



PROFESSIONAL DEVELOPMENT OF EFL TEACHERS AT MADRASAH ALIYAH

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Abstract: Professional development of EFL Teachers is seen as a way to maintain and enhance the quality of teachers. The acquired knowledge does not only bring about improvement in the teaching process, but also leads to career growth. This study uses a qualitative research method with a descriptive approach, which describes the situation as it is about an indication, or the state of the findings in the field. This article discusses the concept of professional development in the field of EFL teaching which is distinctive from ESL and other subjects. The emphasis of the article is on what are the principles of professional teachers' development, principles of effective teachers, the difference ESL from EFL, and various programs of development they can use to improve themselves continually.

Keywords: *Professional Development, EFL Teachers, Madrasah Aliyah*

INTRODUCTION

Teachers are the backbone or the center of all activity's implementation of education at schools. Without a teacher, learning process will not run well. Without teachers, a disciplined school is only a dream. Without teachers, it is impossible to produce qualified students. Without teachers, there can be no better changes. Therefore, for the success of a school in realizing quality schools, professional teachers are needed. The development of Indonesia's national education gained new strength and enthusiasm with the enactment of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. The enactment of the law has consequences and implications for education, including teachers. Article 40 of the law states that educators are entitled to protection in carrying out their duties and

intellectual property rights (Setneg RI, 2003) (Komara 2016, 152).

The government's move to enact Law Number 14 of 2005 concerning Teachers and Lecturers is intended to build teacher professionalism. The substance of the material regulated in this law is to empower and improve the quality of teachers in a planned, directed, and sustainable manner, so that the teaching profession needs to be developed as a profession that is prosperous, dignified, and protected. In carrying out professional duties, teachers have the freedom to provide assessments and participate in determining graduation, awards, and/or sanctions to students, in accordance with educational rules, teacher code of ethics, and laws and regulations.

Talking about teachers is a very interesting topic to discuss, because teachers are a key source of

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educational success. It is said that because if the teacher is successful in teaching, it is likely that the students will be successful as well. As educators, teachers are the main actors in addition to parents and other important elements. Without the active involvement of teachers, education will be meaningless and empty of material, essence, and substance. Especially if a good system is supported by the quality of innovative teachers, the quality of an educational institution will increase.(Darmadi 2016, 162).

The role of the teachers cannot be replaced by any element even with sophisticated machines. Because the teacher's task involves fostering the mental nature of humans as students which involve various aspects that are unique in human nature in the sense that the human personality of students is different from one another. In the Law on Teachers and Lecturers Number 14 of 2005 it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary and secondary education. In this context, the teacher is interpreted as a figure of a leader, an architectural figure who can shape the soul and character of students, who has the fundamental power to shape and build the personality of students into a human person who is useful for religion, homeland, nation and social life.(Indonesia 2005).

Based on Law No. 14 of 2005 on Teachers and Lecturers, article 10 paragraph (1) which is restated by Umar, teacher competence includes *pedagogical competence*, *personality competence*, *social competence*, and *professional competence* obtained through professional education. Teachers who have adequate competence are very important in determining the success of achieving educational goals. A very dominant factor to achieve a very significant improvement in the quality of education is that the physiological competence of the teacher must be empowered.(Umar 2021, 73).

The writer tries to state the opposite: It is possible, with the appropriate support, to expect teachers to help students be active citizens and professionals in these times of uncertainty. Therefore, professional development is a continuing need for teachers not only to learn the skills but also to integrate the newly acquired skills into sound pedagogy. Pedagogic competence is a competence that teachers must have in implementing learning, including the ability to make learning administration consisting of lesson planning, learning implementation, and learning evaluation.

Professional standards of teachers, in an effort to improve the quality of education, one fundamental truth is realized, namely that the key to success is preparing and creating professional teachers, who have new powers and responsibilities to plan future education. In terms of preparing quality teachers in the future, the world of education in Indonesia is currently faced with the problem of how to improve the quality of the approximately 2.5 million teachers who are currently working in classrooms.

There are two perspectives to see the level of professional ability of teachers, *namely first*, seen from the minimum level of education from educational background to the school level where he became a teacher. *Second*, mastery of teaching materials, managing the learning process, managing students, performing guidance tasks, and others (Danim 2016, 30–53). For professional development, many new teachers feel sad because they are not properly prepared to carry out the complex tasks required in the classroom.

