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## **Exploring Teachers' Perception of Professional Development in Indonesian EFL Classroom**

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### **Abstract**

This paper explores the teachers' perception on the professional development of EFL teachers in Indonesian EFL classroom. It engages three kinds of procedure of collecting data, namely (1) observation and field note, (2) Interview, and (3) document analysis to collect data on the teachers' perception towards the professional development of EFL teachers within three research subjects of the Indonesian Junior High School context. Research result reveal that there were the real differences in the way of the Junior High School teachers' perception on the professional development in Indonesian EFL classroom and these differences influence the practices of using the professional development in the EFL classroom context. The compound of the attitude of the teachers toward the professional development and their classroom teaching practices guide to the three categories of the Junior High School teachers such as: (1) Highly Effective Teachers on Professional Development (HETPD); (2) Moderately Effectively Teachers on Professional Development (METPD); and (3) Lowly Effective Teachers on Professional Development (LETPD). What is evident is that the more positive attitude of the teachers toward the Professional Development, the better the performance they have in

Indonesian EFL classroom. This research has attempted to expand on scientific understanding of EFL teachers' professional development in Indonesian Junior High School.

**Key words:** Professional development, competence, Junior high school.

## **Introduction**

In Indonesia, the duties of teachers are established in the act on the National Sistem of Education No. 20/2003, especially chapter XI article 40. It is stated that one of the responsibilities of teachers or education workers is “ to have professional commitment to improve quality of education” (Undang-undang Sidiknas, 2003).

Because of the important role, the teachers need to be able to improve and develop their professional competences. As may be not to say what professional competence of EFL teachers should possess or how they should improve and develop as professionals. This is because the concept of ELT teacher professional competence itself is relatively not easy to define and it is constantly changing. Also , the aim of the study is to investigate English teacher professionalism development within the Indonesian educational context which is characterised with a lot of complex realities, limitations and obstacles in its classroom (Walkers, 2001). While Usmirawati (2012) stated that the study of the professionalism of teachers currently can't be separated from the formulation of the teacher characteristics, competence, commitment, status, respect, autonomy, career development and welfare.

In the contrary, Tanang & Abu (2014) state that teachers' professionalism and professional development practices which still have lower quality based on the law and do not produce an improved performance yet in South Sulawesi, Indonesia. This investigation focuses on teachers' behavior-attitude, pedagogic skills, and diversity learning activities through effective professional development as commitment to do continuous improvement. The supporting factors and the constraints of being professional teacher are also identified.

In line with Al Asmari (2016), he states that attending the Continuous professional development, in their feedback, the participants of the current study reiterated upgrading their professional and leadership skills realizing the importance of CPD in developing their teaching skills. He acknowledged that CPD provided them with a challenging change in their knowledge, skills, attitudes, and beliefs. Based on findings, there were CPD related demanding issues which needed urgent attention.

Most people agree that teaching in fact intends to deliver the students into the objective that have been planned before. Successful EFL teachers are not only able to teach but also able to help students to learn, (Thomson, 2006:2). Believing in that a clear understanding of third

phenomenon provides a meaningful addition and depth to understanding of the teacher professional competence in the classroom setting, how they are flexible and vary their teaching strategies, how extent they understand learners and their roles, rights, needs and motivation. It is obvious from the previous discussion that the major problem in EFL teacher`s professionalism development that they posses in Indonesian educational context. These phenomenon is the main concern of this research, and hence it is the core of the whole discussion.

Realizing the problem above, this study attempts to answer this research question:

*What are the perceptions of EFL teachers on their professional development?*

## **Review of Literature**

This chapter comprehensively reviews literature pertaining to the issue of teachers` professionalism development. It provides the related to the information and identification of what others have contended to clarify the issue in this research. The discussion below is dealing with the previous related studies and some pertinent ideas. The pertinent ideas encompass the EFL teaching in Indonesian context and its policy, concept of professionalism development, teachers` performance, teaching and learning theories, language learning theories and methods in language teaching, assessment in language teaching and concept of perception.

