

**AN ANALYSIS OF TEACHER PROFESSIONAL DEVELOPMENT  
THROUGH ENGLISH TEACHER WORKING GROUP (MGMP) AT  
SMPN 20 BENGKULU IN ACADEMIC YEAR 2018/2019**

**THESIS**

**Submitted as a Partial requirements for the degree of S.Pd (*Sarjana  
Pendidikan*) In English Language Education**



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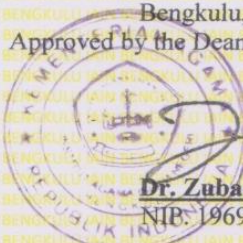
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## **MOTTO**

*“Many of life’s failures are people who did not realize how close they were to success when they gave up.” – Thomas A. Edison*

*“Dream high, start small, keep praying, keep trying!”*

*-Windyts-*

## **DEDICATION**

### **Bismillahirrohmanirrohim**

Praise to Allah SWT the most merciful and Almighty for His immeasurable blessing and love. Peace be upon Muhammad SAW, the last messenger of the only greatest teaching.

### **This thesis dedicated to:**

1. My beloved parents “Ilin sumantri” and “Desmi”, thanks for your endless love, pray, support, sacrifice, guidance, patience, and everything you have done since I was born. You are my biggest motivation.
2. My beloved sisters “Sherly marlina” and “Yevika tria febriyanti” who always gives me more cheerful life and thanks for the prayer you’ve given me.
3. I would like to dedicate this thesis to all my family who had supported me throughout the process. Thanks for my big family.
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I hereby sincerely state that the thesis titled "An Analysis of Teacher Professional Development Through English Teacher Working Group (MGMP) at SMPN 20 Bengkulu In Academic Year 2018/2019" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2020

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## **ABSTRACT**

**Windy tari sandi. 2019. An Analysis of Teacher Professional Development Through English Teacher Working Group (MGMP) at SMPN 20 Bengkulu in the academic year 2018/2019.**

**Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu. Supervisor:**

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This study is aimed to find out about a relationship of Teacher Professional Development role through English Teacher Working Group (MGMP) at SMPN 20 Bengkulu in the academic year 2018/2019. This study was designed as descriptive qualitative research. The object of data in this research is English teacher MGMP in SMPN 20 Bengkulu. Data collection techniques used are interview and observation checklist.

The result showed that relation Teacher Professional Development Through English Teacher Working Group (MGMP) at SMPN 20 Bengkulu. The first role of the MGMP as a reformer (change/renewal) in improving teacher professionalism. Creating a conducive atmosphere in learning carried out in MGMP to create an atmosphere of active learning, conducive to the professional development workshop. The second role of the MGMP as a mediator Increasing teacher competence In the English language MGMP forum, the role is to increase teacher competency, with a number of activities such as training and training. The third role of the MGMP as a supporting agency MGMP as a supporting agency, that is, the MGMP facilitates teachers to be able to make various innovations in classroom management and school management as well as school renewals. Inviting expert presenters to develop models of learning to teachers. To realize the development of this model in the MGMP, namely by giving instructors to members to always innovate and integrate learning methods with one another, and provide guidance to use instructional media such as LCD in the implementation of learning to make it more interesting and not boring. The fourth role of the MGMP as an evaluator and developer of school reform Improving teacher discipline and responsibility by evaluating and developing school reform in the context of school-based management (SBM), and curriculum implementation. The fifth role of MGMP as clinical and academic supervisors Provide motivation and direction to the teachers by conducting supervision, assessment approaches, and other approaches needed in accordance with the situation and field conditions.



The implication of this research is that. It is expected to further enhance his professionalism so that the learning process is more quality and is always active in every MGMP English Language activity at SMPN 20 Bengkulu in providing motivation and helping fellow teachers with the aim of always increasing their potential and professionalism so that they can achieve the goals of learning more effectively and efficiently.

*Keywords: Teacher Professional Development, English Teacher Working Group (MGMP)*

## **ABSTRAK**

**Windy tari sandi. 2019. An Analysis of Teacher Professional Development Through English Teacher Working Group (MGMP) at SMPN 20 Bengkulu in the academic year 2018/2019.**

**Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu. Supervisor:**

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Penelitian ini bertujuan untuk mengetahui hubungan peran Pengembangan Profesi Guru Melalui Kelompok Kerja Guru Bahasa Inggris (MGMP) di SMPN 20 Bengkulu pada tahun akademik 2018/2019. Penelitian ini dirancang sebagai penelitian deskriptif kualitatif. Objek data dalam penelitian ini adalah MGMP guru bahasa Inggris di SMPN 20 Bengkulu. Teknik pengumpulan data yang digunakan adalah wawancara dan observasi.

Hasil penelitian menunjukkan bahwa hubungan Pengembangan Profesi Guru Melalui Kelompok Kerja Guru Bahasa Inggris (MGMP) di SMPN 20 Bengkulu. Peran pertama MGMP sebagai pembaharu (perubahan / pembaruan) dalam meningkatkan profesionalisme guru. Menciptakan suasana kondusif dalam pembelajaran yang dilakukan di MGMP untuk menciptakan suasana pembelajaran aktif, kondusif untuk lokakarya pengembangan profesional. Peran kedua MGMP sebagai mediator Meningkatkan kompetensi guru Dalam forum MGMP bahasa Inggris, perannya adalah untuk meningkatkan kompetensi guru, dengan sejumlah kegiatan seperti pelatihan dan pelatihan. Peran ketiga MGMP sebagai agen pendukung MGMP sebagai agen pendukung, yaitu MGMP memfasilitasi para guru untuk dapat membuat berbagai inovasi dalam manajemen kelas dan manajemen sekolah serta pembaruan sekolah. Mengundang presenter ahli untuk mengembangkan model pembelajaran kepada guru. Untuk merealisasikan pengembangan model ini dalam MGMP, yaitu dengan memberikan instruktur kepada anggota untuk selalu berinovasi dan mengintegrasikan metode pembelajaran satu sama lain, dan memberikan panduan untuk menggunakan media pembelajaran seperti LCD dalam implementasi pembelajaran agar lebih menarik dan tidak membosankan. Peran keempat MGMP sebagai evaluator dan pengembang reformasi sekolah Meningkatkan disiplin dan tanggung jawab guru dengan mengevaluasi dan mengembangkan reformasi sekolah dalam konteks manajemen berbasis sekolah (MBS), dan implementasi kurikulum. Peran kelima MGMP sebagai pengawas klinis dan akademik Memberikan motivasi dan arahan

kepada para guru dengan melakukan pengawasan, pendekatan penilaian, dan pendekatan lain yang diperlukan sesuai dengan situasi dan kondisi lapangan.

Implikasi dari penelitian ini adalah diharapkan dapat semakin meningkatkan profesionalisme guru sehingga proses pembelajaran lebih berkualitas dan selalu aktif dalam setiap kegiatan Musyawarah Guru Mata Pelajaran Bahasa Inggris di SMPN 20 Bengkulu dalam memberikan motivasi dan membantu sesama guru dengan tujuan untuk selalu meningkatkan potensi dan profesionalisme mereka sehingga mereka dapat mencapai tujuan pembelajaran dengan lebih efektif dan efisien.s

*Keywords: Teacher Professional Development, English Teacher Working Group (MGMP).*

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Study**

The world of education is required to produce human resources that are able to compete and keep up with technological and cultural advancements that continue to develop in society. National education functions to develop capabilities and shape the dignified character and civilization of the nation in the context of developing the intellectual life of the nation, aiming at developing the potential of learners, so that they become people of faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

To realize this goal, the school as a formal educational institution is responsible for organizing teaching and learning activities by involving components of the school community, one of which is the teacher. The teacher completes the success of the students so that the figure of the teacher is difficult to separate from the world of education. Teachers are the most decisive component in the education system, so teachers need to get first and foremost attention in carrying out their profession related to the development and improvement of their abilities.

Drawing on Bunting declares that, “Quality in education does have a bottom line and that line is defined by goals and values which underpin the essential human activity of education”.<sup>1</sup> The clear implication is that this bottom line must be the starting point for our understanding of the notion of quality in education so that we do not reify the practice of education.

The teacher is a professional person who conducts classes. Teachers are considered the most important factor in the quality of students’ achievement in a school and as knowledge, workers then take an active part in educating, teaching, guiding, evaluating the students to create the qualified outcomes through their professional competence. A study about general competency of many teachers in Indonesia reported by World Bank showed that their education attainment still lower than bachelor degree.

From the data of Indonesian Education Ministry indicate that just 487.488 (81.21%) of 600.374 teachers of senior high school hold bachelor degree or four-year diploma and the rest 112.888 (18.79%) still hold Diploma degree.<sup>2</sup> The report also explains that teachers have low competency score test on subject knowledge, pedagogic skills, and general academic aptitude. Even though this test is not nationally scale, the average teachers only scoring below 50 percent.

