

**ENGLISH LECTURERS' PERCEPTION OF THEIR
PROFESSIONAL SELF-DEVELOPMENT
(A Case Study at Ar-Raniry State Islamic University)**

THESIS

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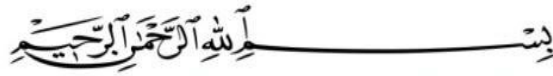

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ABSTRACT

This thesis entitled "**English Lecturers' Perception of Their Professional Development**". The aim of the research is to investigate the perception of English lecturers of their professional development. In completing the data, I used qualitative research involving 6 participants, it consists of 3 full-time lecturers and 3 part-time lecturers. The participants of study are English lecturers of UIN Ar-Raniry Banda Aceh and I took a purposive sampling. I used semi-structured interview which allow lecturers to freely answer the questions. Based on the result of interview that I conducted, all participants had similar perception toward their professional development, including improved pedagogical competence, peer assistance, and shaping their attitude. On the other hand, full-time and part-time lecturers have different strategies in improving their professional development. For example, full-time lecturers have applied new teaching method in the classroom while part-time lecturers have discussed teaching issues such as understanding students' background and discussing the solution of teaching problem. It can be concluded that all lecturers have their own ways to achieve the goal of learning or to engage students in the classroom.

Keywords: Perception, professional development, English lecturers.

CHAPTER I

INTRODUCTION

A. Background of Study

English as an international language has a significant role in every sphere of life, include in teaching learning process. English as an international instructional language in almost all educational institutions. It becomes much more important and it influences people in various ways, for example, to interact with foreigners in business, industry, to help people a better understanding of other culture, and also to advance their career.

In educational field, a professional lecturer has become very important in instructional process. Because it keeps lecturers to know how children learn the emerging technology in the classroom, new curriculum resources and more. The education of professional lecturer is the education that qualifies for teaching. Professional development is usually understood in a broad sense, frequently encompassing ‘all types of learning undertaken by teachers beyond the point of their initial training’ (Craft, 2000, p. 9). The processes of actions and activities designed to increase the professional knowledge, skills and attitudes of teachers, therefore it will improve the learning of students.

However, the education is directed at people who plan to work in teaching career or who already work as a teacher at vocational colleges or universities of

applied sciences. Education can also be made use of staff development tasks in companies and work communities. It includes organization, social worker or government, in different expert positions that required professional competences.

The concept of ‘professional role’ is a personal interpretation of a position based on expectations from the environment and on a systematically organized and transferable knowledge base (Lunenberg, Dengerink, Korthagen, 2014, p. 17). They also add that the concept ‘professional role’ should not be confused with the concept ‘professional identity’, which has recently become more popular in the literature.

Professional identity as ‘relatively stable views, reflection patterns on professional behavior, and the accompanying self-image (Klaassen, Beijaard, and Kelchtermans, 1999, p. 337). Thus, the concept ‘professional identity’ mainly focuses on personal views and self-images, whereas the concept of ‘professional role’ mainly focuses on position and expectations from the environment.

Lecturers are professional workers in formal education that are appointed in accordance with the regulation. The position of lecturers was evidenced by a certificate of professional educators. To be effective, professional development should be based on curricular and instructional strategies that have a high probability of affecting student learning—and, just as important, students’ ability to learn (Joyce and Showers, 2002).

In Indonesian, one of the government laws to regulate teacher and lecturer professional development is *Undang-Undang Guru dan Dosen* (henceforth UUGD). The National Law for Teacher and Lecturer issued in 2005 is a political decree which entitled teachers and lecturer to have professional liability. Therefore, educators can devote totally to their profession and to live worthy of the profession. In article 14 of UUGD (2005), it is determined that an educator must have pedagogic, personal, professional, and social competencies.

Based on my experience as a student in Department of English Language Education at Ar-Raniry State Islamic University, professional lecturer is really important in order to raise students' interest in learning process. The writer assume most of English lecturers have fulfilled their professional expectations, such as punctuality, explain the material clearly, provide feedback for students' task and etc. However, if English lecturers educators have done some activities above, will they consider as professional lecturer?

In other words, self-professional development can be developed into one type of improvements of teaching. Self-professional development will be practical, because it put emphasis more on the link between teaching and daily activities of lecturers, therefore the lecturers are able to connect and use the competencies of teaching in their daily life. Furthermore, self-professional is believed the way that can be used to increase the effectiveness and the successful of teacher education.

Considering the problem, the writer intends to find the strategies to be interviewed about **“English Lecturers’ Perception of Their Professional Self-Development”**. The writer will conduct the research in Department of English Language Education.

B. Research Questions

The research aims to find out the answers to the research questions as follow:

1. How do English lecturers perceive their professional development?
2. How do English lecturers develop their professional skill?

C. The Aim of Study

The aim of the research is to find out English lecturers’ perception toward their professional self-development as educator. This research will explore all kind lecturers’ strategies in improving their professional skill.

D. Research Significance

This research is significance because it will enhance literature or theories on professional development, and also provide some idea for teachers or lecturers to engage in professional development.

For the students, this research will increase their knowledge about professional self-development of English lecturers. Meanwhile, for the lecturers, it is hoped that they should more support themselves to improve their professional self-

development. Besides, it can be used for the management of Faculty of Education and Teacher Training and the Department of English Language Education.

E. Operational Definition

There are several terms in this study that should be explained to recognize more about the research problem and to avoid misunderstanding.

1. English Lecturer Perception

In Indonesian, lecturer is someone who involve in instructional process at university. Lecturer is one of the human components in the learning process, which had the role to establish the students' potential and to increase the students' ability. Hatton (2008, p. 31) adds that English lecturer is "a person who gives lectures by profession or in connection with teaching duties".

Lecturer's perception of teaching and learning includes direct transmission of "thoughts about learning and teaching" and "constructivist thoughts" about learning and teaching (Kim & Hatton, 2008). In this research, the participants are full-time and part-time lecturers of English Department of Ar-Raniry would have different strategies in developing their professional skill.

2. Professional Development

According to Karl (2012, p. 14), there are differences in meaning of improvement, empowerment, enhancement, and development. "Improvement is to change for the better, we remove what is not wanted and add what will make it better.