On the other hand, In Indonesia, the majority of madrasa are non-state (private). The majority of teachers in madrasa are non ASN/PNS (State Civil Apparatus/Civil Servants). Most private madrasa have not been able to provide teacher salaries equivalent to the salaries of PNS teachers, however, PNS and non-PNS teachers have the same demands for their professional competence.



However, the state of learning English as an EFL in schools does not lead students to the achievement of language proficiency. In the learning process, the teacher dominates the learning process. The teacher provides more provisions in the form of theory and language knowledge rather than prioritizing language skills, both oral and written. (Syahputra 2015, 127). Student cannot be said to be able to speak (English) properly and correctly, both orally and in writing, at every school level. Such as the low interest of students to learn English. Many students do not have the motivation to learn English.

METHOD

This study uses a qualitative research method with a descriptive approach, which describes the situation as it is about an indication, or the state of the findings in the field. Based on Bogdan dan Taylor (Moleong 2013, 3), a qualitative research is research procedures that produce descriptive data in the form of written or spoken words from people or behaviors that can be observed. Data and information collection techniques in this study were carried out through interview techniques, observation and documentation studies of the required data sources.

This is in accordance with Nasution's opinion (Nasution 1988), that: "Many techniques can be used to collect data, that: "Many techniques can be used to collect data, including; interviews, observations and documentation." Interviews are information gathering tools by asking a number of questions verbally to be answered verbally as well. Interviews in qualitative research have slight differences compared to other interviews such as interviews on new employee recruitment, new student admissions, or even in quantitative research. Interviews in qualitative research are conversations that have a purpose and are preceded by some informal questions. Research interviews are more than just conversations and range from informal to formal. Although all conversations have certain switching rules or control by one or the other participant, the rules for research interviews are more stringent. Unlike in ordinary conversation,

research interviews are intended to obtain information from one side only, therefore asymmetric relationships must be seen. Researchers tend to direct the interview to the discovery of participants' feelings, perceptions, and thoughts (I. N. Rachmawati 2007, 35).

The Sage Encyclopedia of Qualitative Research Methods by Lisa M. Given provides a complete reference on observation as a data collection method in qualitative research. In a qualitative study, when the interview method has been carried out, the data collected will represent the views and opinions of the individuals interviewed through words. In qualitative research, data will be better and more valid when it is also equipped with an analysis of the behavior and context of the subject and object of research. For this purpose, the observation method is more appropriate to use (T. Rachmawati 2017, 16).

Schensul in Given (2008 p.522) argues that observation is very fundamental in qualitative research. Observation is useful for collecting various behavioral data or social interactions. Observation data can be in the form of open-ended data, namely patterns or closed & coded data, namely confirmation of certain patterns. Observation is also a continuum from participatory (researcher is accepted as someone who is regularly present in a community to study the community) to non-participatory (researcher is an outsider who conducts regular observations without interacting with the community) (T. Rachmawati 2017, 16).

Based on the encyclopedia above, it can be understood that the observation method consists of several: (1) participant observation / participant observation, (2) non-participatory observation / non-participant observation, (3) hidden observation / hidden observation, (4) direct observation / observation direct and (5) naturalistic observation/naturalistic observation.

Documentation techniques are used to obtain data in the form of notes or verbally according to the

wishes of the researcher. Documentation is a record of events that have passed. Documents can be in the form of photos, reports, recordings or monumental works of someone. The main nature of this data is not limited to space and time so that it gives researchers the opportunity to find out things that have happened previously. Documentation is used as a complementary tool and collecting data that can be obtained starting observations and interviews.(Maryani n.d., 45).

RESULT AND DISCUSSION

The Concept of Professional Development

The responsibility of teachers and other elements of education is not only in terms of teaching or advancing the world of education in the schools where they work, but also being responsible for inviting the surrounding community to participate in advancing education in their area. Professional teachers will be reflected in the implementation of the dedication of tasks marked by expertise in both material and method. The responsibility of professional teachers is shown through their responsibility in carrying out all their services. Professional teachers should be able to carry out their responsibilities as teachers to students, parents, society, nation, state and religion.