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<sup>1</sup> Bunting, & King, M. B. 2001. Building School Capacity through Professional Development, conceptual and empirical considerations. The international journal of education management. January 2019

<sup>2</sup> Tanang, Hasan.. 2014. *Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia*. The Internasional Jurnal Curriculum and Teaching, February 2019



In addition, a serious concern of Indonesian teachers is the low level of professional knowledge, skills, motivation, and efforts. A survey which is focus in teacher absenteeism, for instance, one in five teachers absent from the class and civil servant get 12.5 percent. All the cases above associated with more responsibility, commitment, and self-learning behavior, and the ethic obedience of teachers.

Teachers are considered the most important factor on the quality of students' achievement in aschool and as knowledge workers that take an active part in educating, teaching, guiding, evaluating the students to create the qualified outcomes through their professional competences. The quality of teachers is one of the important indicators of quality education.

It is in accordance with the Government Role Number 19 year 2005, in generally, teachers must own four competences namely, pedagogic, individual, social and professional. Without refreshing or updating teachers' knowledge and skills, teachers may not be able to attract students into learning engagement to provide students with appropriate hard and soft skills for competitive living in modern society.

Teachers Professionalism has become one of the main requirements to realize good quality of education. Professional teacher can be achieved if teachers can work together with other teachers, to develop their potential through a program, one of them is the English Teachers Working Group (MGMP).

MGMP is a nonstructural organization of teachers whose establishment was stimulated in the Government Regulation No.38 in 1994 regarding Educational Personnel.

The role of MGMP in improving the teacher's professionalism is becoming more important when the government is implementing new curriculum. National Education Department explains that MGMP has a role to carry out the development of insight, knowledge and competence of teachers so that the teachers will have a high dedication.<sup>3</sup> Although teachers are suggested to be professional, reality shows things differently. Interviews revealed that there are many English teachers who do not make lesson plan, use various methods in teaching, make use of media, or arrange a good evaluation mechanism.<sup>4</sup>

The teachers do not consider carefully about the teaching learning strategy. The role of MGMP in improving the teacher's professionalism is becoming more important when the government is implementing new curriculum. This research aims at finding out the role of **“ An Analysis of Teacher Professional Development Through English Teacher Working Group (MGMP) at SMPN 20 Bengkulu in the academic year 2018/2019”**.

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<sup>3</sup> Depdiknas. (2004) . Pedoman Musyawarah Guru Mata Pelajaran. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah

<sup>4</sup> Researcher fieldnote interview in natural setting. Conducting on 28<sup>th</sup> march 2019

**B. Identification of the Problem**

The problem based on the subjects and variable of its research, namely: An applied English Teacher Working Group (MGMP) for SMPN 20 Bengkulu to the development of English teacher professionalism in SMPN 20 Bengkulu and The case of implication from English Teacher Working Group(MGMP) for solving the problems in order the activities of English Teacher Working Group (MGMP).

**C. Limitation of The Problem**

The research is only focus on discussion about the relation of role of English Teacher Working Group (MGMP) for Teacher Professional Development SMPN 20 Bengkulu in academic years of 2018/2019.

**D. Research Question**

Based on the background above the researcher proposed question the research as follow: How is the relation role of English Teacher Working Group (MGMP) used for Teacher Professional Development in SMPN 20 Bengkulu in academic year 2018/2019?

### **E. The Objectives of the Study**

The objective of research in to find out how the role of English Teacher Working Group (MGMP) in helping Teacher Professional Development.

### **F. The Significance of The Study**

The significant of this study is the researcher expected: first, this research is expecting to give the reference for all teacher in every rule while Teacher Professional Development to be able the applicative-able skill in English Teacher Working Group (MGMP) to every goal of professional development and second, this research is expecting to give the real of reference for Teacher Professional Development and Finally, the researcher is also expecting this research will give the clear discussion of how important of English Teacher Working Group (MGMP).

### **G. Definition of Key Term**

In other to understand about correctly and avoid misunderstanding within the research need define the terms with this research:

- 1. Teacher Professional Development** : Teacher Professional Development is any type of continuing education effort for educators. It is one way teachers can improve their skills and, in turn, boost student outcomes.

2. **English Teacher Working Group (MGMP)** : Teacher-subject forum (MGMP) is the most familiar of professional development among teachers in Indonesia because it covers the whole areas geographically from urban to the rural. Mangkoe sapoetra explained that the role of the MGMP was: (a) reformers in classroom reform, especially in reorienting effective learning, (b) mediators in developing and improving teacher competencies, especially in curriculum development and testing systems, (c) supporting agencies in classroom management innovation and school management, (d) collaborators carry out collaboration, (e) evaluators and school reform developers in the context of MPMBS, (f) clinical and academic supervisors with appraisal assessment approaches.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of English Teacher

##### 1. Definition of English Teacher

Teachers are the central actors in Teacher Professional Development, either as subjects or objects. In this regard, what teachers bring into Teacher Professional Development matters. A number of teacher characteristics have been extensively reported to affect teacher learning and change in Teacher Professional Development. For the sake of this study, however, teacher characteristics are limited to: years of teaching experience, beliefs and prior knowledge and teachers' economic status

Teachers experience many stages throughout their careers. Understanding where teachers are in their careers is important for supporting their learning and change. Thus, many scholars have argued that Teacher Professional Development needs to be aligned to stages of teachers' career development. Day suggested that "professional development must take account of where teachers are in their lives and careers, that the kinds, levels and intensities of professional development opportunities available must relate to these, and that resources should be targeted accordingly".<sup>5</sup> To show the influence of

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<sup>5</sup> Tanang, Hasan. 2014. *Teacher Professionalism and Professional Development Practices in South*

teachers' years of teaching experience on Teacher Professional Development, a number of teacher career stage models have been developed to describe the stereotypical development of teacher characteristics in terms of discrete stages.

Huberman's said model of teacher career stage, for example characterises the teacher career cycle as a set of five consecutive stages which are closely connected to teachers' years of teaching experience.<sup>6</sup> This model suggests that among other things, teachers make use of different forms of learning opportunities or activities across their careers

Choy, Chen, and Burgarin found that beginning teachers (three years of experience or less) participate more frequently in mentoring or peer observation while teachers with 10 or more years of teaching experience are involved in more in collaborative and observational visits to other schools. These stages, however, "should not be viewed as fixed, but rather as a dynamic working explanation as new data are fed back into the process".

## **2. Teachers' Professionalism Development**

Teachers play an important role in teaching and learning process to improved student outcomes although many factors contribute to their success. The students learning achievement depends on the readiness

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<sup>6</sup> *Sulawesi, Indonesia*. The Internasional Jurnal Curriculum and Teaching page.42

of teachers to do learning activities which are supported by teacher's knowledge and skills, attitude and practice. That is why most of the literatures require a teacher to possess good competences and performance, involve in professional development actively, engage knowledge with the current issues, conduct the tasks ethically, and show commitment or responsibility in teaching practice at school.

Based on Undang-Undang No 14 tahun 2005 tentang guru dan dosen, pasal 10 ayat 1, "Teacher competency as referred to in Pasal 8 includes pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education".<sup>7</sup>

Teacher competency standards include teacher core competencies developed into the competencies of PAUD / TK / RA teachers, SD / MI class teachers, and subject teachers in SD / MI, SMP / MTs, SMA / MA, and SMK / MAK \*.

a. Pedagogic Competence

Pedagogic competency is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. Sub competencies in Pedagogic competencies are: 1) Understanding students in depth which includes understanding students by utilizing the principles of

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<sup>7</sup> Undang-Undang Republik Indonesia No.14 th 2005 tentang Guru dan Dosen Pasal 10 ayat 1



cognitive development, personality principles, and identifying students' initial teaching supplies. 2) Designing learning, including understanding the foundation of education for the sake of learning which includes understanding the foundation of education, applying learning and learning theory, determining learning strategies based on student characteristics, competencies to be achieved, and teaching materials, and composing learning designs based on selected strategies. 3) Carry out learning which includes setting the setting (setting) of learning and implementing conducive learning. 4) Design and implement learning evaluations which include designing and implementing continuous process evaluations and results of learning with various methods, analyzing the results of evaluation of processes and learning outcomes to determine the mastery level, and utilizing learning assessment results for improvement quality of learning programs in general. 5) Developing students to actualize their various potentials including facilitating students to develop various academic potentials, and facilitating students to develop various non-academic potentials.

b. Personality Competence

Personality Competence is a personal ability that reflects a stable, stable, mature, wise and authoritative personality, becomes a role model for students, and has a noble character. Sub competencies in personality competencies include: 1) A steady and stable personality includes acting in accordance with social norms, being proud of being a teacher, and having consistency in acting according to the norm. 2) An adult personality that displays independence in acting as an educator and has a work ethic as a teacher. 3) A wise personality is to display actions that are based on the usefulness of students, schools and society and show openness in thinking and acting. 4) An authoritative personality includes having behavior that has a positive effect on students and having respected behavior. 5) Being noble and can be an example includes acting in accordance with religious norms (imtaq, honest, sincere, helpful) and having behaviors that are emulated by students.