“Empowerment” is a process of awareness and capacity building to greater participation, to greater decision of power and control, and to transformative action. “Enhancement” is to add a feature, we are not removing anything but adding something to make it stand out. “Development” is widely used to refer to a specific condition of advancement or growth.

Avalos (2011, p. 11) states “the professional development of lecturers is studied and presented in the relevant literature in many different ways”. But always at the core of such endeavors is the understanding that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students’ growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change.

Harwell (2003, p. 7) also reveals the role of leaders in establishing such contexts and the significance of educator beliefs as they engage in professional learning. She adds that the need for a sense of the “urgency of providing teacher professional development that changes teacher behaviors in ways that lead the improvement in student performance.”

CHAPTER II

LITERATURE REVIEW

A. Legal Foundation of Education in Indonesia

Every country has its own national educational system. The national education system of each country is based on the culture and values of the nation and it has developed throughout history. Therefore, it can provide positive impact for all people includes students, government, and society. The national education system in Indonesia is applied based on the culture of the nation and based on *Pancasila* (i.e. state ideology, spelled out in the five basic principles of the Republic of Indonesia: belief in one God; just and civilized humanity, including to all people; unity of Indonesia; democracy led by wisdom of deliberation among representative of the people); and social justice for all in *Undang-Undang Dasar* (henceforth UUD 1945) as the basic foundation of the nation of Indonesia.¹

1. Undang-Undang Sistem Pendidikan Nasional

Undang-Undang Sistem Pendidikan Nasional (henceforth UU *SisDiknas*) is the national education system. It is an integration of the whole units and educational activities that are related to achieve educational goals. According to the National Law number 4 of 1950 in chapter II article 3 the purpose of education and teaching is to create democratic and responsible citizen about the prosperity of the society and

¹. UUD 1945 is the basic law of Indonesia that indentures the government, institutions, and also the communities.

the nation. The national education system requires a guarantee to provide education for every citizen of the Republic of Indonesia. Therefore, they will learn basic knowledge and skills of reading, writing and counting.

The national law number 20 of 2003 mentioned about *SisDiknas* and in the national law number 14 of 2005 about “teacher and lecturer is one of the government laws to reorganize the national education system”. The law of *SisDiknas* is the replacement for national law number 2 of 1989 which are considered irrelevant to the principle of reform in 1998. This law contains the vision and mission of education reform nationwide, consisting of 77 Articles which set general provisions, bases, functions and objectives of national education.

The principle of providing education, rights and obligations of citizens, the parents and the community, students, track level and type of education, language of instruction, national education standards, curriculum, teachers and education personnel, educational facilities, funding for education, education management, community participation in education, evaluation, accreditation and certification, the establishment education units, the provision of education by other state agencies, monitoring, criminal provisions, and, transitional provisions and provisions cover. While the National Law for teacher and lecturer contains various article about educator. Therefore, the national law number 14 of 2005 has given a room for improvement for teachers and lecturers.

From various reviews that have been done on SisDikNas, it shows that the level prosperity of the educator is essential for deciding the achievement of educators in fulfilling its duties. It was accounted for the nations that give exceptional regard for educator payments and better training. The process towards further upgrade on the prosperity of educators to enhance the nature of teaching has been broadly attempted by numerous nations including the Netherlands and Japan. The subject of prosperity includes teacher's incomes, and the security of working should be vital considering the prosperity of educators in Indonesia is lower than other countries (Gumono, 2010, p. 3). The inception of law instructors and educators number 14 in 2005 is a formal legality which ensures legal protection for educators to have the capacity to work creatively, and professionally.

a. Definition of Lecturer

In article 1 of the National Law for teacher and lecturer (2005), lecturer is a professional educator who had the task of transforming, developing, and disseminating knowledge such as sciences, technology, or art through education, research and community service. Teachers or lecturers must have academic qualifications, competencies, certificates of educators, physically and mentally healthy, and have the ability to achieve national education goals.

b. Professional Self-Development

According to Fadjarai (2015), self-development is an activity to improve self-ability of someone, based on understanding of the potential and able to be a confidence person. In chapter 1 article 4 of the National Law for teacher and lecturer (2005), professional job is an activity that is conducted by employer to receive proper income from their work. It requires expertise, skills, or ability that can fulfill the quality of lecturer has the position at the higher level of education which was appointed based on the legislation.

1) Lecturers' Professional Development in Indonesia

In article 5 of The National Law for teacher and lecturer (2005) the role of professional lecturer is to enhance the dignity and role of lecturer as agent of learning, developer of science, technology and art, and as social worker to improve the quality of national education. In article 6 of National Law for teacher and lecturer, it is written that the role of teacher and lecturer as a professional educators to arrange the national education system and to achieve the goals of national education, namely, the development of the learners' potential to become human who are faithful and pious to God, precious, healthy, knowledgeable, competent, creative, independent and be an democratic and responsible citizen.

Marcellino (2008, p. 56) states that "the success of English teaching in Indonesia cannot be freed from the students' cultural backgrounds, values, customs, and beliefs as well as the political standpoint of the government regarding this foreign

language”. English language teaching has then undergone more than four changes, namely, Curriculum 1994, Competency-Based Curriculum 2006, Education Unit Level Curriculum (SBC) 2006, and Curriculum 2013. Its curriculum since the country independence and brought no significant impact upon the learning outcomes.

Firstly, curriculum 1994, it is a system that enforces the curriculum for all students throughout Indonesia. This curriculum is a core curriculum so that specific areas can develop their own teaching tailored to the needs of the environment and surrounding communities. In the implementation of activities, teachers should select and use strategies that actively engage students in learning, includes mentally, physically, and socially. The division of learning in school is a quarter systems in which the evaluation of students’ performance will be decided in every four months.

Secondly, DepDiknas (2003) explained that Competency-Based Curriculum (henceforth KBK) or the Curriculum 2004, is the curriculum in the education sector in Indonesia which was implemented since 2004. In the previous curriculum, students are conditioned by the quarterly system. While the new curriculum, students are conditioned in the semester system. In the 2004 curriculum, students are required actively to develop the skills to apply science and technology without leaving the cooperation and solidarity, even among students actually compete with one another. Therefore, the teacher acting only as facilitators, but even so the existing education is the education for all. In classroom, students are not only objects, but acting as the subject of learning process.

