyzed using thematic analysis based on the framework of exploring impact of professional development program adapted from Darling-Hammond et al., (2017), Desimone (2009), Ingvarson et al., (2003, 2005). The result of the study shows that the training program supported the teachers to teach PISA-like reading by providing activities in the training program which attended to the characteristics of effective professional development program, which led to an improved knowledge, practice and efficacy in the teachers. This first stage of the training program can also be considered as a breakthrough as PISA reading in EFL context has not yet been implemented by OECD. Nonetheless, aspects of collaboration between teachers as well as follow-up measure from the training program on students' learning outcomes could still be improved. Hence, it is recommended for future study on TPD in teaching PISA-like reading to attend to these aspects to accomplish an even better result.

Keywords: *professional development program, professional learning, PISA reading, teaching reading, SFL's text-based instruction, Reading to Learn (R2L)*

TABLE OF CONTENTS

APPROVAL PAGE	ii
STATEMENT OF AUTHORIZATION	iii
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	7
CHAPTER I INTRODUCTION	Error! Bookmark not defined.
1.1. Background of the research	Error! Bookmark not defined.
1.2. Research Question	Error! Bookmark not defined.
1.3. Aims of the Research	Error! Bookmark not defined.
1.4. Significance of the research	Error! Bookmark not defined.
1.5. Clarification of the Key Terms	Error! Bookmark not defined.
1.6. Organization of the Research	Error! Bookmark not defined.
CHAPTER II LITERATURE REVIEW	Error! Bookmark not defined.
2.1. Teacher Professional Development	Error! Bookmark not defined.
2.2. Teacher Professional Development Program on Reading Instruction	Error! Bookmark not defined.
2.3. Characteristics of an Effective Professional Development Program	Error! Bookmark not defined.
2.3.1. Content focused	Error! Bookmark not defined.
2.3.2. Active learning	Error! Bookmark not defined.
2.3.3. Collaborative	Error! Bookmark not defined.
2.3.4. Uses Models and Modeling	Error! Bookmark not defined.
2.3.5. Provides Coaching and Expert Support	Error! Bookmark not defined.
2.3.6. Offers Opportunities for Feedback and Reflection	Error! Bookmark not defined.
2.3.7. Sustained Duration	Error! Bookmark not defined.
2.4. Teacher Change as a result of Teacher Professional Development	Error! Bookmark not defined.
2.5. Content of the Training	Error! Bookmark not defined.
2.5.1. PISA Reading	Error! Bookmark not defined.
2.5.2. SFL-based approached to teaching reading	Error! Bookmark not defined.
2.5.2.1. Genre Based Approach Instruction (SFL GBA Instruction)	Error! Bookmark not defined.
2.5.2.2. Reading to Learn (R2L)	Error! Bookmark not defined.
2.6. Exploring Professional Development Impact	Error! Bookmark not defined.

2.7. Concluding remark	Error! Bookmark not defined.
CHAPTER III RESEARCH METHODOLOGY	Error! Bookmark not defined.
3.1. Research Design	Error! Bookmark not defined.
3.2. Site and Participant	Error! Bookmark not defined.
3.2.1. Participants of the study	Error! Bookmark not defined.
3.3. Data Collection	Error! Bookmark not defined.
3.3.1. A Phase of Teaching in the Training Program	Error! Bookmark not defined.
3.3.2. Observation of the Teachers' Teaching Practice	Error! Bookmark not defined.
3.3.3. Document Analysis	Error! Bookmark not defined.
3.3.1. Questionnaire at the end of The Training Program	Error! Bookmark not defined.
3.3.2. Lesson Plans	Error! Bookmark not defined.
3.3.4. Interview	Error! Bookmark not defined.
3.4. Data Analysis	Error! Bookmark not defined.
3.5. Ethical Considerations	Error! Bookmark not defined.
3.6. Conclusion	Error! Bookmark not defined.
CHAPTER IV FINDINGS AND DISCUSSION	Error! Bookmark not defined.
4.1. Training activities that attended to the characteristics of effective professional development program	Error! Bookmark not defined.
4.1.1. Content focused	Error! Bookmark not defined.
4.1.2. Active learning	Error! Bookmark not defined.
4.1.3. Provides Coaching and Expert Support: A space for Collaboration, Feedback and Reflection	Error! Bookmark not defined.
4.1.4. Uses of Models and Modelling	Error! Bookmark not defined.
4.1.5. Sustained Duration	Error! Bookmark not defined.
4.2. The teacher's process of change during and after the professional development program	Error! Bookmark not defined.
4.2.1. Indah's process of change before and after the input of the training	Error! Bookmark not defined.
4.2.1.1. Indah's lesson plan and peer classroom activities before input of the training	Error! Bookmark not defined.
4.2.1.2. Indah's lesson plan and classroom activities after input of the training	Error! Bookmark not defined.
4.2.2. Dian's process of change before and after the input of the training	Error! Bookmark not defined.
4.2.2.1. Dian's lesson plan and classroom activities before input of the training	Error! Bookmark not defined.

4.2.2.2. Dian's lesson plan and classroom activities after input of the training	Error! Bookmark not defined.
4.2.3. Fajar's process of change before and after the input of the training	Error! Bookmark not defined.
4.2.3.1. Fajar's lesson plan and classroom activities before input of the training	Error! Bookmark not defined.
4.2.3.2. Fajar's lesson plan and classroom activities after input of the training	Error! Bookmark not defined.
4.3. Impact of Professional Development Program on Students' Outcomes	Error! Bookmark not defined.
4.4. Concluding Remark	Error! Bookmark not defined.
CHAPTER V CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS OF THE STUDY	7
5.1. Conclusion	Error! Bookmark not defined.
5.2. Limitations of the study	Error! Bookmark not defined.
5.3. Implication of the Study	Error! Bookmark not defined.
5.4. Recommendations	Error! Bookmark not defined.
REFERENCES	Error! Bookmark not defined.
APPENDIX A Instruments	Error! Bookmark not defined.
APPENDIX B The training Program	Error! Bookmark not defined.
APPENDIX C The Teachers' Peer Teaching Practice and Interviews	Error!
Bookmark not defined.	