c. Professional Competence

Professional competency is the mastery of learning material widely and deeply, which includes mastery of curriculum material in school subjects and scientific substance that covers the material, as well as mastery of the

structure and methodology of science: 1) Mastering the material, structure, concepts, and scientific mindset that supports the lessons learned. 2) To carry out competency standards and basic competencies of the subjects / fields of development. 3) Develop learning materials that are capable of being creative. 4) Develop professionalism on an ongoing basis by taking reflective actions. 5) Use ICT to communicate and develop themselves.

d. Social Competence

Social competency is the ability of teachers to communicate and interact effectively with students, education staff, parents / guardians of students, and the surrounding community. 1) Being inclusive, acting objectively, and not being discriminatory because of consideration of gender, agama, physical condition, family background, and family social status. 2) Communicate effectively, empathically, and politely with fellow educators, education personnel, parents and the community. 3) Adapt in place of duty in all regions of the Republic of Indonesia that have a diversity of socio-cultural. 4) Communicate with oral and written

These five dimensions had also been identified by Sockett and Tichenor to analyze the quality practice of teachers. In supporting their

role, teachers also require to engage learning opportunity in professional development such as workshop, mentoring, and training by using different resources to link the outcomes with the goals of education in providing knowledge, skills, and fine attitude to participate in society positively:<sup>8</sup>

- a. Improving Teacher Professionalism to Adapt the Challenges. In Indonesian context, teacher professionalism based on the national policy related to the ability of teachers in conducting their role and function and how they behave at school and in society context. The Law of Teachers and Lecturers No. 14 Year 2005 mandates teachers as professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early childhood education, formal education, primary education, and secondary education. The law required people who have talents, interests, vocation, and idealism; committed to improving the quality of education, faith, piety, and noble character; academic qualifications and educational background in accordance with its assignment; necessary competence in accordance with its duties; responsibility for the professionalism of the performance of duties; income determined in accordance with job performance; opportunity to develop in a sustainable manner with the professionalism of lifelong learning;

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<sup>8</sup> Sockett, H. (1993). *The Moral Base for Teacher Professionalism*. New York: Teachers College Press. Maret 2019

guarantee of legal protection in carrying out the duties of professionalism; and professional organization that authorize to regulate matters relating to the task of teacher professionalism.

In carrying out professionalism duties, teacher obliges to meet certain quality standards or norms and require professional education. Teachers must be own live, and control knowledge, skills, and behaviors as a set of competence. They require to have academic qualification of a bachelor or four-years-diploma level of academic education to be possessed by the teachers in accordance with the type, level, and formal education units in where the assignment

Research and Education Development of Indonesian Education Department relates the professionalism of teachers to the ability of teachers' knowledge, attitudes and skills in educating and teaching therein including the ability to understand students. The department suggests that to increase professionalism, teachers should engage in activities that include: education, teaching and learning process and professional development. According to experts, professionalism is emphasizing the mastery of knowledge management capabilities and its strategy or its implementation. Maister suggests that professionalism is not just knowledge of technology and management, but more of an attitude.<sup>9</sup> Professional

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<sup>9</sup> Maister, DH. (1997). *True Professionalism*. New York: The Free Press.

is more than a technician not only has high skills but own a behavior that required.

Supriadi explains that to be professional a teacher is required to have five things: <sup>10</sup> 1) teachers are committed to students and their learning, 2) teachers in-depth mastering the subjects and how to teach, 3) responsible to monitor student learning outcomes through various means of evaluation, 3) able to think systematically, and 4) teachers should be a part of the learning community within the profession. The profession of teacher also has some rights in carrying out their professionalism as a responsibility to the profession, government, and public.

In this case, teachers will be facilitated as public servicers to have maximum income and good social welfare; get promotions and awards in accordance with duties and job performance; obtain protection in carrying out the duties and rights of intellectual property; the opportunity to improve competence; obtain and utilize the learning infrastructure to support the smooth professionalism of the task; have freedom in their assessments, have graduation, awards, and/or sanctions to students based on rules of education, teacher's code of ethic, legislation, and regulation, gain a sense of security and safety assurance in performing the tasks, have the

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<sup>10</sup> Tanang, Hasan. 2014. *Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia*. The Internasional Jurnal Curriculum and Teaching

freedom to associate in professional organizations; have the opportunity to play a role in determining educational policy, the opportunity to develop and improve the academic qualifications, competence, and training and professional development in the field.

Professionalism as a support of teacher fluency in performing their duties, greatly influenced by the development and policy employed. Today, Indonesian teachers are challenged to adapt the revolution of technology information in improving their professionalism. The development of information technology will change the pattern of teacher-pupil relationship, models of learning, and the educational system as a whole. Information and Communication Technology (ICT) should be used in education to achieve the goal rather than as a barrier. The role of the teacher will not be the only source of learning because many learning resources and sources of information can facilitate a person to learn. Schools are no longer going to be the only centre of learning because learning activities are no longer limited by space and time.

Learning from past experiences where the government is more powerful than the marginalized society in the development process. Decentralization implies that teachers should be placed as actors and beneficiaries of the process of finding a solution and achieve development outcomes for themselves and their environment in a broader sense. Thus, teachers should be able to

improve the quality of self-reliance to overcome his problems, both individually and collectively.

Teacher professional development has gained in importance as a mechanism to improve teachers' instructional practices since the 1970s. A cascade model of teacher training has commonly been adopted to accommodate the large number of Indonesian teachers in the workforce. For the same reason, Teacher Professional Development programs are typically run on a nationwide scale. With limited financial resources, the Indonesian government has generally tried to provide Teacher Professional Development opportunities by utilising external funding. Also, to better support the provision of Teacher Professional Development, the government has established agencies at both the national and provincial levels to provide Teacher Professional Development assistance and services.

## **B. English Teacher Working Group (MGMP)**

### **1. Definition of Teachers Working Group (MGMP)**

As mentioned above that in addition to the improving teachers' qualification and obligating certification, teachers need opportunity to involve in the professional development in order to maintain and grow up their knowledge, skills, and practice.



According to Supriadi, the kinds of professional development have been made in Indonesia to improve teacher professionalism such as, PKG (Pusat Kegiatan Guru or Centre for Teacher Activity), KKG (Kelompok Kerja Guru or Teachers Working Group), and MGMP (Musyawarah Guru Mata Pelajaran or Forum of Teacher-subject) that allow teachers to share their experiences in solving the problem they face in teaching activities).<sup>11</sup> The other forms of professional development held for teachers are training and workshop with generally or specifically purposes. The programs proposed in it will be melting the daily-faced problem in learning and teaching and improve teachers' innovation and creativity for the successful of the students.

Teacher-subject forum (MGMP) is the most familiar of professional development among teachers in Indonesia because it covers the whole areas geographically from urban to the rural. The empowerment of MGMP must be interpreted as a process that continues to live, grow, and evolve over time. Empowerment through continuous and sustained, MGMP expected to act as a reformer in the classroom reform, mediator in the development and improvement of teacher competence, the agent "encouragement" in classroom management innovation and school management, as well as collaborators of the unit concerned and the relevant professional organizations. MGMP success in empowering themselves will be

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<sup>11</sup> Tanang, Hasan. 2014. *Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia*. The Internasional Jurnal Curriculum and Teaching

strongly influenced by the work ethic of all trustees, members, and teachers of similar subjects in building the spirit of togetherness and brotherhood in a container that has a character and identity, the ability to build a network with related units, as well as the ability to remain sterile from various temptation and interests. Now, it is time MGMP be dynamic motion in intact and transformed itself into a total frenzy education is increasingly complicated, complex, and challenging.

## **2. Characteristic of English Teacher Working Group (MGMP)**

MGMP emphasis on how to develop professional skills of teachers through the forum peers. During this forum colleague who has been there is a periodic MGMP gathered with the aim of encouraging an increase in the quality of teaching and teacher competence. However there are times when this board ran out of things to say because it is awaiting information from the trustees in this case the department of Education in their respective areas. MGMP are focused on the development of teacher competence are more operational and concrete.

MGMP adopted the concept of teacher networking that recognises the idea that teachers can help each other to improve competencies based on their own expertise. The common activities of these teacher working groups range from curriculum and instructional

material development and test item design to more advanced activities such as lesson study and classroom action research.