Thirdly, Development Education Unit Level Curriculum (henceforth KTSP) or curriculum 2006 is an operational educational curriculum developed by and implemented in each unit of education in Indonesia. KTSP legally mandated by Law No. 20 Year 2003 on National Education System and the Indonesian Government Regulation No. 19 Year 2005 on National Education Standards. National educational standards consist of content standards, processes, competence of graduates, educational personnel, facilities and infrastructure, management, financing and educational assessment.

Furthermore, Abdullah (2011) adds that Curriculum implementation in 2013 is part of the continuing development of Competency Based Curriculum (KBK) has been initiated in 2004 with competencies include attitudes, knowledge, and skills in an integrated manner, as mentioned in National Law Number 20 of 2003 on National Education System in the explanation of Article 35, which competence of graduator are good capabilities that include attitudes, knowledge, and skills in accordance with the agreed national standards. Curriculum 2013 aims to encourage learners or students, make observations, asks questions, reasoning, and communicating. Therefore, they will be more creative, innovative, and more productive, and will be successful in dealing with various problems and challenges (p. 7).

Marcellino (2008, p. 57-58) adds that the Ministry of Education has recently introduced the competency-based language curriculum emphasizing the performance-based outcomes for each educational unit from primary to high schools in the forms of national standards. This new approach requires an excessive demand

for flexible and independent learning. However, the implementation of this approach has led to many problems owing to a number of cultural, professional, and practical factors. Professional factors may cover the lecturers' class preparations, mastery of the discussed topics, and teaching-learning strategies, among others. Practical factors refer to the number of students in class, class size, time allotment, lack of appropriate resources to support the implementation of the approach.

Musthafa (2001, p. 3) reveals that the objective of English language teaching (ELT) in Indonesia is to prepare students with a working knowledge of the language. While this instructional objective may appear self-explanatory, in the context of formal schooling, the notion of "working knowledge in English" has been approached in different ways throughout the history of ELT in Indonesia.

2) Lecturers' Professional Development in Aceh

Fata & Ningsih (2015, p. 76) found that English teachers in Aceh used "a wide variety of teaching methods in their classroom activities to get good results in teaching students". The participants are great, highly talented teachers that have been able to sustain long careers in education. A successful teacher depends on having strong beliefs in order to follow a professional career. Teachers who are confident and knowledgeable are able to find solutions to every problem that happens in the teaching and learning process in their classrooms. Therefore, teachers' beliefs and confidence are an important factor for teaching and learning activities. The conditions of students with different backgrounds require teachers to be able to

master different methods of teaching and to use appropriate methods which can improve the achievements of their students in learning.

2. *Undang-Undang Guru dan Dosen (UUGD)*

The National Law for teacher and lecturer (2005) is a political decree which entitled teachers and lecturer to have professional liability. Therefore, educators can devote totally to their profession and to live worthy of the profession. Teachers and lecturers competence as referred to The National Law Number 14 of 2005 on Chapter IV, article 8, further clarified in article 10, paragraph 1, which states that "the competence of teachers and lecturers includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education".

a. Pedagogical Competence

Pedagogical Competence is the ability to manage teaching and learning. *Departemen Pendidikan Nasional* (henceforth Depdiknas, 2004, p. 9) states that this competence can be observed from the ability in designing teaching learning program, to communicate or to manage teaching learning process, and evaluate the learning outcomes.

Pedagogical competence includes the following sub competences:

Table 1. Pedagogical competence and sub competences.

Competence	Dimension	Indicator
Pedagogical Competence	1. The ability of lecturer in understanding learners	1. Understanding learners' difficulties. 2. Understanding learners' necessity
	2. Designing the process of learning	1. Determine the teaching strategies. 2. Adapt the teaching material.
	3. Delivering the material	1. Controlling the learning implementation. 2. Use the lesson time.
	4. Designing learning evaluation	1. Designing problem based on difficulty level. 2. Designing the achievement of learning evaluation
	5. Develop students' abilities	1. Facilitate learners to actualize the potentials. 2. Providing training.

Adapted from: (Astuty 2015, p. 156)

Giertz (2003, p. 94) stated that pedagogical competence can be explained as “the capacity and the will to frequently apply attitude, knowledge and abilities that advance the learning of the educator's learners”. This should happen as well as the goal that are being aimed at and the current structure and presupposes continuous development of the educator's capability and course design. Pedagogical competence suggests that the educator from definite goals and framework, through persistent development of teaching and individual professional development, facilitates and encourages the learning of the students in the most ideal way, it also reflect “the

teacher's ability with respect to collaborate, exhaustive view and commitment to the advancement of pedagogy for higher education” (Ryegård, 2008, p. 9).

b. Personality Competence.

The National Law for teacher and lecturer (2005) reveals that personal competence is personal capacity reflects the personality of a solid, stable, mature, wise and authoritative, become role models for students, and noble. Personal competence includes the following sub competences:

Table 2. Personality competence and sub competences.

Competence	Dimension	Indicator
Personality Competence	1. Lecturer's personality	1. Act in a manner. 2. Encourage sincerity and seriousness of learners
	2. Mature lecturer's personality	1. The ability to act mature and independent. 2. Increase the resilience of learners.
	3. Lecturer Personality wisely	1. Open minded. 2. Encourage learners in argue.
	4. Influencing in good think	1. To behave positively. 2. Encourage learners to achieve the learning target.

Adapted from: (Astuty 2015, p. 157)

Measurement of personal competence used in this research include: (1) steady and stable personality, as measured by the indicators act based on norms (laws), social standards, happy to work as a teacher and has a consistency in the demonstration; (2) adult personality, as measured by indicators show independence in acting as educators and have a hard working attitude as a teacher; (3) Personality wise

as measured by the indicator displays the actions that are helpful to the students, school and group and demonstrates openness in thinking and acting; (4) authoritative personality as measured by the indicators have a positive attitude towards the students, and behaviors that are respected (Hakim, 2015).

c. Professional Competence

The National Law for teacher and lecturer (2005) states that the ability of mastering learning materials broadly and deeply. “Professional competence is the mastery of learning materials is broad and deep, covering mastery of curriculum content and substance of scientific subjects philosophically” (Jamal, 2009:157).

The Professional Competence includes the following sub competences:

Table 3. Professional competence and sub competences.

