Students` Responce on the Professional Development of English Teachers In Indonesian Efl Classroom

[1]Muhammad Jafar, [2]Muhammad Basri Jafar, [3]Andi Qashas Rahman, [4]Hamsu Abdul Gani

[1]*English Departement, STKIP Muhammadiyah Bone*
[2]*English Departement, Universitas Negeri Makassar*
[3]*English Departement, Universitas Negeri Makassar*
[4]*English Departement, Universitas Negeri Makassar*
Corresponding Author: Muhammad Jafar

Abstract. The objective of this qualitative research is to get comprehensive insight by formulating substantive theory on the development of professional development of Junior High School English teachers in Indonesian Junior high school.

This rerearch applied a qualitative descriptive method by using ethnography study approach. There were three English teachers and eighty four students as research subject in the research. The data were collected to gain participants` subjective experiences by using in depth interview technique structured and unstructured questions, participant observation, and documentation. The data were analyzed by Likert Scale which consisted of five categories as follows; (1) a strongly positive response is students` statement in the category of very agree, (2) a positive response is students` statement in the categoty of agree, (3) a neutral response is students` statement in the category of doubtful, (4) a negative response is students` statement in the category of disagree, and (5) a strongly negative response is student`s statement in a category of very disagree in implementation of teaching in the classroom.

The findings of this research demonstarted that students of SMP Negeri 2 Watampone are very responce on professional development of English language teachers

I. 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 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 relities, limitations and obstacles in its classroom (walker`s, 2001).

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. Realizing the problem above, this study attempts to answer the following four research questions as follows: *How are the students` response to the implemented professional develpment of the EFL teachers ?*

II. LITERATURE REVIEW

2.1. Teachers` Professional development

Teacher's professional competence can be defined as the teacher's ability to master the disciplinary area content and knowledge that must be taught. Professional competence is considered the central competency as it covers the other competencies (Hilferty, 2009: Brindley, 2002). For instance, in demonstrating the pedagogical competence, teachers must plan and conduct effective teaching as well as assessment activities. In demonstrating personality competence, then teachers must act as the roles models for their students. In demonstrating social competence, teachers must interact effectively with students, colleagues, and community. While in demonstrating the content knowledge competence teachers must show that they know multiple aspects of English language. In relation to this, Andabai (2013), claims that knowledge of the subject does not really mean understanding the history of English, but knowing what to teach and how to teach it, knowing who the learners and how to teach them. Knowing who they are and how to motivate them above all, knowing when to teach and where to teach it.

2.2. Importance of Professional Development

Professional development opportunities are essential in every profession to increase efficiency and the ability to compete in a global economy (Walker, 2010). A professional development activity has the responsibility of addressing the needs of teachers and students through meeting legal requirements, expanding content knowledge, developing curriculum, and encouraging best practices for instructional and managerial strategies within the classroom. High quality teachers provide excellent educational opportunities that yield students who are successful learners (Kaplan & Owings, 2004).

2.3. Effective Professional Development

Educational success is when students learn and continue to develop skills, knowledge, and love of learning throughout their lifetime. "Research confirms that teacher and teaching quality are the most powerful predictors of student success. The more years that students work with effective teachers, the higher their measured achievement" (Kaplan & Owings, 2004, p. 1). Effective training and professional development of teachers are vital to the strengthening of the public education system. Traditional approaches to teacher development have proven ineffective and teacher education simply is unable to prepare teachers for every challenge they may face throughout their career (Schleicher, 2011).

Effective professional development occurs when there is collective participation; content is focused on curriculum needs and research-based practices; connected to system and school wide goals; extended over a period of time to allow for active learning and practice; follow- up activities include coaching, with feedback opportunities and additional development activities (Lyndon & King 2009; Snow-Renner & Lauer, 2005). These characteristics are found in the mastery experiences known to positively impact self-efficacy (Bandura, 1997). In contrast to the traditional one-day workshop, professional development activities that are sustained over time are more likely to impact teacher behavior and allow for implementation of current teacher and student needs (Garet et al., 2001).