According to Riana, Explanation MGMP trained subject :<sup>12</sup> 1) Trained subjects, Bahasa Indonesia was presented at the meeting ended on time available from presenter and presented once only a year. 2) Trained subjects which basic to develop another trained subject (such as: communicative and meaning fullness, approach, curriculum 2004 and English textbook ) discussed at first meeting. 3) Trained subject related with PKG media for example, analysis of English instruction discussed first every semester. 4) Every meeting always consists of four basic activities, there are: (a) Discussing activities which have done. (b) Presenting new material. (c) Planning KBM which will be applied in the classroom based on new material discussed. (d) KBM planed have to be paired teaching. 5) Trained subject, except point 1.2.3, above must be shared to all meeting proportionally with way, considering each semester.

Therefore, MGMP program is created to minimize the group between teacher's quality in English subject in Junior High school. The meeting of trained subject is depended on need.

Nowadays, the trend of teacher professional development which is focused by the government is improving the academic qualification of all two or three years-diploma degree to bachelor degree. Even

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<sup>12</sup> Riana, 1997. An evaluation of teachers perception of MGMP In Bengkulu Municipality  
Unpublished: Universitas Bengkulu

right now, the increased numbers of teacher have master and doctoral degree as means to improve the quality of profession and career opportunity. English Teacher Working Group (MGMP) for Junior High School regency has an important role to support the Teacher Professional Development in terms of developing the syllabus, annual and semester program, lesson plan, evaluation, innovative learning model, teaching methods, the use of teaching media, and Improving the teachers professional competence.

### **3. The Program of English Teacher Working Group (MGMP)**

Program is anything that composed based on good planning, it have purpose and schedule. The major purpose, of MGMP is to improve the professionalism of teachers in doing their work more effectively and efficiently. To achieve the purpose, MGMP have some programs such as:

#### **a) Curriculum development**

There have been numerous definitions of curriculum. First curriculum is to get the spirit according to the curriculum, it takes exploration and effective communication, so that each teacher can understand the problems and challenges of the curriculum that will be implemented at this time. Second, it means a reconstruction of knowledge and experiences for increasing prosperity.

b) Integrated Skills Approach

Integrated skills have been publicized as a useable technique for teaching language (English) in Indonesia since the implementation of curriculum 1994 that doubts communicative approach. This technique was based on holistic view, which greatly influenced by humanistic ally-oriented philosophy which considers language as human basic needs.

Teaching language integrated means, relating the main language skills with other skills for the purpose of communication. In other words, in teaching language skills, interrelationships among language skills are important, for it is impossible to involve only one language skills in daily communication. However, integration of language skills does not mean that it is not necessary to teach these skills separately. They should be taught directly and thoroughly along with the related abilities.

c) Vocabulary and Structure development

Even though vocabulary does not receive enough attention in teaching and learning language approach; either in grammatical or communicative approach, vocabulary has been

alternative materials for teaching and learning language because the inventory of communicative syllabus is still unsatisfied yet. It is known as a lexical choice , vocabulary is presented in themes. For each theme, a list of related words is given.

Levine explains that for any vocabulary instruction, it is necessary to focus on (1) visual, (2) auditory recognition and (3) association of meaning with new words.

Curriculum 1994 lists all vocabularies as materials for language teaching and learning and it can be assigned integrated with themes presented. However the practice of teaching it through actual experience is limited (Petty and Jessen, 1980). Because of its shortages, it is necessary that vocabulary and structure be programmed at MGMP.

#### d) Literary Appreciation

The program of literary appreciation is given at MGMP for the purpose of giving teachers some techniques in analyzing and appreciating English literature. Teachers can assign literary materials for their students in order to develop their interest and appreciation on literature.<sup>13</sup>

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<sup>13</sup> Dikbud, 1996: p.121

In relation to the objective of the program, teachers have to observe and perhaps survey their student needs, interest, experiences and ability before planning their teaching program.

A literature program should be student centered, not teacher centered. Teacher should guide and encourage students in order to motivate their interest in literature reading. Therefore, teachers have to like reading. Teacher who does not regard reading as important enough for them may have difficulties to motivate students. They also have to consider what books are available and suitable for their students because students are comprised individuals who have individual interests, abilities and needs.

e) Cooperative Learning

Cooperative learning refers to a set of instructional procedures IN which students work in mixed ability learning group for the purpose of achieving some common goals. According to Chabib, Cooperative learning is considered as an effective solution dealing with big classes, since in the cooperative learning procedure students are able to work together and assist each other in learning. More over the students both high and lower achievers can get same opportunities to express their though freely so that they become eager to communicate each other.

f) Classroom Interaction

This program deals with teacher and students interaction in classroom activities. The program is designed to equip teachers the skills to engage effectively with students and the skills to effectively plan, deliver, and evaluate appropriate instructional methods.

g) Teaching and Learning Analysis

The program of teaching and learning analysis is conducted at MGMP for the purpose of developing the skills of organizing teaching and learning process on the basis of students centered rather than. In the teaching learning process, correlation on both side of teacher and student must indicate the educative connection, it's must have aim, that is student attitude alteration to the adulthood. According to Hamalik, that the teacher's way of thinking condition will be influence student attitude. Teacher will endeavor maximally with using several of our skill. In order that the student can research the expect aim, in teaching learning interaction, some components that must completed, there are: 1) the aimed of teaching learning interaction. 2) material, that will delivered to the student. 3) education of the student 4) tool that used. 5) method. 6) situation



According to Soetomo, the teacher must have competence to doing teaching learning interaction, there are:<sup>14</sup> 1) have knowledge about learn and human behavior and can translate the theory to the rill situation in teaching learning. 2) have attitude toward their self, students, partner, school and their subject. 3) understanding their subject. 4) have a technical skill in teaching

Teaching learning interaction needs a perfect plain: it must connected with the teaching learning interaction components. 1) What the aim that wants reached in teaching learning process? 2) What the material that will given in teaching learning process? 3) That material given for whom? 4) How the realization procedure of teaching learning process. 5) What the instrument to give the value of student to reach of teaching aim.

#### h) Test and Evaluation Design

According to Anastasi, evaluation is a systematic proses of determining the extent to which instructional objectives are achieeved by pupils.

Evaluation is a proses examining certain object and events in the light of specific value standards for the purpose of making adaptive decisions. The purpose of test and evaluation

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<sup>14</sup> Soetomo. 1993 dasar-dasar interaksi belajar dan mengajar. Surabaya : Usaha Nasional.

design program is to train teacher the development communicative language test, teacher are trained to design communicative language test in the basis of reading skills.

i) Teaching Media

Selection materials like selecting a partner some good criteria to selecting materials such as learns factors, the role of the material, the topics, language, presentation and validity. The program of teaching media is trained at MGMP for the purpose of developing teacher skills on evaluating, choosing, and using appropriate media in teaching and learning process.

Related to the purpose, teacher were trained the knowledge in choosing and using media related with their instructional materials. Therefore, one of the components that affect the educational outcome is the teacher. Teachers are an integral part of Indonesian life, especially in education, through the organization of this MGMP teachers took part in overcoming various crises that hit the Indonesian nation and increase the quality of education that are the responsible with any one subject clusters are English education.

j) Textbooks analysis

For many teachers textbook is basic guide to program content, method of teaching and performance evaluation. A textbook may be useful guide and resources, but teacher should

understand a textbook by itself does not teach. The context in which a textbook present language activities is often bound not to fit the need and experiences of particular students so that the practice exercises are likely to be in adequate. Therefore, teacher should be able to select textbook based on their instructional objective and their students who will use it.

k) Student's worksheet

This program attempt to train teachers with the knowledge of designing and assigning worksheets effectively in teaching and learning activities.

The supporting program in Secondary Education is a proposal made by or models that can be changed or modified in accordance with the needs and flexibility plan tailored to the project or time and funds available.

(1) Compile semiannual program and the allocation of time

Calculate the allocation of time within year based on school calendars issued by the educational unit It's the first thing to note is the number of weeks in each month, second. Second effective number of weeks per month (week where there KBM) number of weeks is not effective (which does not happen KBM week HUT eg Schools, Public holidays etc.). Finally Calculate the

allocation of time equal to one half of a year's time allocation calculations.

The aim is to goal is Reading, listening, speaking, and Writing skills are integrated with the same purpose, equip teachers / trainers with the ability to teach English in integrated, ie the skills of teachers to be able to teach English as a creative, innovative and flexible in the face of new material so that it can be taught as effectively and efficiently as possible with the time.

(2) Made a matter of listening to pre UN comprehension

Providing knowledge listening about the destination and on comprehension in curriculum applicable. And the principal language is discussed in eve level strategy to answer questions about the listening comprehension integrated in the teaching of reading, writing, listening, discussion activities and speaking. And listening strategies to answer questions such comprehension by teacher preceded by lectures, discussions by the participants, and the exercise by the participants.