The responsibilities of a professional teacher include (Darmadi 2016, 172–73): *Intellectual responsibility*. This responsibility is manifested in the form of broad and deep mastery of learning materials, which includes mastery of school curriculum material and the scientific substance that covers the material, as well as mastery of its scientific structure and methodology. *Professional/educational responsibility*: this is realized through the teacher's understanding of the students, the design and implementation of learning, evaluation of learning outcomes, and the development of students to actualize their various potentials.

Social responsibility. This is realized through the ability of teachers to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community. *Spiritual and moral responsibility*: This is realized through the appearance of the teacher as a religious person whose behavior is always guided by the teachings of his religion and beliefs and does not deviate from religious and moral norms. *Personal responsibility* is realized through the teacher's ability to understand himself, manage himself, control himself, and respect and develop himself in the form of spiritual morals.

According to Adams & Pierce (1999) cited by Saovapa Wichadee (Wichadee 2011, 13), having many years of experience doesn't guarantee expert teaching; experience is useful only when the teacher continually engages in self-reflection and modifies classroom techniques to better serve the needs of students. And teacher development is one of the ways that provides the answer in itself. When teachers are occasionally introduced to new theories and practices of teaching, they will have an opportunity to reframe the ways in which they reflect upon their own teaching, so they can produce more satisfactory performance in class.

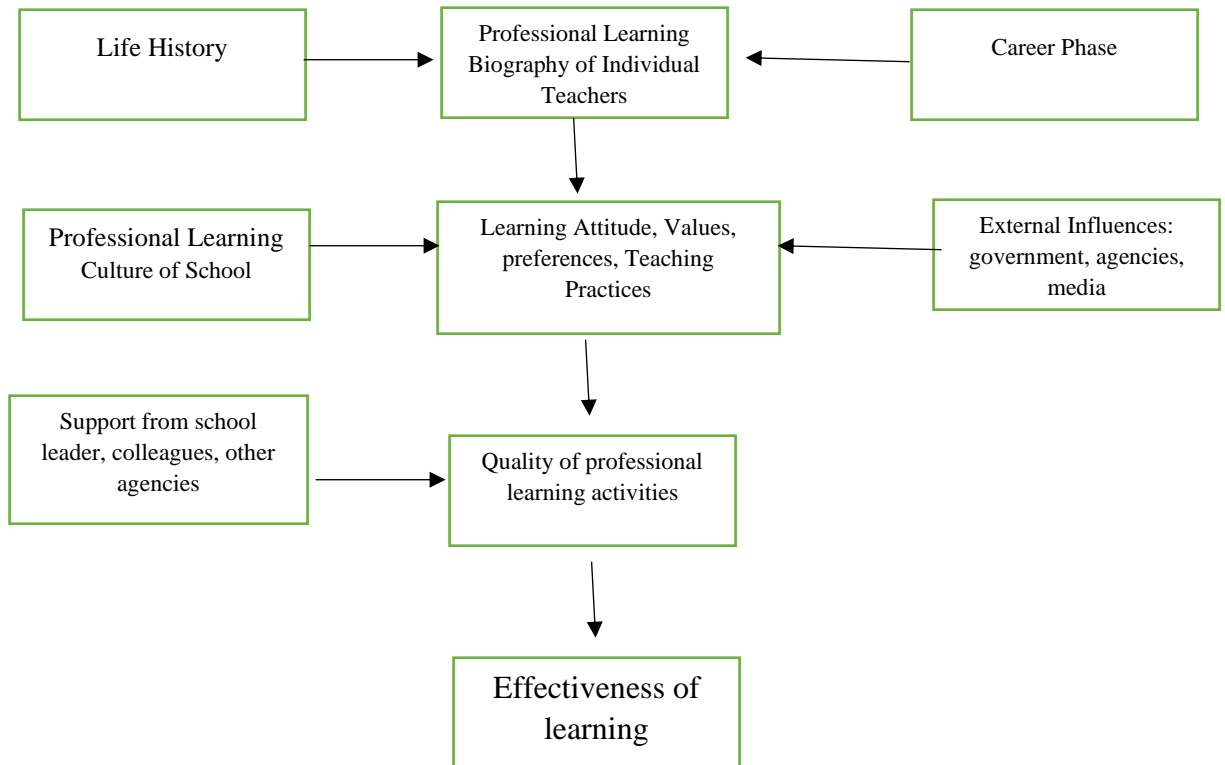
Most definitions of professional development emphasize its principal purposes as being the acquisition of subject or content knowledge and teaching skills. Likewise, Day (Chapter 1: Being a Teacher, Developing as a Professional) (Day 2002, 4) gives the concept of teacher professional development as follows:

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the

knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people, and colleagues through each phase of their teaching lives.