Teacher`s professional development becomes very important in general area or study of education, it is probably because the professional competence development of the teacher plays an important role in their performance in teaching and the interaction with the students and other members of the school community.

## **Definition of perception**

The term “perception” is etymologically derived from the Old French Language “perception” and literally referred to the collecting rents by feudal landlords (Barnhart, 1988). While the term *perceptio, percipio*, derives from Latin according to Schacter is “the organization, identification, and interpretation of sensory information in order to represent and understand the environment” (2011: 64). Sensory information is information that the brain collects from the senses (taste, smell, sight, hearing and touch). The information is collected from the receptors and then sent through the neural pathways to the brain, where it is processed so it can be understood.

While Wang (2007) defined it as “a set of internal sensational cognitive processes of the brain at subconscious cognitive function layer that detects, relates, interprets, and searches

internal cognitive information in the mind”. From the definitions above, it can be concluded that perception is the recognition and interpretation or understanding of events, objects, and stimuli through the use of senses like hearing, touching, smelling, feeling and seeing. Perceiving includes how person respond to information. Accordingly, it can be formulated that perception is a process where sensory information can be taken from the environment and can be used in order to interact with the environment. Perception allows us to take the sensory information in and make it into something meaningful.

### **Factors influencing perception**

There are many factors raised to shape and deform perception. These factors can lie in the perceiver, in the target or object being perceived and the situation or context in which the perception is made (Robin, 2003). The factors that derives from the perceiver, for instance, when an individual looks at an object and then tries to interpret what s/he sees, the interpretation is heavily affected by personal characteristics of the individual perceiver. The relevant personal characteristics of the perceiver that affect perception are attitude, motives, interest, experience and expectation. The characteristics of the target that is being perceived such as novelty, motion, sound, size, background, and proximity as well as similarity can affect what is perceived. While the background in which people observe objects are important. These backgrounds among others are the time, the work setting and also the social setting.

### **The importance of perception**

Concerning the description of the perception above, it can be stated that perception is important in understanding individual differences, as how people perceive something will determine how people behave. In short, perception affects behavior (Atweh & Cooper, 1998; Calderhead, 1996; Cillessen & Lafonta, 2002). In relation of perception that dealing with teachers, López (2010) established that the perceptions of teachers are reflected in their attitudes and their attitude toward an innovation is the result of their perception of an innovation. Attitudes are also reflected in the behavior of teacher. For instance, a positive attitude toward innovation can be reflected in the teachers’ cooperative behavior. However, their ambivalent or negative attitudes are reflected in their uncooperative or even their resistance.

Hence, perception can steer and direct the teachers own teaching (Boekaerts, 1998; Artini, 2010). Teachers’ innovative teaching practices are related to their perception of teaching and learning. Teachers’ perception often guide their decisions in the classroom and

influence many facets of classrooms, including the degree of student autonomy, interaction, and forms of assessment in the classroom (Zhu & Wang, 2014; Stipek et al., 2001).

Research suggests that the relationship between one's self concept (perception) and one's academic ability is very strong. By the same token, Boekerts (1998) asserts that perception has a role in providing a set of expectancies towards teaching a particular subject. Accordingly, teacher perception on the importance of the teacher competence is important. Perception plays a pivotal role in attainment and practice of competencies in professional field. Perception may encompass students' preference of how their instruction should be delivered (Lightbown & Spada, 2008). With regard to this, the researcher investigated the perception of EFL JHS (Junior High School teachers in Bone regency South Sulawesi province on the importance of the EFL teachers professionalism development and examine the perception of EFL JHS teachers on their own professionalism. Exploring the teachers' perception is essential to improve the professional development and teaching performance of the teachers. This notion is supported by Jie (2015) who claims that perception is a great significant in achieving and practicing competencies during the professional development of teachers. Accordingly, it can be concluded that perception plays a pivotal role in the attainment and practice of these competencies in the field of professionalism (Bhargawa & Pathy, 2011; Dozza & Cavrini, 2012).