(3) And meaningfulness Communicative Approach

Communicative Language Teaching (CLT) originated from the changes in the British Situational

Language Teaching approach dating from the late 1960s. Stemming from the socio- cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, and a goal to develop learners' "communicative competence", Communicative Language Teaching (CLT) approach evolves as a prominent language teaching method and gradually replaced the previous grammar-translation method and audio-lingual method.

(4) Together a program unit.

Learning or the learning process is a process which is governed by certain steps, in order to achieve the expected implementation. These steps are usually manifested in a teaching plan. The process of planning teaching requires systematic thinking mengineani to project or predict what will be done in carrying out the teaching. Plan teaching or preparation to teach or better known as the unit is a lesson program teaching and learning activities in the smallest unit. Revealed that teachers develop plans in the field for a period of one year or one semester, one week, or a few hours. For a year and a half is referred to as the unit of program.

The first goal is the end of the activity, the participants can understand more clearly the principles applicable curriculum, especially concerning the guidelines that should be considered, each destination language skills, friend function , function expression and their functional communicative skills, functions list vocabulary and function list last teaching activities at the end of the activities the participants can understand the implications of the implementation of the curriculum for teaching and learning activities evaluation, development of teaching materials and teacher training education program English.

The first event at the first meeting facilitator explains the principles of curriculum and its implications, along with questions and answers about the understanding of the principles of curriculum and implication. And At the second meeting facilitator asks the participants filed problem they feel based on their experience in the field that relate to the curriculum.

(5) Understand the concept of language development.

The purpose of this activity is to analyze the subject matter members english there are in GBPP be in the form of preparation of teaching materials teaching

materials consisting of analysis study ( ANP). Annual program ( Prota) semester program, the program unit lesson (PSP) and lesson plans (RP).

This unit is a learning activity consists of providing information from facilitators, group discussions, independent work to analyze the subject matter contained in GBPP and development be teaching preparation which consists of the manufacture of AMP, Prota, PSP, RP and semester program.

(6) Share experiences

Experience is the result of natural contiguity with human senses. Derived from the word nature's lawyer. Experience allows one to know and know the result is then called knowledge. In terms of experience the world of work is also used to refer to the knowledge and skills acquired something of participation or related to it for a certain period. In general, experience points to learn how or procedural knowledge, rather than knowledge based on experience propositional.

The first activities in the first two hours of meeting facilitators to explain the basic principles of the importance of sharing experiences, including questions and answers about the explanation. Second at the next

meeting to present some examples to share experience as intelligences then used to try solving problem next at the last meeting to ask for resulting from the present to share them later analyzed, discussed, and discussed in class.

(7) Train control and laboratory use language ( Language Laboratory)

From this emerged the science lab to learn about this researching both the nature and characteristics, of course also required knowledge of microbiology laboratory equipment and techniques /how to use the tools associated with the study.

Participants aim to evaluate select and use appropriate teaching media to support the teaching of a particular theme or child theme, with an emphasis on audio media. Activities is to achieve these objectives include refresher information about the selection criteria and the use of media to identify and evaluate language teaching themes and child themes ( from the textbook) which requires the media to support the presentation



,and preparing media memili necessary, practice and practice using the media for some theme or child theme.

(8) Eyes Level of Peer Teaching

Aiming for trainers master the principles of peer teaching and able to demonstrate a good way to teach according to the curriculum in 2004 in class room, with students real and with his own students.

(9) Make about pre- UN

Need to know about the techniques of writing achievement assessment indicators (IP) Competency Standards (SK) Basic Competency (KD) Competency Standard (SKL). Dealing with the conditions and defenders lesson in class or outside class. Correspond tightly between processes, materials, competence and learning experience, according to ability, describe, analyze, draw conclusions, assess, observe, measure the number of skills embodied in the stimulus and about also have to measure the competence of students has stimulus and response, contain problem solving.

Most teachers at the school are known not creative in making the matter. The appalling conditions seen from the way they make about the numbers and just change the name. In material educated teachers to create

questions well." This indicates some teachers have not mastered making matter. Though no learning activities that do not require matter. Proportional good problem to evaluate each learning activity in school. Characteristic good about, among others, there was no protest from the examinee, other teachers, and parents.

(10) Problems solving in the classroom

Problem solving is a way of a person by using the knowledge, skills and understanding to meet the demands of the situation are not routine. Polya explains that solving the problem is an attempt to find a way out of a difficulty to achieve a goal that is not immediately achievable. The goal is classification problems individual basis based on the assumption that human behavior that lead to the achievement of a goal. Each individual has a basic need to have and to feel himself useful if an individual fails to develop a sense of belonging and a sense of self worth that she would. There are four types of deviance behavior, ie behavior attracted the attention of others, seek power, and the inability of revenge. Fourth behavior is sorted more and more severe. For example, a child who fails to attract the attention of another person may be the child in

pursuit of power. This refers to the individual problems of psychological problems children behave deviate young soul.

Approach activities in classroom management by teachers can be done With a variety of characteristics, including the authoritarian approach. At the approach of teachers feel that students need to be supervised and regulated. The approach taken to supervise student bullying and student discipline by means of intimidation Furthermore the permissive approach, namely teacher 's approach gives freedom to the students about what students want to do while teachers could monitor.

#### **4. The Role of Subject Teachers' Conference (MGMP)**

There are several roles of MGMP related to increasing teacher professionalism, not so many experts have explained MGMP. According to MGMP guidelines MGMP has a role to:

- a. Accommodate the aspirations of, by and for members,
- b. Accommodate the aspirations of the community/ stakeholders and students,
- c. Implement more creative and innovative changes in the learning process,

d. partners in the education office in disseminating information on education policies.

Mangkoe sapoetra explained that the role of the MGMP was: (a) reformers in classroom reform, especially in reorienting effective learning, (b) mediators in developing and improving teacher competencies, especially in curriculum development and testing systems, (c) supporting agencies in classroom management innovation and school management, (d) collaborators carry out collaboration, (e) evaluators and school reform developers in the context of MPMBS, (F) clinical and academic supervisors with appraisal assessment approaches.

The role of MGMP according to Mangkoe Sapietro is classified into 6, namely:

- a. As a reformer The word reformer (reform) which means change or renewal. So MGMP plays an active role in making changes to the learning process, especially in creating effective and fun learning in accordance with the standards of the education process.
- b. As a mediator As a mediator MGMP has a duty as a medium for the development and improvement of teacher competencies, especially in developing curriculum and testing systems. Along with the times and increasingly sophisticated technology. So the teacher is not only

required to teach and educate but must also get to know each other with the organizations that facilitate the teacher.

- c. As a supporting agency MGMP as a supporting agency that is MGMP facilitates teachers to be able to make various innovations in classroom management and school management as well as school updates.
- d. As a collaborator Doing collaboration with relevant units and relevant professional organizations. MGMP also facilitates teachers to get to know and know each other with other teacher institutions.
- e. As a school reform evaluator and developer Conduct evaluation and develop school reform in the context of school-based management (SBM), and curriculum implementation.
- f. As a clinical and academic supervisor MGMP supervise with an assessment approach, as well as other approaches needed in accordance with the situation and field conditions<sup>15</sup>.

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<sup>15</sup> Tukiran Taniredja dkk. 2016. Guru Yang Profesional. Bandung: Alfabeta. p.67

#### **D. Previous Related Study**

There are some researches related this study. One of them was the analysis English Teacher Working Group (MGMP). The first study done by Silfi Sanda of FKIP, Unsri, Palembang entitled: TEACHER PROFESSIONAL DEVELOPMENT THROUGH ENGLISH TEACHER WORKING GROUP (MGMP), SMA Negeri 4 OKU of October 7th – 9th, 2016. This writer was conducted at two State Senior High Schools in OKU Regency. Recruitment of participants began with the purposive sampling. There were three English teachers, sixty eight students of Senior High Schools who were in the eighth and ninth grade of their study, a member of English MGMP in OKU Regency, and two vice principle of curriculum were taken as the samples.

The second study done by Riana, a research about “ AN EVALUATION OF TEACHERS PERCEPTION OF MGMP ” Municipality that has the result all of MGMPs’ programs was run very well, except two programs, that is structure development and literature appreciation. The similarities between this research and Riana’s research were topic focus of MGMP. Meanwhile, the difference was variable of the research, Rianas’s variable was an evaluation of the teacher

perception and this research was teacher perception toward MGMP program.

The third study by Monica, a research about “AN EVALUATION OF PROGRAM IMPLEMENTATION AT THE MGMP IN BENGKULU” the result as a whole MGMP program was done very well, but the supervisor was less active. Focus and topic of the research are the similarity between this research and Monica ’s research. The difference between this research and Monica’s research is variable of the research.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research was conducted in the form of descriptive qualitative research using naturalistic inquiry. In this research, the researcher observed to what extent MGMP was effective to the quality of English teacher's professionalism by making an interview and observation in natural setting, place where the observed activity takes place. This study was conducted at SMPN 20 Bengkulu.