III. METHODOLOGY

In this research design, the researcher took qualitative – descriptive by applying ethnogrpahy study approach. The qualitative research method involved the use of qualitative data, such as interviews, documents and observation, in order to understand and explain a social phenomenon. The method generally includes data sources with observation and respondent observation, interviews and questionnaires, documents and the researcher`s impression and perception. A good definition is given by Denzin and Lincoln (1994) that a qualitative research focuses on interpretation of phenomena in their natural settings to make sense in terms of the meanings people bring to these settings.

Atmowardoyo (2010: 10) defines research in such a situation is a function of the researcher`s impressions and insights. Usually, this approach uses technique like indepth interviews, focus group interviews, and projective techniques. This kind of research do not involve statistic formula in it`s data analysis and the data are gathered from interview and observation are poured into field notes containing verbal description of phenomena under the study. At this point, the resercher tends to observe data and familiarize with data about the EFL teacher professional competence development and moving deeper and deeper into understanding the data naturally.

The school was chosen purposively because beside this school in the most favourite state junior high schools in Bone, it is also known, based on the researchers` pre-observation, that all the students from this school was successfully pass the final examination on English subject, and were known for its achievement on several English championships whether local or national level. SMP Negeri 1 Watampone is located on Jalan Gunung Kelabat in Watampone.

After completing written interview as evaluative interview to the teachers in school to find out the research subject based on teacher`s English communicative competence, from five English teachers totally in SMP Negeri 2 Watampone, the researcher interviewed all teachers as respondents. Three of the English teachers were two female and one male. In this research took three research subjects that was given pesudonym or abbreviated. MHS was abbreviated of the first research subject, STR was abbreviated of the second research subject, and FBY was abbreviated of third research subject. The findings focused on examine the students` response to the professionalism development of EFL teachers. The description was divided into three main parts that are being the research questions of this research which followed by several categories.

The subject of this research were the English teachers. Threrefore, as this research was included as ethnography study so this research aims to investigate the phenomena of the EFL teachers` professionalism development for their successful teaching that existed in Watampone. Then the researcher observed the English teachers whether they represent two categories as the research subject in this research. The categories are ; (1) the subjects have been certified as professional educator from the government. The researcher concludes the selected subject after completing observation and document examination to make sure the subject of this research; and (2) the selected subject agrees to be the research subject of this research in order to gain a valid data about the subject.

IV. FINDING AND DISCUSSION

3.1. Contextualizing student`s response on the professional development

The student`s responses on the professional development of English language teachers intended to find out the extent of students` responses toward the EFL teahers professional development by using questionnaire . In this research, the data was collected based on the questionnaire and analyzed by using Likert Scale Principle , Arikunto (1995). They are five categories as follows; (1) a strongly positive response is students` statement in the category of very agree, (2) a positive response is students` statement in the categoty of agree, (3) a neutral response is students` statement in the category of doubtful, (4) a negative response is students` statement in the category of disagree, and (5) a strongly negative response is student`s statement in a category of very disagree in implementation of teaching in the classroom.

The questionnaire consisted of twenty seven items which devided into five categorizes where; (1) learning strategy and methods consisted of ten items, (2) materials of learning consisted of three items, (3) task and assignment consisted of two items, (4) assessment and evaluation consisted of seven items, and (5) motivation and suggestion consisted of four items.

3.2. Student`s response on the Learning Strategy and Methods

The questionnaire was given to the students to gain information on students` response toward the professional development of English teachers especially for the learning strategy and method appiled by the EFL teachers in the classroom. And the student`s response that we can see in the table.

Table 4.1. Student`s response toward learning strategy and menthod

No	Items	STS	%	TS	%	RR	%	S	%	SS	%
1.	The teacher knows me very much how to become anthauciase to the learning process.	0	0	0	0	10	11,90	36	42,86	38	45,24
2.	I am sure that I am able to success in this studying.	0	0	1	1,19	14	16,67	38	45,24	31	36,90
3.	I am not interested in studying when the teacher teaches English in the classroom.	41	48,81	35	41,67	3	3,51	3	3,51	2	2,38
4.	The teacher sometimes makes unavailable situation in learning process in the classroom.	34	40,48	28	33,33	9	10,71	12	14,29	1	1,19
5.	I like to work and study in	1	1,19	5	5,95	7	8,33	22	26,1	49	