## **Research Design**

An ethnography approach was used as the design of this research. Ethnographic research is one of the qualitative research designs useful to investigate the behavior patterns of teachers and students at school and in the school community. As a qualitative research, ethnographic research design uses qualitative methodological principles, very different from those quantitative researches. Ethnography is the written information of a special culture, customs, beliefs, and attitudes lied on issues collected by using the fieldnote (Harris and Johnson, 2000). In education, ethnographic research is used to describe teachers' and students' behavior; their viewpoints, their needs, their interactions, their language use, etc., from which effective educational or training programs can be designed.

Heath (1982, p.33), one of the pioneers of ethnographic longitudinal research about literacy and language socialisation, instructs educational researchers that an understanding of ethnography "depends on linking it to its traditional disciplinary base in anthropology and its role in the anthropologist's study of human behaviour in cross cultural perspective". Related that Jafar (2010) said that Heath's comment underscores the disciplinary roots of ethnography

in studies of culture and the value of comparison and contrast across cultures as part of such study. Whilst its roots lie in anthropology and sociology, the value of ethnography has been realised across a wider range of disciplines, including in education, where the recognition of the existence of groups with their own cultures, such as those of a school and families associated with the school, has led to exploration using ethnographic techniques to provide new and contextualised insights into aspects of human behaviour in relation to child development and classroom learning.

## **Procedure of Collecting Data**

### **Observation and Field Notes**

Observation is a systematic data gathering technique. Researchers employ all of their skill to explore human in natural environment or naturally occurring conditions. Some researchers' figure out a difference between subjectst observation and observation. Subjects observation involves participation in the lives of the human being learned with the maintenance of a professional that permit enough observation and recording of the data (Fetterman, 1998). Subjects observation puts the human's role as subjects in the social environment he or she observes. The range of functions one may employ as a participant observer have been inform by Gold (1958), Adler and Adler (1984) and others. Bernard (1998) assumes that subjects' observation ought to be learned in the field work.

### **Interview**

Interview is an intended interaction in which one person is trying to obtain information from another. Interviews allow researchers to obtain information data that they can not acquire only from observation, moreover pairing observation and interviewing provides a valuable way to gather complementary data. Interviews can explore and probe participants` responses to gather more in-depth data about their experiences and feelings. They can examine attitudes, interests, feelings, concerns, and values more easily than they can through observation. (Gay *et. al.* 2006:418).

### **Document Analysis**

Document analysis is one of data resource which can be in the model of composition or visual that can give contribution the comprehension of what was situation in the classroom or in the study site and the strategies employed where the study is managed. Document analysis is an organizatinal procedure for reviewing, assesing, examining, or evaluating documents both printed and electronic concepts. Like other analytical approaches in qualitative research,

document analysis asks that data be explored and interpreted to get the meaning, get the comprehension, and improve empirical knowledge (Corbin&Strauss, 2008).

### **Technique of Analyzing Data**

In qualitative research paradigm the process of analyzing data used analytical flow model proposed by Miles and Huberman (1994: 10) are often referred to as interactive data analysis methods. They revealed that the activities carried out in the analysis of qualitative data in an interactive and take place continuously until complete, so the data was already saturated. There were three concurrent flows of activities in analyzing the qualitative data, such as: data reduction, data displays, and conclusions drawing or verification.

### **Findings**

Professional development of English language teachers have an encouragement to develop their capability Perception has a very close relationship with the attitude. Perception deals with the use of mind or senses to understand a person's surrounding. Attitude, on the other hand, is the person's feeling or a way of thinking about something based on their perception (Pickens, 2005).

Perception is the basis for understanding individual differences, as for how people perceive something will affect how people behave (Cillessen & Lafonta, 2002; Lópes, 2010). Teachers' attitude is the reflection of their perception and their perception can guide and set their sights on their own teaching (Artini, 2010). Teachers' instructions are related to their perception of teaching and learning and their perception often determines their decisions and affects many aspects of classrooms such as the interactions, activities, assessment, and students' engagement (Zhu & Wang, 2014; Stipek et al., 2001).