Recruitment of participants began with the purposive sampling. There was principal of SMPN 20 Bengkulu, two English teachers: one as a member of English Teacher Working Group (MGMP) and one as teacher who did not enter English Teacher Working Group (MGMP).

For the purpose of this research, the data collected was in the form of primary data and secondary data. Primary data was collected by using interview and observation, while secondary data was collected in the form of documentation. Collecting of data with observation, interview, and documentatiinn. Observation as the process of gathering open-ended, firsthand information by observing people and places at the research site.<sup>16</sup>

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<sup>16</sup>Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Edition). Boston: Pearson Education, Inc.



To triangulate a preliminary interpretation of the observation, interviews were conducted. English teachers and the principle were the respondents of the interviews. The process of data collecting and data analysis were conducted in a synchronized and simultaneous manner. In doing this research, there were some strategies used to obtain the trustworthiness and credibility of the data. Those strategies were used to check the accuracy or the validity of the findings of the research conducted. From eight strategies proposed by Creswell, researcher only used three of them. They were triangulation, using rich and thick description, and clarifying the bias.

The data in this research was analyzed by using descriptive qualitative method. researcher used an interactive model of analysis involving collecting the data, reducing the data, and data display and also drawing conclusion. After collected the data, the researcher reduced and present the data. In reducing the data, meaningless data was rejected, to get the important points of finding. It was followed by displaying the data. Thus, the researcher presented the data systematically and logically, so the meaning of every event would be clear. In the end of collecting the data, the researcher verified the data.

## **B. Research Subject**

This research was set and held based on the variable of the research according to the title. Recruitment of participants began with the purposive

sampling. There were two English teachers, one as a member of English Teacher Working Group (MGMP) and one as teacher who did not enter English Teacher Working Group (MGMP), and principle of SMPN 20 Bengkulu were taken as the samples.

### C. Instrument of the Research

According to Sugiyono, The Qualitative researcher a *human instrument*, its function to determine the research focus, to choose the informant a the data resources, to do the collecting data, to assets the quality of data, to analyze the data, to interpret and co conclude what the researcher found<sup>17</sup>. In this research the instruments used with namely interview guidelines and for observation how is implementation of English Teacher Working Group for Teacher Professional Development at SMPN 20 Bengkulu in academic year 2018/2019. The instrument of the research that will be applied in this research as follows:

#### a. Interview

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses.

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<sup>17</sup>Ibid

The use of detailed interview is very necessary because the interviews used are guided interviews. The interview guide can be seen in Appendix 1a.

b. Observation

Observation is a type of qualitative research method which not only included participant's observation, but also covered ethnography and research work in the field. In the observational research design, multiple study sites are involved. Observational also take the form of a checklist with information or note. Observations checklist can be seen in Appendix 1b. The following is a observations checklist grid.

**Table 1.1**

No.	Variable	Sub variable	Total item
1	The participation of teachers in MGMP	<ul style="list-style-type: none"> <li>- Presence</li> <li>- Form of participation</li> <li>- The benefits</li> </ul>	1
2	Competence of English teachers	<ul style="list-style-type: none"> <li>- Mastering the material, structure, concepts, and patterns of thought of science that supports the eyes of subjects that of teaching</li> <li>- Mastering competency standards and basic competencies of the subjects being taught.</li> <li>- Developing matter of learning which of teaching is creative</li> </ul>	1

		<ul style="list-style-type: none"> <li>- Developing professionalism on an ongoing basis by taking reflective action</li> <li>- Utilizing information and communication technology to develop themselves.</li> </ul>	
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#### D. Technique of Data Collection

The data collecting of technique that will be applied in this proposal thesis are as follows:

##### a. Observation

In order to gather the data through physical setting, human setting, interactional setting and program setting that are suitable to the theoretical of data collecting technique theory, the participants' observation will be set and will be expected to observe the teacher professional development related to all aspects of activity English teacher working group (MGMP). The researcher will collect the data by using the technique of doing observation directly to the subject of the research based on the data need of the research.

##### b. In Depth Interview

Related to the theories of the qualitative research case study type in the part of the data collecting technique, the researcher will do the interview deeply based on the objectives of the research in order to describe of the role of English teacher working group to teacher professional development. The depth interview purposes are for collecting the data about the process in the English teacher Working Group(MGMP)

activity, what are the obstacles by teacher in such activities, then it also to collect the data about the influence of English Teacher Working Group (MGMP) in helping teachers teach. By doing the instruments of interview and then to be used as the data collecting techniques as the applied of both of them, it is expected by researcher could be best methodology of the research part to give the depth data discussion and finding of the research.

c. Documentation

The documentation would be taken is about the document of English which relates to every classification. After collected the data, the researcher reduced and present the data. In reducing the data, meaningless data was rejected, to get the important points of finding. It was followed by displaying the data. Thus, the researcher presented the data systematically and logically, so the meaning of every event would be clear. In the end of collecting the data, the researcher verified the data.

**E. Data Analysis Techniques**

Data analysis can be defined as the process of bringing the order, structure, and interpretation to the mass of collected date. In this research, the researcher was use a qualitative data analysis. This qualitative data analysis is without the number. Relevance to the theories, according to Anne Burns, (2010:106) the qualitative information from the data such as a journal/diary entry, interviews, classroom recording of interaction among ourselves and / or the informants and observation notes. In making the

analysis of data technique which was be used by the researcher in this research by applying three activities of analyzing, those are data reduction; data display, and conclusion drawing or verification.

The process of data collecting and data analysis were conducted in a synchronized and simultaneous manner. In doing this research, there were some strategies used to obtain the trust worthiness and credibility of the data. Those strategies were used to check the accuracy or the validity of the findings of the research conducted.

a. Reduction of The Data<sup>18</sup>

Reduction the data was be the beginning step which has to do in analysis of the data. Reduction refers to resume the data, choosing the main things, focusing on the important things and look for the theme of the research. Therefore, the data that reduce expects to give the clearer drawing and make the researcher easier to collect the next data of this research. Next steps of these activities will be selecting, focusing, and making simpler the resource data that has been collected and making of abstracting and also transforming the data that will be collected.

b. Display the Data

Display the data is the collection of information which arranged and gives possibility to get the conclusion and take the action. By displaying the data, the data will be organized and will be arranged. This step is expected to make easier to be understood. On the qualitative

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<sup>18</sup> Miles, Huberman (1994). *Qualitative Data Analysis: an expanded sourcebook*. New Delhi: SAGE Publication

research of its research, displaying the data can be done on the short description, draft, or flowchart, and etc.

c. Drawing Conclusion and verification

In this research drawing the conclusion was due by comparing between observation data, documentation data, and interview data. Observation data will be forceful by documentation data and interview data. Thus, the researcher was get conclusion about the English Teacher Working Group to applied of Teacher Professional Development.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result**

After conducting research, it is known there are 4 English teachers in SMP 20 Bengkulu and those participating in the MGMP at SMPN 20 Bengkulu, totaling 1 and 3 people not participating in the MGMP English language, the research data was presented and data analysis on the relationship between Teacher Professional Development Through English Teacher Working Group (MGMP) at SMPN 20 Bengkulu in the academic year 2018/2019.

#### **1. Result of interview**

##### **1.1 Result of Interview with Principal of SMPN 20 Bengkulu**

Based on observations and interviews with junior high school principals, deputy junior high school principals in the curriculum, and English teachers. To improve teacher professionalism without following MGMP there are several ways you can do:

#### **a. Teacher Education Qualification Improvement Program**

Educators' qualifications are a minimum requirement as educators because teachers who already have their qualifications already have the ability and skills to increase their competence. In



developing professionalism, teacher qualifications as educators are the main needs that must be possessed by teachers because the qualifications of teaching staff are fulfilling in the long run where other needs that must be possessed by teachers can be met through continuous activities in accordance with the desired needs. This is based on the statement of the head SMP N 20 of Bengkulu during the interview as follows:

**Table 4.1**  
**Table of The Results of Interviews with The principal of SMPN 20 Bengkulu**

(1a) Researcher	Is the teacher qualification program at SMP N 20 Bengkulu running well ?
(1b) The principal of SMPN 20 Bengkulu	In general, the qualifications here are going well, according to subjects, in accordance with educational qualifications, but previously the term 'mismen' has occurred but has been overcome when they carry out education, re-education in accordance with their fields. In the past there had also been a one-year education for adjusting to the field of study and that was not many, many religious teachers who followed to be able to teach general subjects.