	this studying.							9		58,33
6.	The students appear to study seriously in the classroom learning process.	0	0	2	2,38	11	13,10	49	58,33	22 26,19
7.	The teacher uses the interesting and varied teaching method and approach.	0	0	0	0	2	2,38	33	39,29	49 58,33
8.	Every student study hard and actively in the classroom learning context.	1	1,19	7	8,33	25	29,76	30	35,71	21 25
9.	I am often daydream and sleepy when doing in the classroom learning context.	37	44,05	21	25	14	16,67	7	8,33	5 5,95
10.	I am disappointed with this learning	56	66,67	25	29,76	2	2,38	1	1,19	0 0

Based on the table 4.1 indicates that the data of students` interval score based on the item 1 of the questionnaire in the table above showed that 38 (45,24 percent) students were indicated strongly agree of the 84 students as subject of the research, 36 (42,86) students were agree, 10 (11,90) students were undecided and while no one of students felt disagree and strongly disagree in the teache knows me very much how to become anthauciase to the learning process.

The data of students` interval score based on the item 2 showed that 31 (36,90 percent) students were indicated strongly agree of the 84 students as subject of the research, 38 (45,24) students were agree, 14 (16,67) students were undecided, 1 (1,19 percent) student was disagree and while no one of students felt strongly disagree in the statement of I am sure that I am able to success in this studying.

The data of students` interval score based on the item 3 of the questionaire in the table above showed that 2 (2,38 percent) students were indicated strongly agree of the 84 students as subject of the research, 3 (3,51 percent) students were agree, 3 (3,51 percent) students were undecided and while 35 (41,67 percent) of students felt disagree and 41 (48,81 percent) students were strongly disagree in the statement of I am not interested in studying when the teacher teaches English in the classroom.

The data of students` interval score based on the item 4 showed that 1 (1,19 percent) students were indicated strongly agree of the 84 students as subject of the research, 12 (14,29 percent) students were agree, 9 (10,71 percent) students were undecided and while 28 (33,33 percent) of students felt disagree and 34 (40,48 percent) were strongly disagree in the teacher sometimes makes unavailable situation in the learning process in the classroom.

The data of students` interval score based on the item 5 showed that 49 (58,33 percent) students were indicated strongly agree of the 84 students as subject of the research, 22 (26,19 percent) students were agree, 7 (8,33 percent) students were undecided and while 5 (5,95 percent) of students felt disagree and 1 (1,19 percent) student was strongly disagree in the statement of I like to work and study in this learning.

The data of students` interval score based on the item 6 showed that 22 (26,19 percent) students were indicated strongly agree of the 84 students as subject of the research, 49 (58,33 percent) students were agree, 11 (13,10 percent) students were undecided and while 2 (2,38 percent) students were disagree and none student was strongly disagree in the statement of the students appear to study seriously in the classroom learning process.

The data of students` interval score based on the item 7 showed that 49 (58,33 percent) students were indicated strongly agree of the 84 students as subject of the research, 33 (39,29 percent) students were agree, 2 (2,38 percent) students were undecided and while no one student was disagree and strongly disagree in the teacher uses the interesting and varied teaching method and approach.

The data of students` interval score based on the item 8 showed that 21 (25,00 percent) students were indicated strongly agree of the 84 students as subject of the research, 30 (35,71 percent) students were agree, 25

(29,76 percent) students were undecided and while 7 (8,33) students were disagree and 1 (1,19) student was strongly disagree in the statement of every student study hard and actively in the classroom learning context.

The data of students` interval score based on the item 9 of the questionaire in the table above showed that 5 (5,95 percent) students were indicated strongly agree of the 84 students as subject of the research, 7 (8,33 percent) students were agree, 14 (16,67 percent) students were undecided and while 21 (25,00) students indicated disagree and 37 (44,05) were strongly disagree in the statement of I am often daydream and sleepy when doing in the classroom learning context.

And the last, the data of students` interval score based on the item 10 of the questionaire in the table above showed that no one student indicated strongly agree of the 84 students as subject of the research, 1 (1,19 percent) student was agree, 2 (2,38 percent) students were undecided and while 25 (29,76) students indicated disagree and 56 (66,67) were strongly disagree in the statement of I am dispointed with this learning.