Related to the statements above that the findings in this research about teacher's perception on their professional development are strongly supported by the theories above. Professional development of English language teachers have an encouragement to develop their capability and performance in teaching .

The following summary is the short information of teachers' perceptions that focusing at some attributes. The teachers point of view about professional development of EFL teachers program as follow;

### **Technical knowledge**

The first reserach subject also delivered a message about technical knowledge on professional development of the EFL teacher that the question as follow;

## Extract

Researcher : What is your opinion about the professional development of English teacher ?

Teacher : Well, I think that professional development of EFL teacher has extraordinary benefits; (1) I can be a good teacher and also give a good treatment to the students because I have been through the stages in the process of developing English teacher`s professional development that I have followed. There are many positive things that I learned and very helpful for me to do my duties at the school especially in teaching practice in the classroom. The ability of our pedagogic competence or the other terms, teacher talk and it consists of two kinds, namely management talk and instructional talk. Management talk here refers to how preparation into classroom like opening class or giving appreciation, check to the students, asking to the students about the preparation in studying reviewing the materials before, giving informations about the purposes of studying, method and strategies of studying, steps of studying, media of studying, etc based on the learning scenario. While instructional talk refers to performance of teaching begins pre- teaching, while- teaching, and post- teaching and also our language skills automatically will be good also. For example MGMP, seminar, conference, Workshop, Teacher Training (Diklat), and PLPG program (Teacher`s Training and Development centre) that carried out at provincial level. And (2) there are many informations that we can share in that activity, not only about the information of English teaching but also information about personel administration as Civilian state apparatus for example on tax report, the target employee (SKP), and small meeting with use English language at the same time joking with friends.

Researcher : Do you think the professional development of English language teacher is important ?

Teacher : Yes, it is. Professional development of English teachers is necessary and very helpful at all, especially on program of PLPG, MGMP, workshop, seminar, diklat, comperence during I follow the training of increasing teachers` competence especially English teachers, I feel like in re-fresh and frenkly there are many methods and teaching strategies that I have gained and after I followed the program, it is derectly applied in class because I don`t want the way of my teaching method is monotony, I want there are many variations in teaching because I realize that nowadays the education has changed and it has

developed rapidly and most of all the changes that accrued on the learner , nowadays the most of the students are mastering sophistication of technology and information such as the use of the internet ot smart phone and gadget, then as a teacher I have to balance the situation and I get it through the training program.

Researcher : Is the professional development of English language teacher could influence and support the mastery of your language skills ?

Teacher : Yaah, of course that is very influent because indirectly, I always use English eventhough it is not one hundred percent in using it but we often to use it for example; teaching in speaking, reading, writing, and listening, we always explain the material by using in English. Of course there is a transformation of understanding here. (Interviewed on Thursday, August 23, 2018 FN 002).

Based on his answer to the interview is supported strongly by Cutrone, P (2015) states that it is important that EFL teachers understand and respect how potentially sensitive cross-cultural issues can be in the EFL classroom. Accordingly, he cautions EFL teachers to never push their learners to communicate in ways that make them feel uncomfortable. It is important to keep in mind that students forge their identities and belief systems through their culture; thus, any attempts by teachers to alter their communicative style or behaviors may be met with resistance and disengagement from the class.

Professional development of English language teachers have an encouragement to develop their capability and performance in teaching . How the teahers improve their abiliy and competence maxsimally whether it is in term of professional qualities and pedagogical competence. That is why this is the questions that asked in this research. It is about what is their opinion on the meaning of perception on professional development of English language teachers.

The second reserach subject also delivered a message about technical knowledge on the professional development of English teachers.

### **Extract**

Researcher : What is your opinion about the professional development of English teachers ?

Teacher : At the present I think that the developing of English teacher on professionalism competence can support my duties as a teacher, it is proved by applying what we have a lot of experiences to know directly in learning process in the class, it can increase our motivation and self - confidence.