From the results of the interview above shows that teachers in SMP N 20 Bengkulu have fulfilled the qualifications standard of a teacher, the Strata 1 required by the government to become a

teacher. But there are still some teachers who teach not according to their qualifications. In essence, educators are professional workers obtained through education. The ability possessed can be seen from the qualifications they have, and as educators must have the competence as a professional.

b. Competency Based Integrated Training Program

Furthermore, integrated competency-based training programs in schools often involve teachers in training and education activities both inside and outside the school. Various forms of training exist such as seminars, training, workshops or workshops and many more training activities. This is based on the statement of the head of SMP N 20 Bengkulu during the interview as follows:

**Table 4.1**

**Table of The Results of Interviews with The principal of SMPN 20 Bengkulu**

(2a) Researcher	what about the training program for teachers?
(2b) The principal of SMPN 20 Bengkulu	The training efforts undertaken by SMP N 20 Bengkulu to develop professionalism of teaching staff are good enough. From the training activities there are activities often followed are training activities outside the school by sending educators to take part in the Training, Workshop in

	<p>accordance with the number of participants needed in the request (invitation), but in-school training is also carried out like in-house training. there are also fields of study that are outside the field of study. For example, those in the field of study are those concerning scientific competence, education and training related to subject competencies, there are also those related to the curriculum, for example curriculum technical guidance, self-development to improve self-quality such as scientific publications, such as writing, creating new learning media</p>
(3a) Researcher	<p>How do you determine who will be the teacher who will take part in training, workshops or workshops in order to improve teacher professional competence?</p>
(3b) The principal of SMPN 20 Bengkulu	<p>If those who have been invited, the madrasa cannot determine, so immediately make a letter of assignment. If there is not necessarily a madrasah that has a CDE coordinator (continuous professionalism), we see that in accordance with the relevant field of study, for example in the Indonesian field of study there are four</p>

	<p>teachers, we see the development of the four teachers, which of the four teachers have not yet participated in the training. Or it can be seen with the employee's work goals, namely who the teacher has the desire or make plans that this year will participate in the activity in question.</p>
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Thus, the educators do not only share the knowledge gained from upgrading but also practice it in this training and can improve their teaching abilities and skills so that they can better develop teaching and learning processes. As seen from the results of the interview can be evidence that schools provide broader opportunities for all educators to participate in various training activities, workshops, training and other activities.

This is done by sending school representatives in accordance with the number of requests (invitations) from the executive committee, and the implementation is carried out in turn, with the aim that all educators are able to gain insight, knowledge, and experience to further enhance their competence and quality of learning.

However, in determining the representatives of participants the school activities also adjust to the focus / material activities that

are held so that each activity followed by the educator is appropriate and able to achieve satisfying results.

c. Research

The next implementation of teacher development is in the research program. This research is more specifically a classroom action research where this research is intended to be able to improve the way teachers teach class. This class action research is a systematic study conducted by the teacher in collaboration with education experts in order to reflect and at the same time improve learning practices. This is based on the statement of the Head of SMP N 20 Bengkulu during the interview as follows:

**Table 4.1**  
**Table of The Results of Interviews with The principal of SMPN 20 Bengkulu**

(4a) Researcher	How about your own research program, sir? Is there any research from your own father or from outside to improve teacher professional competence?
(4b) The principal of SMPN 20 Bengkulu	This research activity is a class action activity, I conducted it myself and there has been no research by experts from outside education to do this. and the research that I did was included in the educational supervision activities that I did. Actually, in general, classroom action research with the same supervision activities, but the difference

	<p>is that if the supervision is done it is not so in-depth observing the teacher's performance in teaching. However, if the classroom action research is carried out in detail what is lacking in observing the performance of the teacher in the classroom</p>
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Based on the above interview results it can be concluded that in this research program carried out by the head in SMP N 20 Bengkulu the form of classroom action research so that the research leads to supervision. Although there are some teachers who carry out classroom action research but there is no implementation. The head of madrasa has tried as much as possible and tried to carry out their duties optimally in the implementation of improving teacher professionalism development in SMP N 20 Bengkulu.

### **1.1 Result of Interview with English teacher working group (MGMP)**

Through the results of the interview, it was found that the whole subject had felt the effects of MGMP but on the teacher's professionalism.

After conducting an interview with an English teacher in SMPN 20 Bengkulu participated in the MGMP, data obtained the

relationship between Teacher Professional Development Through English Teacher Working Group (MGMP) at SMPN 20 Bengkulu in the academic year 2018/2019 was in the role of MGMP, as follows:

- a) Creating a conducive atmosphere of activities in the MGMP

The researcher conducted an interview with Mrs. Mela Yosi Ervina M.Pd as a representative of MGMP in SMPN 20 Bengkulu, explaining that maintaining good relationships with English MGMP members is a must and it is very important to create a conducive activity climate. Thus the members of the MGMP English SMP Bengkulu can become more professional if there is a conducive climate of activity, it can be said that the conducive activity environment in the MGMP if the MGMP activities provide adequate security, comfort, and infrastructure, especially for the English Teacher in SMPN 20 Bengkulu.

- b) Teacher competency improvement

Based on the results of interviews with the Ms. Mela Yosi Ervina M.Pd of representatives of the MGMP in SMPN 20 Bengkulu, she stated by

following the program carried out by the MGMP English Bengkulu to improve teacher professionalism, the teacher was included in several activities such as training, workshops and other activities in English language MGMP Bengkulu. and also the mother said that some of the programs that she had participated in during the MGMP were training and workshops.

c) Inviting expert presenters

Ms. Mela Yosi Ervina M.Pd as an MGMP English officer in SMPN 20 Bengkulu stated that, the activity of inviting an expert for MGMP activities is carried out every year or every curriculum change. In this activity the delegates from the province, provided direction and motivations so that we members of the English language group could improve and develop and their members became more professional in their fields. This implementation is usually carried out if there are updates such as curriculum updates and other policy updates and therefore with the presence of an expert from the center will provide knowledge about the latest curriculum and syllabus surgery is



carried out and how the implementation in learning later.

d) Improving teacher discipline and responsibility

The interview with Ms. Mela Yosi Ervina M.Pd as a representative of the MGMP English in SMPN 20 Bengkulu gave an understanding of the role of the English MGMP which is to form its members in a disciplined, disciplined sense in the sense that when it comes to the MGMP forum and if given tasks such as making RPP made and collected on time when the MGMP forum is held and its responsibilities in working at school are never too late and always obey the rules and as always increase his potential. and also in the MGMP there are division of tasks such as making questions and making lesson plans in turns and also the final semester assessment is rotated between schools so that makes not only the same school will be equal and it will also make a sense of responsibility among members will become more improved.

e) Give motivation and direction to the teachers

Based on the results of interviews with the Ms. Mela Yosi Ervina M.Pd representative MGMP

in SMPN 20 Bengkulu said that between members of the English language MGMP often provide motivation and direction to always innovate in terms of teaching, as well as provide motivation to improve scientific knowledge so that the quality of teaching is better and more enthusiastic in teaching.

Motivation that is given is usually done when the MGMP is implemented or even when sharing among MGMP members. Motivation and direction given are usually in the form of motivation in order to improve the quality of teaching and even more enthusiasm in teaching.

The members of the MGMP English in SMP are also directed so that they can apply professionally in teaching and in delivering the material are expected to use strategies and methods that vary according to the material presented not only using the lecture method, all of it aims to make the material delivered can be easily understood by students and students are not saturated.

## **B. Discussion**

Success in education depends very much on the teacher. And for that the teacher is required to become a professional teacher and is responsible for the success in the teaching and learning process and the material that was understood by his students through the MGMP forum.

And as a good teacher and professional teacher must be able to lead and direct the education process in order to achieve the achievement of goals to the maximum in order to improve the quality and quality of education. With this MGMP, teachers will be able to understand how the importance of teacher professionalism and its impact in the teaching and learning process and impact on the quality of education so that they can boast and prepare the nation's successors and a good future.

Therefore, MGMP has a very important relationship in the formation of professionalism of teachers in SMP N 20 Bengkulu. After the data is known as the writer presents the facts of the research findings above, then as a follow up of this research is to analyze the data collected by using a qualitative descriptive method that explains the situation by using words in detail.

From the facts of the field findings MGMP English language has a very important relationship which is located in the role of MGMP in improving the professionalism of teachers at SMPN 20 Bengkulu, the role of the MGMP there are six namely: (a) reformatory in classroom reform, (b) mediator, (c) supporting agency, (d) collaborators, (e) evaluators and

school reform developers, (F) clinical and academic supervisors. Among the six roles of the MGMP in this study which has a very important relationship with the professional teacher from the data obtained in the field that has been achieved five of the six roles in the English MGMP in SMPN 20 Bengkulu in implementation, namely as follows:

1. The role of the MGMP as a reformer (change / renewal) in improving teacher professionalism.
  - a. Creating an atmosphere of conducive activities.