The definition reflects the complexity of the process. More importantly, though, it takes account of research into teacher learning and development

which reveals the crucial importance to effective teaching of maintaining and building upon the desire of most teachers 'to make a difference in the lives of students. As mentioned earlier, it can be concluded that teachers in the new paradigm should be active and capable. Their teaching needs to be improved and developed in accordance with social changes, academic growth, and the needs of the learners.



Factors contributing to the quality of professional learning (Day 2002, 4)

Principles of Professional Teachers Development

Professional development requires an ongoing commitment. It is not something that teachers do just while in a teacher education program or at the beginning of a teaching career. In other words, even the most experienced teacher can learn new things about teaching. Teaching takes place in a world dominated by change, uncertainty and increasing complexity. Government publications in Europe,

North America and the Antipodes stress the technological, economic and social challenges which schools (and therefore teachers) face. They are confronted, it is said, by a number of changes which lead to contradictory demands.(Day 2002, 7)

On the one hand:

1. A commitment to education for all;
2. An extension of the period of initial schooling;

3. Recognition of the growing importance of life-long education;
4. More emphasis on general education for children and young people which prepares them for life rather than providing vocational skills for specific jobs;
5. increasing emphasis on teamwork and co-operation;
6. A consensus that general education should include attention to environmental issues, tolerance and mutual understanding.

On the other hand:

1. Growing inequalities, Deepening social differences and a break-down in social cohesion;
2. An increase in alienation among youth and dropping out of school;
3. High levels of youth unemployment and charges that young people are ill-equipped to enter the world of work;
4. A resurgence of inter-ethnic tensions, xenophobia and racism as well as the growing influence of religious sects and problems of drugs and gangs, with associated violence;
5. Increasing emphasis on competition and material values.

Principles of Effective Teachers Development

Before focusing on the characteristics of an ideal language teacher, let's shed some light on the definitions of the terms such as effective, effective learner and effective teacher in some degree. The concept of "effective" is perceived and interpreted differently by various researchers in different fields such as education, medicine, science and law. In spite of different perceptions on effectiveness, what these fields agree is the dictionary definition of effective which means being successful in producing a desired or intended result (DiNçer et al., n.d., 2). Therefore, an effective learner is closely related with successful learner who sets and accomplishes his own goals.

Every definition on the effectiveness of teacher only looks at the bigger picture from one of hundreds of windows. The definitions of the terms indispensably include the personal, experiential, socioeconomic, cultural and field based aspects of the person who defines them. Considering these diversities in definitions, it is almost difficult to find a common definition which suits all worldwide teaching contexts such as primary school, high school, or university.

Bull (1994) as cited by *Saovapa Wichadee* proposes five general principles for effective professional development emerging from the view of overall school improvement:

1. It is school-based. One of the advantages of this approach is that it gets teachers involved in the design and implementation of their own professional development activities, which can be essential to the success of those activities.
2. It uses coaching and other follow-up procedures. It is found that single training sessions with no follow-up are ineffective.
3. It is collaborative. Self-development requires the cooperation of others. Setting the activities which isolate teachers from their peers should be avoided. In this sense, successful development works best as a collaborative endeavor.
4. It is embedded in the daily lives of teachers, providing for continuous growth. That is, continuous learning opportunities need to become part of teachers' everyday working lives and part of every school's institutional priority.
5. It focuses on student learning and is evaluated at least in part on that basis. Therefore, professional development should be judged primarily by its effects on students. The best way to judge the effects of this development is to conduct some sort of evaluation beyond the standard five-point scale questionnaire used after so many in-service sessions.