Competence	Dimension	Indicator
Professional Competence	1. mastering the material	1. Mastering of teaching material 2. Encourage students to make conclusions.
	2. Standards competence and basic competence	1. Formulating flowchart linkages of each subject. 2. Encourage learners to understand the course.
	3. Develop creative material	1. Enrich teaching material. 2. Encourage learners to master the material.
	4. Develop professionalism	1. Facilitate learner to develop their knowledge. 2. Encourage learners to facilitate in training.

Adapted from: (Astuty 2015, p. 158)

Wijaya (1992, p. 25-30 in Saragih, 2008) that the ability of professionals to be controlled teacher in the learning procedure are:

“Control of materials, managing learning programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, evaluating student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and arranges the school organization know and understand the principles and interpret the results of educational research for teaching goals”.

Indicators used to measure the level of professional competence includes understanding of the teaching materials appropriate curriculum, understand the ideas and linkages with other knowledge, in addition mastering the steps in the research and critical analysis to explore teaching materials. In this research, I focused on professional competence, because it influences to the research questions, the aim of study and the research significance of the study.

d. Social Competence

The National Law for teacher and lecturer (2005) mentions that social competence is the ability of teachers/lecturers to communicate and interact effectively with students, staff, parents or guardians of students, and surrounding communities.

The social competence includes the following sub competences:

Table 3: Social competence and sub competences.

Competence	Dimension	Indicator
Social Competence	1. Objective lecturer	1. The ability to act objective. 2. Facilitate learners to be actively.
	2. Communicating orally and in writing	1. Written communication skills effectively. 2. Facilitate the involvement of learners.
	3. Adapt anywhere in the charge	1. Socialize of students and parents of students. 2. Encourage students to socialize with environment.

Adapted from: (Astuty 2015, p. 159)

Social competency is the ability of teachers as part of the public to communicate and interact effectively with others includes: learners, follow teachers, parents/ guardians of the students and the community (Mulyasa, 2007). Indicators used in the measurement of social competence of teachers includes the ability of lecturer to act objective, nondiscriminatory, to facilitate learners to be actively involved in learning with confidence without any pressure and differential treatment by race, physical condition, to communicate and interact actively with students. Lecturers also have to be able to socialize with environment, and encourage students to socialize with the surrounding environment.

B. Lecturers' Professional Development

Teaching is not easy but it is an interesting job. To be a successful educator, the important thing the teachers or lecturers have to do is to know the students very well. Classes, especially at universities, the students have different background, education knowledge, learning strategies, needs and also culture. Therefore, getting an idea about the entire needs of the students is the most important factor in being a professional lecturer.

1. Definition of Professional Development

Professionalism requires “professional knowledge, competence, and expertise and the key concept for this professionalism is successful policies and strategies of professional development” (Al-Hinai, 2007, p. 32). In other words, professionalism is developed through professional development. Some scholars tend to use the term interchangeably with professional development. In general, the existing literature on the issue of professionalism and professional development seems to be inclined towards taking professionalism and professional development as “the convergence of rights, responsibilities, duties, knowledge and skills and the way these are practiced at the workplace” (Dall'Alba and Sandberg, 2006, p. 8).

Richard and Farrell (2005, p. 3) clarify that “training and improvement are two sorts of objectives in the extent of educator instruction”. Training relates to exercises specifically centered on an educators' present obligations and is ordinarily aimed at short term and immediate target. While advancement indicates to general

development, it does not concentrate on particular employment. It serves a more extended term object and tries to encourage development of educator's comprehension of instructing and of themselves as instructor.

Richards and Farrell (2005) add that professional development is directed toward both the institution's goals and the teacher's own personal goals. Achieving personal growth and improving departmental performance can go hand in hand. The teacher may also be interested in clarifying and understanding their principles, beliefs, and values, as well as the nature and values underlying the schools in which they work, so that they can be empowered. These can all be considered as examples of teacher development from the perspective of the individual teacher.

The other explanation, professional development is the engagement of individual in any activity for the enhancement of their capacity at the workplace and to gain, improve, and share a body of knowledge and skills that are relevant to perform particular duties in their workplace (Hien, 2009).

Scholars state that professions were defined not only by specialized knowledge but also with some sense of moral and societal responsibility. Professionals' work was believed to be especially important “for the well-being of individuals and society at large, in the early part of the 20th century” (Solbrekke and Karseth, 2006, p. 97).

2. Lecturers' Professional Development at International Setting.

The existing literature relevant to this issue implies continuing effort by scholars across disciplines to analyze the issue of professionalism in various contexts. Research into the professional development of English language teachers is justified from various perspectives (Alemu, 2013).

Richards and Farrell (2005) argue that teachers need to expand their roles and responsibilities over time to reach the goal of language teaching rewarding. They also explain the need for regular professional development activities in view of the fact that language teaching is subject to rapid change.

In discussing professional development of language teachers, it is important to consider the institutional atmosphere. That is, it is essential to assess what arrangements are made for second or foreign language teachers so that they can develop professionally. Additionally, Richards and Farrell (2005, p. 10) also mentions:

“Language teaching institutions are also expected to maintain high professional standards, to provide opportunities for their teachers to pursue professional development, and to provide conditions where teachers cooperate to achieve higher levels of learning among their students”.

Teacher professional development is considered as an essential factor for teachers to be successful. Besides, teacher and lecturer professional development has to be viewed as an absolute necessity not only for professional reasons, but also for moral ones. Teachers have a moral obligation to be the best professionals they can. As professional development is important for any career, it is equally important for

all teachers or lecturer. Teaching material, techniques and methods are constantly being “updated and changed” (Alfaki, 2014, p. 32).

Borg (2013) clarify that to develop their professional use of language, teachers or lecturers suggest audio record themselves while teaching a lesson, then listen to their recording and comment on their accuracy and appropriately from different perspectives (phonology, discourse, grammar, vocabulary and register) while taking into account the students’ proficiency.

From the point of view of the teacher’s personal development, Richards and Farrell (2005, p. 9-10) add that a number of areas of professional development may be identified are as follow:

- a. *Subject-matter knowledge*. Increasing knowledge of the disciplinary basis of TESOL—that is, English grammar, discourse analysis, phonology, testing, second language acquisition research, methodology, curriculum development, and the other areas that define the professional knowledge base of language teaching.
- b. *Pedagogical expertise*. Mastery of new areas of teaching, adding to one’s repertoire of teaching specializations, improving ability to teach different skill areas to learners of different ages and backgrounds.
- c. *Self-awareness*. Knowledge of oneself as a teacher, of one’s principles and values, strengths and weaknesses.