Based on the Interval score data from all the items above show that most students response positively toward the learning and strategy methods implemented by the EFL teachers in the teaching process in the classroom. The student`s response can be illustrated in the chart below.
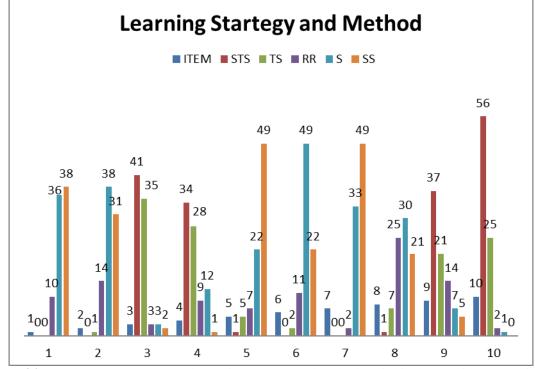

Chart 4.2. Student`s response toward Learning Strategy and method appied in the teaching process in the classroom.

3.3. Student`s response on the Learning materials

In this part, there was three items in the questionnaire. The questionaire was given to the students to gain information on students` response toward learning materials that applied in the classroom teaching process on the professional development of English teachers. And the student`s response that we can see in the table.

Table 4.3. Studen`s response toward Learning materials

No	Items	STS	%	TS	%	RR	%	S	%	SS	%
1	The materials that we study in the learning proses will use for me.	0	0	0	0	0	0	34	47,48	50	59,52
2	The teacher makes a various material by using media that it is very important.	1	1,19	2	2,38	4	4,78	48	57,14	29	34,53

3	The English lesson is too difficult to understand by the students.	18	21,43	40	47,62	17	20,24	7	8,33	2	2,38

Based on the table 4.3 indicated that the data of students` interval score based on the item 1 of the questionaire in the table above showed that 50 (59,52 percent) students were indicated strongly agree of the 84 students as subject of the research, 34 (47,48) students were agree, and while no one of students felt undecided, disagree and strongly disagree in the satatement of materials that we study in the learning process will use for me.

Student`s response of the data of students` interval score based on the item 2 showed that 29 (34,53 percent) students were indicated strongly agree of the 84 students as subject of the research, 48 (57,14 percent) students were agree, 4 (4,78 percent) students were undecided and while 2 (2,38 percent) of students felt disagree and 1 (1,19 percent) student was strongly disagree in the teacher makes a various material by using media that it is very important. The data of students` interval score based on the item 3 showed that 2 (2,38 percent) students were indicated strongly agree of the 84 students as subject of the research, 7 (8,33 percent) students were agree, 17 (20,24 percent) students were undecided and while 40 (47,62 percent) of students felt disagree and 18 (21,43 percent) were strongly disagree in the English lesson is too difficult to understand by the students.

And the last, the data of students` interval score based on the item 4 of the questionaire in the table above showed that 22 (26,19 percent) students were indicated strongly agree of the 84 students as subject of the research, 49 (58,33 percent) students were agree, 11 (13,10 percent) students were undecided and while 2 (2,38 percent) students were disagree and none student was strongly disagree in the statement of the students appear to study seriously in the classroom learning process.

Based on the interval score data from all the items above, we concluded that most students response positively toward the learning materals on professional development used by the EFL teachers in the classroom teaching context. The student`s response can also illustated in the chart below.
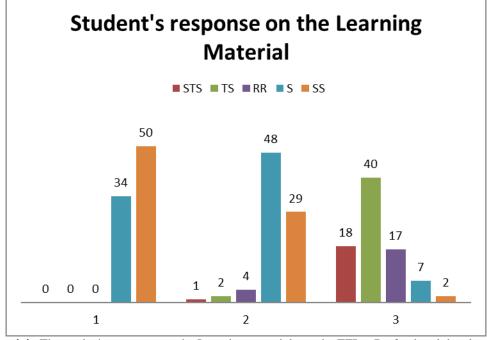

Chart 4.4. The studen`s response on the Learning materials on the EFL Professional development.