- Researcher : Do you think that professional development of English teacher is important ?
- Teacher : Yes, it does. It took affect very much in increasing my motivation and my self-confidence in teaching classroom context.
- Reasearcher : Is the professional development of English language teacher could influence and support the mastery of your language skills like ; speaking, writing, reading, and listening ? How ?
- Teacher : Yes, it is very influential because of the existence of training such as; MGMPs, workshops, training, PLPG, and so on train teachers to teach alternately appearing in front of the class or practice learning designs that have been compiled or designed together in such a way based on the demands of the existing curriculum so that integrated learning automatically listening, reading , speaking, and writing. (Interviewed on Monday, august 27, 2018 FN 008).

The preceding extract shows that she is really believe that the professional development of EFL`'s teacher through service training such as; MGMP ( Musyawarah Guru Mata pelajaran ) Teachers Field Study Meeting Club, PLPG ( Teachers Training and Development Centre), and Teaching Trainings ( workshop ) or seminar by using computer facilities like LCD, chamera, handphone, etc are vry important and influential in increasing her motivation and self-confidence in teaching classroom context, and they take affect for the teaching quality to professional development, her subject-matter knowledge can be applied in studying process directly. It is also influential to her language abilities to master such as ; listening, writing, reading, and speaking.

In MGMP activities, We also offer discuss together with the participants or our friends how to solve problems in the field related to duties such as how to make a test effectively, lesson plan, assessment, etc based on the new curriculum, we also plan to make a hands book or moduls by using media because media is a tool to help the teachers to transfer their knowlege in order to make easier to understand for learners so that it is very important to have for teachers if they will teach in the classroom, but in listening comprehension subject frankly we still need technical quidance”.

In indonesia the duties of teachers are established in the act on the National system of education No. 20/2003, especially chapter XI article 40. It is stated that one of the responsibilities of teachers or educational workers is “to have professional commitment to improve quality of education” (Undang-undang Sisdiknas 2003). And according to the act of

teachers and lecturers No 14/2005, teachers need to have four kinds competences, namely; professional competence (knowledge of subject matter), pedagogic competence (skill in teaching methodology), personal competence (good behaviour and personalities), and social competence (social interaction and acceptance).

### **Pedagogical Skills**

The first reserach subject delivered a message about pedagogical skills on professional development of the EFL teacher that the question as follow;

#### **Extract**

Researcher : Is the professional development of English language teacher that you already have could improve your capability in designing and developing the teaching scenario ?

Teacher : Yes, for the first, I think indeed greatly help improve my ability to teach as far as my experience in the EFL teachers` professional development program, we are as teachers required to find out, it means that we are expected to up to date our teaching treatment, for example studying from computer like the using of quicker school, quicker school is the computer based on program use by both teachers and students in studying via internet applications.”

And the second, I think yes of course professional development can increase our knowledge about how to become a professional teacher. A lot of suitable techniques and useful information how to arrange, designing, and developing teaching scenario or Lesson plan that suitable and appropriate in student learning in the classroom.

Researcher : Is the professional development of English teacher able to enrich your teaching technique and strategy ?

Teacher : Yes, it can provide information while at the same time enriching our ability in mastering techniques and strategies in teaching because for example in MGMP activities teachers are accustomed to designing and compiling learning steps, learning techniques and strategies in class, sharing and sharing among friends - teacher friends in terms of ability enrich new knowledge about new learning models according to the demands of the new curriculum and apply them in the classroom.

Researcher : If you find a new teaching strategy applies by one of your friends, what should you do ?

Teacher : In my opinion, we appreciate it well and try to learn it later if the learning model is in accordance with the demands of the new curriculum and can be done then we strive to translate it based on the needs of students and conditioned according to the needs of students and existing school facilities. (Interviewed on Monday, august 27, 2018 FN 008).

Based on the extract that professional development program can increase the teachers` knowledge about how to become a professional teacher. And a lot of information that they can acquired for example, the suitable techniques and useful information how to arrange, designing, and developing teaching scenario in term RPP (Rencana Program Pembelajaran) or Lesson plan that suitable and appropriate in student learning in the classroom. And also it can provide information while at the same time enriching our ability in mastering techniques and strategies in teaching in the classroom.