- d. *Understanding of learners.* Deepening understanding of learners, learning styles, learners' problems and difficulties, ways of making content more accessible to learners.
- e. *Understanding of curriculum and materials.* Deepening one understanding of curriculum and curriculum alternatives, use and development of instructional materials.
- f. *Career advancement.* Acquisition of the knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills.

Vega (2003) stated that the range of best practices found by researchers to be critical for ensuring teacher growth and success are, effective administrator and teacher leadership, Job-Embedded Professional Development and professional development communities. Darling-Hammond, et al. (2009) add that most critical to stress that effective professional development projects are job-embedded and provide teachers five basic components:

- a) Teachers have chances to learn in a supportive group that organizes curriculum across grade levels and subjects.
- b) Relates between curriculum, assessment, and professional-learning in the particular substance.

- c) Active learning, teachers apply new information and get feedback, with progressing data to reflect how teaching practice influence student learning over time.
- d) Deeper knowledge of substance and how to teach it: preparing teachers exclusively in new procedures and behaviors will not work.
- e) Maintained learning, over different days and weeks: professional development efforts that engage teachers in 30 to 100 hours of learning more than six months to one year have been appeared to increase student achievement.

Many different professionals engage in such learning opportunities, including teachers, lawyers, healthcare professionals, and engineers. These individuals often have a desire for career longevity and personal growth, and they are, therefore, willing to have the necessary training to gain these goals. The advantage of on the job professional development is that the employee receives training “specific to their current role and employers precise requirements” (Alfaki, 2014, p. 34).

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this research is to find out the explanation of strategies of English lecturers to develop their professional development in the Department of English Language Education at Ar-Raniry State Islamic University. I collect the data by using qualitative research. To support this research, I apply qualitative technique to analyze the data. This chapter also discussed about the location and time of the research, research design, participants, and technique of data collection.

A. Brief Description of Research Location

The research took place at Universitas Islam Negeri Ar-Raniry, Banda Aceh. *Universitas Islam Negeri* (UIN) Ar-Raniry (State Islamic University) is the Islamic University under the authority of Department of Islamic Religion. According to the President Decree number 64 of 2013, UIN Ar-Raniry was given as a new name for the previous IAIN (The State Institute for Islamic Studies) Ar-Raniry. UIN Ar-Raniry was firstly established on 5th of October 1963. It is located at Jl. Ar-Raniry Kopelma Darussalam, Banda Aceh. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641. He has contributed in developing Islamic thought in Southeast Asia, especially in Aceh.

UIN Ar-Raniry which is currently headed by Prof. Farid Wajdi Ibrahim, MA as the rector, as an Islamic educational institution which has passed thousands

scholars and some professors. As an Islamic University, it is not only concerned with Islamic affairs but also concerned with general knowledge with some branches. There are nine faculties in UIN Ar-Raniry, namely *Ilmu Tarbiyah dan Keguruan Faculty*, *Syariah dan Hukum Islam Faculty*, *Ushuluddin Faculty*, *Dakwah dan Komunikasi Faculty*, and *Adab dan Humaniora Faculty*, *Ilmu Sosial dan Pemerintahan Faculty*, *Ekonomi dan Bisnis Islam Faculty*, *Psikologi Faculty*, *Sains dan Teknologi Faculty*. The aim of *Ilmu Tarbiyah dan Keguruan Faculty* is to educate pious Muslim, to become an expert in education and teaching of Islam in order to be able to develop and proficient in implementing knowledge in various educational institutions.

I specifically conducted the research on English lecturers' perception of their professional development at *Tarbiyah dan Keguruan Faculty*. This faculty has thirteen departments which are classified based on their specific studies and programs, namely *Pendidikan Agama Islam/ PAI* (Islamic Teaching Department), *Pendidikan Bahasa Arab/ PBA* (Arabic Department), *Pendidikan Bahasa Inggris/ PBI* (English Department), *Pendidikan Matematika/ PMA* (Mathematics Department), *Pendidikan Fisika/ PFS* (Physics Department), *Pendidikan Biologi/ PBL* (Biology Department), *Pendidikan Kimia/ PKM* (Chemistry Department) *Manajemen Pendidikan Islam/ MPI* (Islamic Education Management), *Pendidikan Guru Madrasah Ibtidaiyah/ PGMI* (Elementary School Department), *Pendidikan Guru Raudhatul Athfal* (Early Childhood Education Department), *Pendidikan Teknik*

Elektro (Electrical Engineering Education), *Bimbingan Konseling/ BK* (Counseling Education), and *Pendidikan Teknik Informatika* (Informatics Engineering Education).

English Department which is known familiarly as *Pendidikan Bahasa Inggris (PBI)* is the place where I conducted the research. English Department was chosen because it represents my sample for research. It is one of the leading and reputable departments that many students eagerly study in. As it was named, this department specializes in teaching English as foreign language and prepares its graduates to be good English teacher at school or a professional in university. English Department which is currently headed by Dr. T. Zulfikar, S.Ag. M.Ed., now has 32 full-time lecturers and 35 part-time lecturers.

B. Research Design

I apply qualitative research as a method to provide the multidimensional data necessary to gain an understanding of the dynamics of lecturers' perceptions towards their professional development. Qualitative research is an approach for investigating and understanding the importance meaning or impute to a social or human issue. The procedure of research includes developing inquiries and methods, data regularly gathered in the participant's setting, data analysis inductively going from particulars to general subjects, and explain clarification of the meaning of the data (Creswell, 2014, p. 32).