3.4. Student`s response on the Task and Assignment

In this part, there was two items in the questionnaire was given to the students to gain information on students` response toward the professional development of English teachers especially the task and assignment that was given to the students in teaching process in the classroom . And the student`s response that we can see in the table.

The Lecturers' Perceptions on Reading Material based on Local Culture in South Sulawesi Indonesia

Table 4. 5. Student`s response toward the Task and Assignment

No	Items	STS	%	TS	%	RR	%	S	%	SS	%
1.	It is difficult to predict the values from the task given by the teacher.	8	9,52	18	21,43	34	40,48	18	21,43	6	7,14
2.	It is enough duties or homework that I must do in this learning	0	0	0	0	3	3,57	62	73,81	19	22,62

Based on the table 4.5 indicated that the student`s response on the task and assignment only two item in the questionnaire. The first, data of students` interval score based on the item 1 of the questionaire in the table above showed that 6 (7,14 percent) students were indicated strongly agree of the 84 students as subject of the research, 18 (21,43 percent) students were agree, 34 (40,48 percent) students were undecided and while 18 (21,43 percent) of students felt disagree and 8 (9,52 percent) students were strongly disagree in the statement of it is difficult to predict the values from the tasks given by the teacher.

And the second, the data of students` interval score based on the item 2 of the questionaire in the table above showed that 19 (22,62 percent) students indicated strongly agree of the 84 students as subject of the research, 62 (73,81 percent) students were agree, 3 (3,57percent) students were undecided, while no one student indicated disagree and strongly disagree in the statement of it is enough duties or homework that I must do in this learning.

Based on the interval score data from all the items above, we concluded that most students response positively toward the task and assignments on professional development used by the EFL teachers in the classroom teaching context. The student`s response can also illustrated in the chart below.
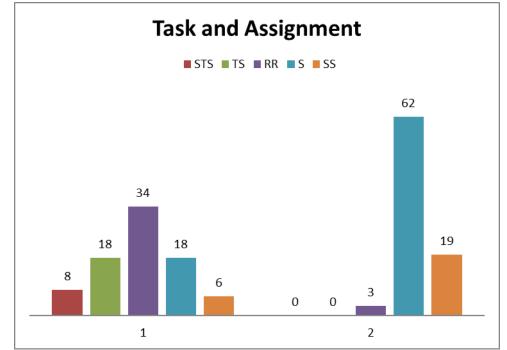

Chart 4.6. The student` s response toward Task and Assignment on the EFL professional dvelopment.

3.5. Student`s response on the Assesssment and Evaluation

In this part, there was eight items in the questionnaire was given to the students to gain information on students` response toward the professional development of English teachers especially assessment and evaluation was given to the students in teaching process in the classroom . And the student`s response that we can see in the table.

Table 4.7. Student`s response toward the Assessment and Evaluation

No	Items	STS	%	TS	%	RR	%	S	%	SS	%
1.	I need be lucky in order to get a good score in this studying.	2	2,38	7	8,33	11	13,10	36	42,86	28	33,33
2.	I feel that this Eglish lesson become interesting and satisfied for me	0	0	1	1.19	4	4,76	48	57,14	31	36,90
3.	I think that the values and the other rewards that I received are fair if they compared to another students.	0	0	2	2,38	7	8,33	63	75	12	14,29
4.	I feel satisfied with the evaluation from the teacher when comparing to assess for my working by myself.	1	2,19	4	4,76	7	8,33	45	53,57	27	32,14
5.	I am satisfied what I get from this learning.	0	0	0	0	2	2,38	33	39,29	49	58,33
6.	My personal benefits of this learning is clear for me.	0	0	3	3,57	7	8,33	35	41,46	39	46,43
7.	I think that the teacher explains the lesson in learning process is rightly and it is easy to understand for the students.	0	0	1	1,19	11	13,10	38	45,24	34	40,48
8.	I feel that I have gotten enough respect for the results of my working in this learning with the form of values, comments, or other inputs.	0	0	0	0	9	10,71	57	67,86	18	21,43

Based on the table 4.7 indicated that the data of students` interval score based on the item 1 of the questionaire in the table above showed that 28 (33,33 percent) students were indicated strongly agree of the 84 students as subject of the research, 36 (42,86 percent) students were agree, 11 (13,10 percent) students were undecided and while 7 (8,33 percent) of students felt disagree and 2 (2,38 percent) were strongly disagree in the statement of I need be lucky in order to get a good score in this studying.