On the other hand, DiNçer proposes Four Main Characteristics of an Effective English Language Teacher. They are: socio-affective skills, pedagogical knowledge skills, subject-matter knowledge skills and personality characteristics skills (DiNçer et al., n.d., 3–5).

ESL/EFL Differences

EFL is regarded as English as a Foreign Language, and ESL is called English as a Second Language. Before distinguishing EFL from ESL, it is important that there are differences between "foreign language" and "second language". Stern (1983) as cited by Peng Si ("PDF) A Study of the Differences between EFL and ESL for English Classroom Teaching in China" n.d., 33) referred to the differences between "foreign language" and "second language" in terms of language functions, learning purposes, language environment and learning methods. In his opinion, foreign language means the language used outside the country. Learning a foreign language is for tourism, communicating with native speakers, reading foreign journals and so on. But the Second language refers to the language that plays the same important role as mother tongue.

It can be said that distinguished differences from "foreign language" and "second language" according to language environment, language input and affective factors which influence the learning process and so on. Therefore, EFL means learning English in non-English-speaking countries, while ESL means English as a second language, which has the same or even more important status as mother tongue. It is defined that EFL refers to those who learn English in non-English speaking countries. (E.g., Indonesia people who learn English in their country are EFL learners). and ESL refers to those who learn English in countries where English is used as a tool for communication and is formally spoken (E.g., Hispanic people who are learning English, are ESL learners.).

On the other hand, (Berns, 1990b; Paulston, 1992) as cited *Serdiukov* and *Tarnopolsky* says that the first of these differences becomes clear from the very definition of what foreign language learning is as distinct from second language acquisition. Foreign language teaching/learning means that L2 is not used as one of the primaries means of communication in the country where it is learned, i.e., there is reference to the speech community outside this country (Serdiukov and Tarnopolsky 1999, 2). we speak about EFL when English, as it has already been mentioned above, is taught in countries where it has little or no internal communicative function or sociopolitical status.

This means that EFL learners, unlike ESL learners, get in touch with English only in the classroom, and hardly anywhere else outside it. Moreover, class hours in EFL conditions are inevitably limited. If English is learned at school or university, there are many other subjects to study - therefore, classes of English cannot be held more frequently than two or three times a week. If it is learnt in the framework of some intensive program (IEP), the situation is, of course, better, but even in these conditions people cannot have classes every weekday for five or six hours as is usually the case with ESL IEPs. It is because EFL IEPs are usually designed for learners who do not discontinue their work or studies during the program period as is done by those ESL students who come to an English-speaking country with the purpose of acquiring the command of English.

There is also the second principal difference of EFL learning from ESL acquisition that originates from the same source - absence of learner's immersion into the target language cultural community. To explain this difference, it should be remembered that communication in any language does not mean only output and intake of verbal content information. Not all of it is content information since a great part is bound up with social and cultural norms of a given community

(formulas of politeness, etc.) while some of the information is not verbal.

Although the general principles of teacher development above can apply to all fields, there seem to be some other rules regarding the nature of language teacher that should be taken into consideration. The foreign and second language teaching presents learning objectives, tasks, and environments that are qualitatively distinct from those of other subjects. *Saovapa Wichadee* comes up with five factors.

The five factors that distinguish the experience of foreign language teachers from that of teachers of other subjects are proposed as follows:

1. *The nature of the subject matter itself.* FL teaching is the only subject where effective instruction requires the teacher to use a medium the students do not yet understand. This reality is rooted in the subject matter of foreign language itself. In foreign language teaching, the content and the process for learning the content are the same. In other words, in foreign language teaching the medium is the message.
2. *The interaction patterns necessary to provide instruction.* Effective FL instruction requires interaction patterns such as group work which are desirable, but not necessary for effective instruction in other subjects.
3. *The challenge for teachers of increasing their knowledge of the subject.* Language teachers teach communication, not facts. In other subjects, teachers can increase their subject matter knowledge through books, but it is harder for FL teachers to maintain and increase their knowledge of the FL because doing so requires regular opportunities for them to engage in FL communication.
4. *Isolation.* FL teachers experience more than teachers of other subjects feelings of isolation resulting from the absence of colleagues teaching the same subject.
5. *The need for outside support for learning the subject.* For effective instruction, FL teachers

must seek ways of providing extracurricular activities through which naturalistic learning environments can be created. Such activities are less of a necessity in other subjects. No empirical support is provided for the above claims, and I highlight them here not to argue for their validity but as an example (and a rare one it would seem) of the manner in which language teachers' distinctive characteristics have been conceptualized.