The third reserach subject delivered a message about pedagogical skills on professional development of the EFL teacher that the questions as follow;

**Extract**

Researcher : Do you have the development of professional English teachers that you have so far can improve your ability in compiling and designing your learning scenario?

Teacher : Yes, I do. when attending teacher professional development trainings such as the Subject Teachers' Consultation (MGMP) we were greatly helped in compiling and designing learning scenarios because in those trainings, we were trained to develop and design learning scenarios to improve teaching abilities and qualities in carrying out tasks as a teacher.

Researcher : Can professional development of English teachers provide information while at the same time enriching the ability of mastering the techniques and strategies for teaching English in the classroom ?

Teacher : Yes, it can provide information while at the same time enriching our ability in mastering techniques and strategies in teaching because for example in MGMP activities teachers are accustomed to designing and compiling learning steps, learning techniques and strategies in class, and sharing among friends - teacher friends in terms of ability enrich new knowledge about new learning models in accordance with the demands of the new curriculum and can apply it in the classroom. ( Interview on august 29, 2018 FN 010).

Based on the extract that the development of English teachers can provide information while at the same time enriching our ability in mastering techniques and strategies in teaching because for example in MGMP activities, teachers are accustomed to designing and compiling learning steps, learning techniques and strategies in class, sharing and sharing among friends - teacher friends in terms of ability enrich new knowledge about new learning models in accordance with the demands of the new curriculum and can apply it in the classroom.

### **Personal Qualities**

The second research subject also delivered a message about pedagogical skills on professional development of the EFL teacher that the question as follow;

#### **Extract**

Researcher : How do you control your students to keep focus in the classroom teaching process ?

Teacher : Yes, of course there are a number of steps that I have taken in class, the first, giving assignments which are usually in the form of appreciation, yells, songs, games, and others. Then the two give assignments in the form of exercises, discussions and in the form of question and answer or feedback.

Researcher : Do you have any short and long term target toward professional development in the future ?

Teacher : Yes, of course, a teacher has such a plan, for example, a short-term plan is to prepare all the tools or learning tools needed in the learning process in the classroom and for the long term the impact of learning English on students can be useful or used in daily life. day and work world. ( Interviewed on august 27, 2018 FN 008).

Based on the extract that professional development of English teacher can give positive effect to the teachers especially for the teaching techniques and methods in apply the teaching process so that the students can focus more on learning English in the classroom and are also they are hoped to have long-term and short-term plans in professional teaching. In line with Mainstream classroom teachers are teachers who are responsible for teaching the core areas of the primary school curriculum which include literacy/English, Science, Mathematics, Technology, and Study of Society and Environment (Jafar, 2010). Therefore, the existence of professional development programs can provide solutions for English teachers.

The third research subject delivered a message about personal qualities on professional development of the EFL teacher that the question as follow;

## **Extract**

Researcher : How do you control your students to keep focus in the classroom teaching process ?

Teacher : Yes, we often do it in class so that students stay focused and concentrated on subjects, of course the use of appropriate, fun learning methods and techniques and the use of appropriate media because using media can attract students' attention and be motivated to focus more on learning. Furthermore, of course, looking at the condition of students, if the students' conditions are out of focus, we usually give assignments which are usually in the form of appreciation, yells, singing, games, and so on. Then then give assignments in the form of exercises, discussions and in the form of question and answer or feedback.

Researcher : Do you have any short and long term target toward professional development in the future ?

Teacher : Yes, of course, a teacher has such a plan, for example, a short-term plan is to prepare all the tools or learning tools needed in the learning process in the classroom and for the long term the impact of learning English on students can be useful or used in daily life. day and work world. (Interviewed on Wednesday, august 29, 2018 ).

Based on the extract that an English teacher should have many teaching techniques and methods so the students can focus more on learning English in the classroom and also they are hoped to have long-term and short-term plans in professional teaching. Therefore, the existence of professional development programs can provide solutions for English teachers in Indonesia.