C. Participants

Lavrakas (2008, p. 589) states that a population is “strictly a finite collection of the units from which information is sought in the survey, with additional specification”. The population of this research will be all full time lecturers and part time lecturers of English language education major in UIN Ar-raniry. The participants of this research are six English lecturers. It consists of three full-time lecturers and three part-time lecturers. I selected the participants based on random sampling technique. Here is a list of lecturers who will be the participant in this research.

a. HB

He is a full time lecturer in the department of English Language Education. He finished his bachelor’s degree at Islamic state University of Ar-Raniry. Then he continued his master degree at University of Perth, Australia and University of Texas, United State of America. He completed his doctoral degree from Flinders University, Australia. In English language education department, he teaches some classes and subjects such as micro teaching, English Language Research and Curriculum and Material Analysis.

b. SY

He is a full-time lecturer in the department of English language education. He finished his bachelor's degree at Islamic state university of Ar-raniry. Then he continued his master degree at Canberra University, Australia. In English language education department, he teaches some classes and subjects such as Listening, Teaching Methodology, and Second Language Acquisition.

c. KS

She is a full-time lecturer in the department of English language education. She finished her bachelor's degree at Islamic state University of Ar-Raniry. Then she continued her master degree at International Islamic University of Malaysia, and University of Southern Queensland, Australia. She completed her doctoral degree from Edith Cowan University, Australia. In English language education department, he teaches some classes and subjects such as Teaching Methodology, English Language Research and Curriculum Material Analysis.

d. IK

She is a part-time lecturer in English education department. She finished her bachelor's degree at Islamic State University of Ar-Raniry. Then she continued her master degree to the University of Massachusetts, USA and University of New South Wales, Australia. In English language education department, she teaches some classes

and subjects such as Translation, English Language Assessment, and Academic Reading.

e. HQ

She is a part-time lecturer in English education department. She finished her bachelor degree at Islamic State University of Ar-Raniry. Then she continued her master degree at Flinders University, Australia. In English language education department, she teaches some classes and subjects such as Reading Comprehension, Grammar, and English for Academic Purpose.

f. ZF

He is a part-time lecturer in English education department. He finished her bachelor degree at Islamic State University of Ar-Raniry. Then he continued his master degree at University of Minnesota, USA. In English language education department, he teaches some classes and some subjects such as Communication Management, Grammar and Introduction of English Proficiency Test.

D. Method of Data Collection

In gaining data needed in the research, I conducted in-depth interview. It is a qualitative research technique that involves conducting “intensive individual interviews with a small number of respondents to explore their perspectives on a specific idea, program, or situation” (Boyce & Neale, 2006, p. 3). Therefore, face-to-face in depth interview will be the primary sources of data in this study to obtain a

better understanding of the various participants' perspective. This interview is significant because I want to explore their professional development in teaching learning process, and the interview will take 20-30 minutes for each lecturer.

In addition, to answer the primary research questions, I will provide five inquiries covering, the period of time they improve professional development, comprehension of professional development its self, their perception in improving professional development. At that point, to answer the second research address, I will provide five inquiries regarding the advantages of professional development, boundaries in improving professional development, and the effectiveness of improving professional development for educational goals.

E. Data Analysis

The research findings in this research will be analyzed qualitatively by using open coding technique. It is a big source of descriptions that must be managed and controlled when doing grounded theory and case study research. Open coding allows the researcher to see the direction in which to take his research so he can become selective and focused conceptually on a particular social problem (Glaser & Hon, 2016).

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Research Findings

This research discussed about English Lecturers' perception of their Professional-Self Development. The technique of data collection used in this study was in depth-interview to find out their perception of professional development. I selected six lecturers as participant and for the participant of the research. There are three full time lecturers such as HB, KH, and SB, and there are part time lecturers such as IK, ZF, and HQ

The interview was analyzed qualitatively to explore these participants' perception. Based on the data of interview, I found several findings on my research questions or issues that I have to explore in this study. In this chapter, I will explain the perception and the strategies of the lecturers regarding professional development.

Most of participants agreed that professional development will improve their capacity in teaching because it was important for a lecturer in mastering teaching methodology and many other things related in the field of teaching. Besides, they have some strategies in developing their professional skill. For example, conducting further research, apply new teaching method in the classroom, and generating feedback from students. By using this strategies, they believe that their professional skill have improved.

Regarding to the first research question, I found several points about English lecturers' perception of their professional development such as improved pedagogical competence, peer assistance, and shaping their attitude.

A.1 Lecturers' perception of their professional development.

According to full time and part time lecturers, they have similar perception in developing their professional development including improved pedagogical competence, peer help, and shaping teaching attitude.

A.1.1 Improved pedagogical competence

Based on my interview, five participants agreed that professional development is important for educator because it will improve the capacity of lecturers and will achieve the target in language teaching. They should update new information about methodologies, media, and textbook. Besides that, the lectures have to be able to teach their student based on curriculum and syllabus. Therefore, they will be a professional lecturer.

The other participant said that professional development is important for lecturers to engage their students in the classroom, as KS suggested:

Professional development is really needed for lecturer and teacher. It is very important, because people changes, idea changes, technology changes, any changes need to catch up. How we catch up or how we can learn new information, new technology is by learning and study again...

From the answer of the participants, it can be concluded that professional development is important aspect for lecturer and teacher as the main role in teaching and learning process and it will be one of the things that have to be considered as an educator.

A.1.2 Peer assistance

According to all participants, professional development is important because every lecturer received support from the college or institution. To increase lecturers' professional development, the college and department provided international and national seminars as one effective way to make their professional skill better. Therefore, they can learn a lot of techniques, new methodologies and information in language teaching.

In this case, IK stated:

...Especially if the workshop and training that we join, we get something innovative that students want to learn like if we have new approach in our workshop. If we know that kind of new instrument, new learning method, and then we apply in the classroom. I believe, the student will be interesting...

Besides, KS argued:

If we teach a classroom with old methods, students feel nothing new, so they feel board, lost interest in learning English. By getting new way, new technique that we have already get in international seminar or national seminar, so we can apply it in the classroom, we come with fresh ideas...

From the explanation of the lecturers, it can be concluded that university has provide some seminars or workshops both national and international in order to enrich the capacity of lecturers in teaching learning process.

A.1.3 Shaping teaching attitude.

English lecturers used this way to increase their professional development, because they can share experience with their fellow and discuss each other if they faced some problem in the classroom. To make clear this explanation, HB clarified:

We got team teaching here, sometime we discuss with each other if we handle some course, I'm handling course design, I normally talk to Lilis Su'adah, Ery Zulakbar and T. zulfikar regarding the material, regarding the way we teach ELA class in peer discussion.

In addition, HQ stated that it will be good thing for lecturers in doing group discussion because they will share knowledge and information with sportive lecturers.