The data of students` interval score based on the item showed that 31 (36,90 percent) students were indicated strongly agree of the 84 students as subject of the research, 48 (57,14 percent) students were agree, 4 (4,78 percent) students were undecided, 1 (1,19 percent) student was disagree and while no one student indicated strongly disagree in the statement of I feel that this English lesson become interesting and satisfied for me.

The data of students` interval score based on the item 3 showed that 12 (14,29 percent) students were indicated strongly agree of the 84 students as subject of the research, 63 (75 percent) students were agree, 7 (8,33 percent) students were undecided, 2 (2,38 percent) student was disagree and while no one student indicated strongly disagree in the statement of I think that the values and the other rewards that I received are fair if they compared to another students.

The data of students` interval score based on the item 4 that 27 (32,14 percent) students were indicated strongly agree of the 84 students as subject of the research, 45 (53,57 percent) students were agree, 7 (8,33 percent) students were undecided and while 4 (4,76 percent) of students felt disagree and 1 (1,19 percent)

student was strongly disagree in the statement of I feel satisfied with the evaluation from the teacher when comparing to assess for my working by myself.

The data of students` interval score based on the item 5 showed that 49 (58,33 percent) students were indicated strongly agree of the 84 students as subject of the research, 33 (39,29 percent) students were agree, 2 (2,38 percent) students were undecided and while no one student was disagree and strongly disagree in the statement of I am satisfied what I get from this learning.

The data of students` interval score based on the item 6 showed that 39 (46,43 percent) students were indicated strongly agree of the 84 students as subject of the research, 35 (41,67 percent) students were agree, 7 (8,33 percent) students were undecided, 3 (3,57) students were disagree and no one student indicated strongly disagree in the statement of my personal benefiet in this learning is clear for me.

The data of students` interval score based on the item 7 showed that 34 (40,48 percent) students were indicated strongly agree of the 84 students as subject of the research, 38 (45,24 percent) students were agree, 11 (13,10 percent) students were undecided, 1 (1,19) student was disagree and no one student indicated strongly disagree in the statement of I think that the teacher explains the lesson in learning process is rightly and it is easy to understand for the students.

And the last, the data of students` interval score based on the item 8 of the questionaire in the table above showed that 18 (21,43 percent) students indicated strongly agree of the 84 students as subject of the research, 57 (67,86 percent) students were agree, 9 (10,71 percent) students were undecided, while no one student indicated disagree and strongly disagree in the statement of I feel that I have gotten enough respect for the results of my working in this learning with the form of values, comments, and other imputs.

Based on the interval score data from all the items above, we concluded that most students response positively toward the assessment and evaluation on professional development used by the EFL teachers in the classroom teaching context. The student response can be illustrated in chart below.
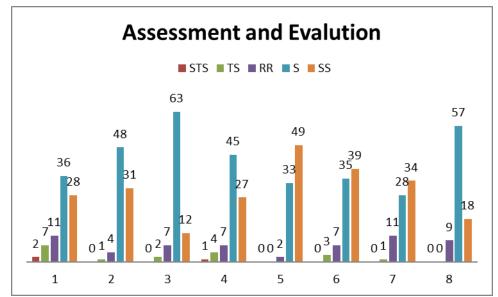

Chart 4.8. Studen`s response toward Assessment and Evaluation on professional development of the EFL teachers.

3.6. Student`s response on the Motivation and Suggestion

In this part, there was eight items in the questionnaire was given to the students to gain information on students` response toward the professional development of English teachers in giving motivation and suggestion to the students before and after the teaching process in the classroom . And the student`s response that we can see in the table.