## **Discussion**

Professional development of the EFL teachers can encourage to increase and develop their pedagogic competence or their ability and quality in teaching and learning process in the classroom. How the English teachers improve their professional development whether it is in terms of qualities , capabilty, and performance in teaching through MGMP, seminar, workshop, Teacher training (Diklat), conference, discussion or sharing in sosial media, and so on. It is about what is their opinion on the perception of the EFL teachers professional development.

The research has explored what EFL opinion on the concept of professional development. In sum, the notions of the English language teacher's professional development are indeed very important and very helpful for the successful process of teaching and learning that lead to increase the student's interest of the material. This research findings in line with Afsaneh (2011), previous research findings who conducted a research entitled "The relationship between Iranian EFL teachers' sense of Self-Efficacy and their pedagogical success in Language Institutes." The qualitative findings of the study indicate that there is a significant relationship between teachers' success and their self-efficacy, their teaching experience and age. This reflect the theory, stated that, The concepts of teacher professionalism are closely linked to autonomy, professional judgment, engagement with matters of curriculum and assessment, collaboration with others, power sharing with other stakeholders, and continuous learning (Hargreaves & Fullan, 1998; Yuwono 2010). Teacher's professional and competence are two of effecting factors for the successful in teaching English as the mandatory subject in Indonesian school.

From the EFL teacher's perception data about professional development, the researcher identified three categories that can be used as the size of the teacher characteristics assessed professional development, namely:

1. Highly Effective Teachers on Professional Development (HETPD), with the indicators:
  - a. having a good technical knowledge
  - b. applying various ways of teaching in the classroom.
  - c. sharing each other about many things related to the duties in the school.
  - d. creating active learning environments that are meaningful, technologically appropriate, and academically challenging.
  - e. creating the learning process effectively and efficiently.
  - f. organizing frequent student interaction though collaborative learning techniques.
  - g. having a large networking.
  - h. creative and active in joining education development.
2. Moderate Effectively Teachers on Professional Development (METPD), with indicators:
  - a. using the limited instruction techniques to different learning styles.
  - b. rarely control the students to keep the focus of studying in classroom teaching context.
  - c. have a simple technical knowledge.

3. Low Effective Teachers on Professional Development (LETPD), with indicators:
  - a. is not informed of the rationale for professional development
  - b. still use of teaching monotonously.
  - c. do not share an active commitment toward professional development.
  - d. do not open to innovation.

Excellent EFL teachers are needed to help achieve the national education curriculum goal because of the important role of that teacher have, teachers need to be able to improve and develop their professional development.

### **Conclusion**

1. This research study identified that the perception of EFL teachers on professional development had a positive impact on teaching practice. This finding implies that professional development for teachers is important to ensure high quality teaching. In general, teachers' professional development is viewed as a platform for professional learning. As teachers develop better content knowledge through participation in professional development, they become more confident with their own practice (Harris et al., 2010). This will result to better student understanding of the subject taught.
2. The more positive perception of EFL teachers on professional development the better ways to teach or manage students in classroom teaching practice and also more creative and quality in their teaching process so that they can improve learning outcomes to the students as well.
3. The more highly implemented professional development of EFL teachers the more positive towards teachers' performances, methods, and approaches in the classroom teaching practice.

### **Suggestions**

1. For the teachers, they need professional development effectively and continuously in particularly the EFL teachers in order to be able to improve and develop the high teaching quality and more creatively in classroom teaching practice.
2. This research can be further replicated to involve more schools to increase the validity and reliability of its finding. It is recommended that this research be conducted on a group of teachers who had experience similar professional development so that their perception of its impact on their teaching practice can be better understood.

3. EFL teacher in this professional development should be encouraged to explicitly use the theory that they study in practical realizations such as lesson plans, class observations, and the planning and execution of classroom activities. Teachers benefit from being asked to use theory this way and to reflect upon it. Lastly, activities that combine theory and practice in professional development programs, especially ones that address planning and executing teaching ideas, should have follow-up sessions for reflection. Teachers and teacher educators, or collaborators (Freeman, 1989), should reflect prior to and on action to see in what ways the program is having an impact on teachers.

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