Based on the explanation, I can sum up that not all lecturers prefer this way in enhancing their professional development. Most of them did not have time to join group discussion, because they have to complete other tasks in college.

A.2 Strategies used in professional development

Regarding to the second research question, there are some points that I found from fulltime and part time lecturers about their particular strategies they use in professional development.

A.1.2 Full time lecturers

a. Apply new teaching method in the classroom

This particular strategy used by lecturers in order to engage their student in the classroom. They have learnt new teaching methods or approaches from the seminar or workshop and tried to apply it in the classroom. Therefore, students will have new atmosphere in learning. In this case, KS says:

For example like x technique is consider really interesting, and we just recently know about that because we got that from seminar or workshop or kind of meeting with friend in college of the same field of study, and then when we apply it, we can see it works or not. Because even is it interesting, it has applied successfully done someone else, but it does not works with our students, we have to try and see.

The other participants which is SY and HB added some points that related to this strategy. SY stated that by applying these strategies and as long as the students understand better. He do not need a measurable or assessment about his own professional development. HB continued, “professional development will influence

students' interest because if the way in teaching is not interested probably, students will not follow the lecturer..."

Based on the explanation above, we can see that this strategy only use by full time English lecturer because they have more experience in teaching. Therefore, they have known any types and condition of their students in teaching learning process.

b. Conducting further research

All fulltime lecturers have some plans to improve their professionalism in teaching and learning. One of the best plan is conducting further research because they believe it will empower themselves to be a professional lecturer. HB says:

I think I keep learning I keep enhancing my capacity in teaching, in assessing students, and in empowering myself to be a professional lecturer. I will continue conducting research, and to apply short course overseas, to enlighten my skill in teaching in developing material in evaluation, then I will be able to teach well.

The other explanation comes from IK, she added that she tried to continue the study to improve research skill and recently join Australian mentoring seminar. Therefore, students will be impressed in the classroom.

Based on the explanation above, the other lecturers do not choose this way in increasing their professional skill. They keep involving themselves in attending seminar or workshop that provide by the department or institution.

c. Independent learning

All full time lecturers do this strategy to make their professional development better. They prefer this way because they did not have time to attend the seminar or workshop. For example, they read some books or TESOL issues at home and they believe it can help them to enrich their professionalism. KS says:

As I said before, the plan is sometime us is to attend to seminar, I can do something like seminar for friend, so I support the development, I help them to solve some problems for example. Besides, if I cannot attend to the seminar, I read the book at home, watching you tube that related to English teaching. So, I believe I can increase my own professional development.

In addition, SY adds:

I just read some current issues in TESOL. Four years ago, I have involved in online learning from Oregon University, and that is one of his professional development's strategies. Besides, I also read the latest issue from the journals and research related in teaching and learning process

Kelly (2015) stated that independent learning environments are shown to have improved lecturers' academic performance and greater awareness of their limitations and their ability in teaching. According to the lectures, this alternative way has been by lecturers to increase their professional development. They do this because sometime they cannot attend the seminar. They have to do many tasks, thus, they try to find other ways to enrich their professional skill by reading many books or watching the video related in the field of teaching.

A.2.2 Part time lecturer

a. Generating feedback from students

Two participants used this to measure their professional skill in teaching. They need response or feedback in teaching in order to see their performance in managing the classroom. Thus, they will know whether their professional skill has improved or not. Based on the interview, IK said that she will see from students' perception or response whether her professional development was successful or not. However, some students do not show their response. Therefore, she has to conduct the survey to see students' response to get the report or feedback. Besides, ZF continued:

Well, they can be recognized from how students show in the end of the semester, normally from research, from our department who have give kind of the questionnaire and the students who have to fill by the end of the semester. We educationally also can access whether my class is successful or not, based on how well student perform. I also can understand that I have done well. I have developed well, when I have received, when I heard positive feedback from my juniors, and from my student in college.

According to participants, generating feedback from student is one effective strategy in developing their professional development. By getting the feedback from students, they can improve their style in teaching, for example, in mastering particular subject, in explaining the material and in understanding the students' condition. This

is because as we know that every student has a different background and different level in learning.

b. Discussing teaching issues

This strategy used by part time lecturer to get more knowledge from senior lecturer. For example, developing the material or methodologies because they have good experience in teaching. Therefore, they will have good input to manage good teaching process. In this case, ZF says:

Sure, a lot of senior lecturer have more experience. Teacher and lecturer they have a lot of method. They have a lot of experience technique. They know the situation, when they have been teaching more, they know the student they are dealing with. The other thing that a lot of teacher ought to know how to earn before they getting actual classroom. I also learn a lot from senior lecturer what kind of technique they usually use in teaching...

One part time lecturer has used this strategy because he just recently finished his study and he did not have a lot of experience in teaching language. Therefore, he always update the information with senior lecturer, include teaching methodologies or approach that will be applied in the classroom.

c. Upgrade the skill

In developing professional skill, all part time lecturers, they will complete the study to the next degree because they know the challenge in the future more complicated. Thus, they have to do some solutions for that. By completing the study,

many skills of lecturers will be improved, and they will be able to gather more information both in academic issues and in teaching. Based on the interview, ZF said that he has clear ambition that he wants to continue the next degree because that is the most obvious way or the most apparent way in improving himself professionally.

Based on explanation above, it can be concluded that all part time lecturers have used these particular strategies to enlighten their professionalism as educator. Completing the study is the best plan to enrich their capacity in teaching, to master the methodologies and to develop the material in classroom.

B. Discussion

The purpose of this study is to find out lecturers' perception of their professional self-development. To collect the data, I have conducted semi-structured interview to participants. English lecturers at UIN Ar-Raniry perceived that professional development is one of important aspect for educator. The research questions of this thesis are about lecturers' perception and lecturers' strategy of their professional self-development.