Table 4.9. Student`s response toward the Motivation and Suggestion

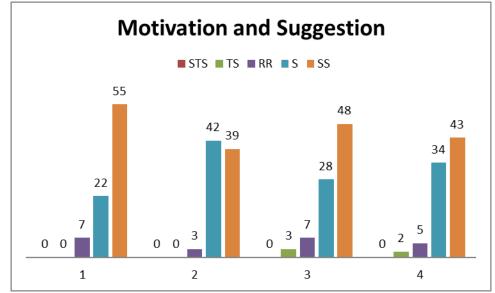| No	Items	STS	%	TS	%	RR	%	S	%	SS	%
1.	I must work or study hard in order to success in this studying	0	0	0	0	7	8,33	22	26,19	55	65,48
2.	It is very important to be success in learning process	0	0	0	0	3	3,57	42	50	39	46,43

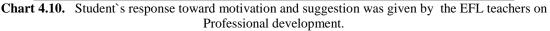| 3. | When I join this learning, I belief that we are able to become success if I attempt to study hard. | 0 | 0 | 3 | 3,57 | 7 | 8,33 | 28 | 33,33 | 48 | 57,14 |
| 4. | I get enough imput to be success in this learning. | 0 | 0 | 2 | 2,38 | 5 | 5,95 | 34 | 40,48 | 43 | 51,19 |

Based on the table 4.9 indicated that the data of students` interval score based on the item 1 of the questionaire in the table above showed that 55 (65,48 percent) students were indicated strongly agree of the 84 students as subject of the research, 22 (26,19 percent) students were agree, 7 (8,33 percent) students were undecided and while no one of student felt disagree and strongly disagree in the statement of I must work or study in order to success in this studying. The data of students` interval score based on the item 2 showed that 39 (46,43 percent) students were indicated strongly agree of the 84 students as subject of the research, 42 (50,00 percent) students were agree, 3 (3,57 percent) students were undecided and while no one student indicated disagree and strongly disagree in the statement of it is very important to be success in learning process.

The data of students` interval score based on the item 3 showed that 48 (57,14 percent) students were indicated strongly agree of the 84 students as subject of the research, 28 (33,33 percent) students were agree, 7 (8,33 percent) students were undecided, 3 (3,57) students were disagree and no one student indicated strongly disagree in the statement of when I join this learning, I belief that we are able to be success if I attempt to study hard.

And the last, the data of students` interval score based on the last item or item 4 of the questionaire in the table above showed that 43 (51,19 percent) students indicated strongly agree of the 84 students as subject of the research, 34 (40,48 percent) students were agree, 5 (5,95percent) students were undecided, 2 (2,38 percent) students were disagree and no one student indicated strongly disagree in the statement of I get enough imput to be success in this learning.

Based on the interval score data from all the items above, we concluded that most students response positively toward the motivation and suggestion used by the EFL teachers on professional deveolpment in the classroom teaching context. The student`s response can be seen and illustrated in the chart below.

Chart 4.10. Student`s response toward motivation and suggestion was given by the EFL teachers on Professional development.

This is a study which is aimed at exploring the students` response towards professional development of English language teachers and the effects of such teaching on teachers` perception to the professional development to their academic performance. Findings of the present study clearly indicates students` strong preference toward a specific medium of instruction on professional development of EFL teachers program. The results show that students` positive response towards professional development of the EFL teachers program have been consistently supported through all the data.

This questionnaire is one of the instruments used to measure or find out the extent of students' responses to the professional development of English teachers. the results showed that almost all students

responded positively even though there was still a small proportion of students still hesitating or not responding well.

In this questionnaire there are five aspects that the core of exploring students' attitudes and responses to the learning process in the classroom. As follows (1) learning strategy and method, (2) learning materials, (3) task and assignment, (4) assessment and evaluation, and (5) motivation and suggestion.

Student`s response toward learning strategy and method which consisted of ten item statements describes the students` attitude and motivation to learning in the classroom. In this part, from ten items there are six questions related to the positive response , namely; the teacher knows me very much how to become anthauciase to the learning process, I am sure that I am able to success in this studying, I like to work and study in this studying, the students appear to study seriously in the classroom learning process, the teacher uses the interesting and varied teaching method and approach, every student study hard and actively in the classroom learning context. And four negative response namely; I am not interested in studying when the teacher teaches English in the classroom, the teacher sometimes makes unavailable situation in learning process in the classroom, I am often daydream and sleepy when doing in the classroom learning context, and I am disappointed with this learning . All the positive statements above, the students response positvely and the negative statements, the most students do not response them.