In any activity carried out at the MGMP must give meaning and added value to the teachers involved in the activity so that the MGMP becomes a useful forum and is needed by teachers to create effective and fun learning, so in the MGMP English at SMPN 20 Bengkulu always follow training and develop the main tasks and functions of the teacher, among others, as follows:

- a) Planning learning

To train to become a good and professional English teacher always follow the activities held by MGMP in compiling and developing syllabus, compiling annual programs and semester programs based on the syllabus education calendar, setting minimum learning completeness standards (SKBM) at the beginning of the semester through results data analysis student learning, and preparing lesson units

and lesson plans (SP / RP). Through routine activities and also training or workshops that have been carried out in the English Language MGMP.

b) Conduct KBM (Teaching and Learning Activities)

Teaching and learning activities are a very important process and must be considered by all educators, because in KBM it really determines how the results will be achieved by educators and students as well so in the English Language MGMP provides training to its members so as to always improve their ability to master the teaching methods and teaching materials, Carry out learning based on contextual teaching learning (CTL) or creative innovative effective and fun active learning (Paikem) or Student Active Learning (CBSA) and can manage the class to the maximum so that it can be applied by teachers who take the MGMP in particular English in SMPN 20 Bengkulu .

c) Carry out an assessment or evaluation

An educator is required to be able to carry out assessment and evaluation to students, so in the MGMP forum English always provides motivation and direction to its members to be more active and

creative in understanding student assessments based on the whole process, assessing students with quiz bills, quizzes daily, assignments, portfolios and tests, arrange questions based on competency indicators and SKL, analyze student learning outcomes and also carry out follow-up activities from both remedial and enrichment analysis results. So that the objectives of learning can be achieved according to predetermined standards.

The main function of the teacher can be achieved through the English Language MGMP forum, namely with regular meetings, training and professional development workshops. So the English Language MGMP plays an active role in making changes to the learning process as well as providing training, as a place to exchange ideas and also provide solutions to its members if there are problems encountered. Thus Teachers in Bengkulu 20 SMPN who follow the English Language MGMP can make it a professional teacher in accordance with the demands of the times.

## 2. As a mediator

The relation role of the MGMP also acts as a tool or media for creating professional teachers, which includes:

### 1) Teacher competency improvement

In the English Language MGMP forum, the role is to increase teacher competence, namely by some activities such as training and training. The existing education and training activities are always followed by the English Language MGMP at SMPN 20 Bengkulu which aims to provide broad insights and more efficient teaching methods such as those in the program that have been made, namely multimedia learning training that aims to increase the creativity of English teachers in implementation learning so that in learning will give an interesting impression and students are not bored so that students will be easier to absorb the knowledge or material delivered by the teacher.

As the mediator of the English Language MGMP, she has the duty as a medium for the development and improvement of teacher competencies, especially in developing curriculum and testing systems. Along with the times and

increasingly sophisticated technology. So the teachers at Bengkulu 20 SMPN are not only required to teach and educate but must also get to know each other with the organization that houses these teachers.

### 3. As a supporting agency

#### a. Get support from experts

MGMP as a supporting agency is MGMP as a supporter that facilitates teachers to be able to make various innovations in classroom management and school management and school renewal. There are three system components that can support the MGMP program, namely:

- 1) Structural Power (structural strength) Institutions that have structural power are at the central, provincial, district, sub-district and level of education (school). They include the Minister of National Education, the Director General, the Governor, the Provincial P and K Office, the Regional Office of the Ministry of Religion, and the Principal or MKKS. This institution can provide support in the form of regulations, policies, infrastructure, and funds. This component has the



authority to make policies at each level according to their authority.

## 2) Functional Power

The functional power group is education experts at the central, provincial, district level, both as academics and as practitioners in the field of education. They are education officials, lecturers, education experts, widya iswara LPMP and PPPG, supervisors, instructors, etc. This group facilitates the material of each MGMP program to improve the ability, skills and professionalism of teachers in the learning process.

## 3) Community power

This group is a strategic component of efforts to improve the quality of education consisting of community leaders, religious leaders, business people, and parents of students. community groups provide moral and material support.

MGMP is no longer an organization that has a "dependency" but must be able to intensively coordinate with various parties by utilizing available resources so that the MGMP will continue to exist

and continue to support continuous improvement of teacher professionalism.

With this component in the English MGMP, in the implementation of creating professionalism teachers will be better because the component is very instrumental in giving direction to the English MGMP at SMPN 20 Bengkulu to always innovate and be more advanced and creative in the implementation of learning as well as combining the learning methods with one another, as well as providing direction to use learning media such as LCD in the implementation of learning to make it more interesting and not boring.

4. As an evaluator of school reform and developer

a. Improving teacher discipline and responsibility

Evaluate and develop school reform in the context of school-based management (SBM), and curriculum implementation. Evaluation is a way to measure student learning outcomes. In the English Language MGMP activity which was followed by the English teacher of SMPN 20 Bengkulu, aside from discussing the material and methods, it was also usually discussed about evaluation.

This begins with measuring the effectiveness of the use of assessment tools used by each English teacher in the teaching and learning process at school. Then if there are difficulties in the evaluation, the teacher will be able to choose the most appropriate way to evaluate students in learning English. Then for the development of school reforms in the English Language MGMP activities, there English MGMP members are given special training such as training, workshops and knowledge on how to improve the quality and professionalism of the teachers so that this will have a major impact on the achievements of their students and also the school which he taught.

5. As a clinical and academic supervisor

a. Provide motivation and direction for teachers

MGMP supervise with an assessment approach, as well as other approaches needed in accordance with the situation and field conditions. In this case the MGMP has the role of providing guidance, planned guidance to assist English teachers in carrying out their work effectively in order to achieve educational goals.

Actions carried out in the English MGMP so that members always innovate learning through routine activities carried out in the MGMP so as to motivate members to always improve their abilities and also find new things as well as always following the

development of science and technology and new paradigms in education , conducting classroom action research, compiling scientific papers, skilled in using or making alternative teaching aids and understanding government policies in the field of education.

With the innovations made in learning will make the PBM become more active, interesting and not monotonous so that the students will be more comfortable and also interested in the teaching and learning process.

The Teacher Professional Development Through English Teacher in SMPN 20 Bengkulu in academic year 2018/2019. To improve teacher professionalism without following MGMP there are several ways you can do:

1. Teacher Education Qualification Improvement Program

Educators' qualifications are a minimum requirement as educators because teachers who already have their qualifications already have the ability and skills to increase their competence. In developing professionalism, teacher qualifications as educators are the main needs that must be possessed by teachers because the qualifications of teaching staff are fulfilling in the long run where other needs that must be possessed by teachers can be met through continuous activities in accordance with the desired needs.

## 2. Competency Based Integrated Training Program

Furthermore, integrated competency-based training programs in schools often involve teachers in training and education activities both inside and outside the school. Various forms of training exist such as seminars, training, workshops or workshops and many more training activities.

## 3. Researcher

The next implementation of teacher development is in the research program. This research is more specifically a classroom action research where this research is intended to be able to improve the way teachers teach class. This class action research is a systematic study conducted by the teacher in collaboration with education experts in order to reflect and at the same time improve learning practices.

Based on the above results it can be concluded that in this research in SMPN 20 Bengkulu teachers who cannot follow MGMP can still develop teacher professionalism. Because to attend MGMP only gives an opportunity for one teacher for a subject.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The role of Teacher Professional Development Through English Teacher Working Group (MGMP) at SMPN 20 Bengkulu in the academic year 2018/2019 there are only 5, as follows:

1. The role of MGMP As a reformer (change / renewal) in improving teacher professionalism. Creating a conducive atmosphere in learning carried out in MGMP to create an atmosphere of active learning, conducive to the profession development workshop.

So MGMP plays an active role in making changes to the learning process and providing training, as a place to exchange ideas and also provide solutions to its members if there are problems encountered. Thus the English MGMP forum can provide a role and make teachers more professional in accordance with the demands of the times.

2. As a mediator Increasing teacher competence in the English language MGMP forum, the role is to increase teacher competency, with a number of activities such as training and training.
3. As a supporting agency MGMP as a supporting agency, that is, the MGMP facilitates teachers to be able to make various innovations in classroom management and school management as well as school renewals. Inviting expert presenters to develop models of learning to

teachers. To realize the development of this model in the MGMP, namely by giving instructors to members to always innovate and integrate learning methods with one another, and provide guidance to use instructional media such as LCD in the implementation of learning to make it more interesting and not boring.

4. As an evaluator and developer of school reform Improving teacher discipline and responsibility by evaluating and developing school reform in the context of school-based management (SBM), and curriculum implementation.
5. As clinical and academic supervisors Provide motivation and direction to the teachers by conducting supervision, assessment approaches, and other approaches needed in accordance with the situation and field conditions.

## **B. Suggestion**

It is expected to further enhance his professionalism so that the learning process is more quality and is always active in every MGMP English Language activity at SMPN 20 Bengkulu in providing motivation and helping fellow teachers with the aim of always increasing their potential and professionalism so that they can achieve the goals of learning more effectively and efficiently.

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