Generally, based on the result of interview that I conducted, I found that there is similar and different perception of full-time and part-time lecturer in increasing their professional development, such as improved pedagogical competence, peer assistance, and shaping their attitude. The lecturers gave good responses to the interview even though there was a differentiation of perception but it is still in the

small scale. The result of the research shows that there is no significant different perception between full-time and part time-lecturer about their professional development. They stated that professional development is one of the important aspects for educators and lecturers in teaching learning process and it can improve their pedagogical competence, shaping their attitude as an educator and engaging students in the classroom. As in Chapter II previously mentioned that pedagogical competence can be explained as the capacity and the will frequently apply attitude, knowledge and abilities that advance the learning of the educator's learners. This should happen as well as the goal that are aimed and the current structure and presupposes continuous development of the educator's capability and course design (Giertz, 2003, p. 94). In addition, pedagogical competence suggests that the educator from definite goals and framework, through persistent development of teaching and individual professional development, facilitates and encourages the learning of the students in the most ideal way. It also reflects the teacher's ability with respect to collaborate, exhaustive view and commitment to the advancement of pedagogy for higher education (Ryegård, 2008, p. 9).

Additionally, all participants have the same perception about how to engage the students in classroom. For examples, applying new technique or approach in the classroom, mastering the material or particular subject, and providing good methodologies in teaching. This problem also stated in article 5 of The National Law for teacher and lecturer (2005)” the role of professional lecturer is to enhance the dignity and role of lecturer as agent of learning, developer of science, technology

and art, and as social worker to improve the quality of national education”. Besides, Fata & Ningsih (2015, p. 76) added that a successful teacher depends on having strong beliefs in order to follow a professional career. Teachers who are confident and knowledgeable are able to find solutions to every problem that happens in the teaching and learning process in their classrooms. Therefore, teachers’ beliefs and confidence are an important factor for teaching and learning activities. The conditions of students with different backgrounds require teachers to be able to master different methods of teaching and to use appropriate methods that can improve the achievements of their students in learning.

The lecturers faced some problems in improving their professional development, namely, the seminars’ schedule was not suitable with their duties and the seminar and workshop options are still very limited. They hope the university will provide more seminars or training for the lecturer and should pay more attention to this problem. Thus, the lecturers not only get new information but also improve their professional skill in teaching. In reference to Richard and Farrell (2005, p. 3) clarify that training and improvement are two sorts of objectives in the extent of educator instruction. Training relates to exercises specifically centered on an educators' present obligations and is ordinarily aimed at short term and immediate target. While advancement indicates to general development, it does not concentrate on particular employment.

In addition, the lecturers have different strategies in improving their professional development in future. Full-time lecturers stated that they would conduct further research and read the latest journal issues that related in teaching and learning. The other ways come from part-time lecturers, they said that to enhance their own professional development, they should upgrade their skill or complete the study, generating feedback from the students and discuss teaching issues with senior lecturer. Richards and Farrell (2005) argue that teachers need to expand their roles and responsibilities over time to reach the goal of language teaching rewarding. They also explain the need for regular professional development activities in view of the fact that language teaching is subject to rapid change.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestions of the study. In this section, the analysis of the data and the discussion of the result would be reiterated and summarized accordingly. Some suggestion are presented regarding the proposed study and recommended future works related to the study that could be conducted by other researchers.

A. Conclusion

Based on data interview the lecturers in English department at Ar-Raniry State Islamic University have similar perception toward their professional development. According to them, professional development is important for educator because it will improve their pedagogical competence, shaping their attitude and engage their students in classroom. Besides, Full time lecturers develop their professional skill by attending seminar, conducting research, and read some TESOL issues at home. The other strategies come from part-time lecturer. To make their professional development better, they join international and national seminar and continue the study or getting doctoral degree. Therefore, they will consider as a professional lecturer. Furthermore, English lecturers suggested that the institution provide more professional development's agenda such as seminar or workshop for all the lecturers

at Ar-raniry State Islamic University. They also hope that the rector, the dean and department help and support them in improving their professional skill.

A. Suggestion

Based on the conclusion above, I give some suggestion to those who interested in this research field as follows:

Firstly, for English lecturers, in order to engage students in the classroom and to enrich their capacity in teaching, they should more involve themselves in following professional development's agenda. Secondly, I hope that the next researchers will continue this research by conducting further investigation in order to get more information from English lecturers. Finally, I hope that the research not only useful for students or lecturers, but also for the management of Faculty of Education and Teacher Training and the Department of English Language Education.

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Kepada Yth.

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Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Alfia Zahara
N I M : 231 324 360
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Kp. Laksana. Kuta Alam. Banda Aceh

Untuk mengumpulkan data pada:

UIN Ar-Raniry. Fakultas Tarbiyah dan Keguruan

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

English Lecturers' Perception of Their Professional Self- Development

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An: Dekan,
Kepala Bagian Tata Usaha,
M. Saif Farzah Ali

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4537/ Un.08/ KJ.PBI/ TL.00/06/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-4099/ Un.08/TU-FTK/ TL.00/04/2017 tanggal 25 April 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Alfia Zahara**
NIM : **231324360**
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan thesis yang berjudul:

English Lecturers' Perception of Their Professional Selt-Development

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 Juni 2017

Ketua Prodi Pendidikan Bahasa Inggris


T. Zulfikar

List of interview questions

1. How long you have been teaching?
2. What do you think about professional development in education?
3. Do you consider that professional development is important in teaching learning process?
4. Which strategies do you use for your effective and continuous professional development (e.g. peer coaching, study groups, action research, mentoring, teaching portfolios, in-service training, or team teaching)?
5. Do you think that improving professional development will influence students' interest in the classroom? Why?
6. How will you know if your professional development was successful?
7. Did you find the problems in improving professional development?
8. Do you think that improving professional development will make you easier to achieve the goals of teaching English language? Why?
9. What is your opinion about the professional development of lecturers in Ar-Raniry state Islamic University?
10. What are your plans for your professional development in the next few years?

AUTOBIOGRAPHY

1. Name : Alfia Zahara
2. Place/Date of birth : Kudrang, 14 Oktober 1995
3. Religion : Islam
4. Nationality : Indonesian
5. Sex : Female
6. Marital status : Single
7. Occupation : Student
8. Student's Reg Number : 231 324 360
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10. Email : alfiazahara14@gmail.com
11. Parents' names
 - a. Father's Name : Yusri. A
 - b. Mother's Name : Asmawati
12. Educational Background
 - a. Elementary School : SDN Beuracan Jaya (2001-2007)
 - b. Junior High School : MTsN Meureudu (2007-2010)
 - c. Senior High School : MAS Darul Ulum (2010-2013)
 - d. University : UIN Ar-Raniry (2013-2017)

Banda Aceh, July 27th, 2017



(Alfia Zahara)