Student`s response toward learning materials which consisted of three items or  statements describes the students` attitude and motivation to learning in the classroom; the materials that we study in the learning proses will use for me, the teacher makes a various material by using media that it is very important, and the English lesson is too difficult to understand by the students. And then the most students response positively with them.

Student`s response toward the task and assignment on professional development which consisted of two items or  statements describes the students` attitude and motivation to learning in the classroom namely; it is difficult to predict the values from the task given by the teacher and It is enough duties or homework that I must do in this learning. The most student of them response well.

Student`s response toward the assessment and evaluation on professional development which consisted of eight items or  statements describes the students` attitude and motivation to learning in the classroom; I need be lucky in order to get a good score in this studying, I feel that this Eglish lesson become interesting and satisfied for me, I think that the values and the other rewards that I received are fair if they compared to another students, I feel satisfied with the evaluation from the teacher when comparing to assess for my working by myself, I am satisfied what I get from this learning, my personal benefits of this learning is clear for me, I think that the teacher explains the lesson in learning process is rightly and it is easy to understand for the students, and I feel that I have gotten enough respect for the results of my working in this learning with the form of values, comments, or other inputs.

Student`s response toward the motivation and suggestion given by the teachers  on professional development which consisted of four items or  statements describes the students` attitude and motivation to learning in the classroom namely; I must work or study hard in order to success in this studying, It is very important to be success in learning process, When I join this learning, I belief that we are able to become success if I attempt to study hard, and I get enough imput to be success in this learning. And then the most students of eighty four indicated the motivation and encouragement to learning well.

In line that the reseacher realized that saveral factors that influence students` response to learn English in the classroom such as the relationship between teacher and student, teaching method and strategies, teaching materials, classmates, teaching media, task and assignment, assessment and evaluation strategies, and giving motivation and suggestion by the teachers. The most influential factor is a supportive relationship between teacher and students. If they have a good emotional link, other benifits would follow.

A noted, the teaching context also influences how teachers motivate their students` response. Teaching high activities, such as in an international school, may not be as challenging as teaching middle to low achievers in a regular school. This is because high achievers generally take more responsibility for their learning (Lamb, 2004). This reflects perhaps a greater motivation to learn. The subjects teachers, besides motivating their students, were also challenged by their students` perception that English is daunting.

V. CONCLUSION

The students` response on the professional development of EFL teachers indicated very good because of from data colected and formulated into likert scale principle shows that the most of all the students responce with positive and very positive where twenty seven items or statement in the questionnaire that answered by the students and students` number totally had eighty four students as research subject. It means that professional development of English teacher is very important and useful to response to the students very well in classroom learning context.

This research identified that students`s response on professional development of English language teachers had a positive impact on teaching practice. This finding implies that from eighty four students as research subject, most of them responce positive and very positive so that EFL teachers` professional development is important to ensure high quality teaching.

Suggestion

To be a professionally developed teacher implies that a teacher is inspired and motivated to continue improving his/her teaching. It is also important for a teacher to think always about how he teaches. The study has the following findings:

1. Being a professionally developed teacher means that a teacher is aware of how to motivate his or her students because motivation plays a great role in teaching and learning .

2. Teachers must have positive attitudes towards their profession, because positive attitudes influence the way teachers act and behave and so these are transmitted to their students and determine the condition they create in classes .

3. Teachers have always to assess their performance in objectively so as to seek professional development.

4. Adopting and using new ideas, techniques and resources can be motivating and encouraging. The world is constantly changing and using these new ideas and techniques is urged and inevitable.

5 .Teachers do become highly motivated and encouraged with good salaries and career progression. Low payment leads to frustration and disappointment among teachers and thus they neglect seeking opportunities to develop professionally .

6.Teachers have to seek opportunities in their development such as participating in workshops and conferences. Through such opportunities teachers grow.

Schools must be a quipped with the products of new technology so that teachers develop..

7.Teachers live in a world of changing technology therefore, they need to stay current and up-todate.

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