Programs for Professional Development of EFL Teachers at Madrasah Aliyah

1. Teacher Working Group (KKG) / Subject Teacher Consultation (MGMP)

For English teachers, the KKG / MGMP can facilitate teachers to exchange ideas about student problems, planning, implementing and evaluating learning programs, as well as improving English teaching. The MGMP program shows a positive impact in increasing teacher motivation to continue to develop their professionalism as an educator. MGMP contributes greatly to improving the competence of English teachers in terms of syllabus development, preparation of semester and annual programs, preparation of lesson plans, development of learning methods and English learning media (Hastuti 2020, 3).

From the description above, it can be concluded that the KKG/MGMP can be a forum for English teachers to develop and improve professionalism in terms of planning, implementation, and evaluation of learning. However, the obstacle faced in implementing this program is the lack of support from the government, especially in terms of financing. So many teachers are reluctant to take part in this teacher competency improvement program. By joining KKG / MGMP, English teachers as well can improve and develop Teaching Skills and Classroom Management, Teaching Materials, Language Culture.

2. Training



Musfah mentioned three objectives of the training, namely improving the knowledge, skills and behavior of teachers. Training can be held by schools or institutions from outside the school (Musfah 2012). Teachers gain certain knowledge or expertise, such as matters relating to mastery of technology. The contribution of English teacher training can be seen in one of the programs to improve the ability of English teachers in the use of IT as a medium to support the implementation of learning with the Curriculum. Teachers can gain the knowledge about Technology for Language Learning, Curriculum Design, Teaching Methodology, Approaches, And Strategies.

3. Research

Improving teacher competence can be done through the implementation of research. Classroom Action Research (CAR) can be carried out by teachers to improve learning in the classroom by observing problems that arise in learning. Classroom Action Research includes an identification cycle problem, data collection, determination of learning strategies, strategy testing learning, and observing the impact of strategy implementation. Further findings used to investigate problems that arise in learning and fix it.

On the other hand, Gabriel H. Diaz-Maggioli proposes some other ways or strategies on professional development. They are: Peer Coaching, Study Groups, Dialogue Journals, Professional Development Portfolios, Mentoring and Participatory Practitioner Research (Diaz-maggioli 2003).

CONCLUSION

Teaching English as a foreign language in a non-English-speaking setting has differences as compared to teaching English as a second language in English-speaking setting. The former requires greater focus on language forms and on intercultural comparisons. Due to these differences, EFL

teachers who are not native speakers of English but who share their students mother tongue and culture, have a number of advantages over their native-speaking colleagues unable to find support in making recourse to LI and home culture of their students. At the same time, non-native-speaking EFL teachers have a number of serious disadvantages that should be either completely eliminated or, at least, substantially softened to make their EFL teaching truly efficient. Such elimination (softening) is impossible without permanent, continuous teachers in service training going non-stop during all her/his professional career and interrupted only by regular periods of combining it with out-of-service training.

As professional development is playing a significant role in teaching job, it should be accepted and conducted frequently by faculty members for the sake of higher quality of the institutions. However, most of them are not available to join those programs as they are fixed with their teaching schedules. Indeed, teachers themselves often feel guilty and uncomfortable about being away from their classrooms for restructuring or self-development activities.

Traditional professional development strategies such as oneshot workshops can be useful for delivering information, but the opportunities they provide for teachers to translate theoretical knowledge into effective classroom practices are limited. Effective professional development calls for adequate support structures and opportunities for teachers to select, plan, carry out, and evaluate the professional development activities in which they are involved. When teachers have the chance to participate collegially and collaboratively in the creation and implementation of professional development activities, they develop ownership over the learning process, and their learning is more likely to promote student success.

In addition, teachers should have a chance to choose the content or the method on their own so that they will put things they have learned into

implementation directly and effectively. For instance, if the teachers are concerned with the contents of teaching material or language skills and linguistics the most, or if training/workshops are considered the most effective, they should be provided with these things continuously. Therefore, teachers should be concerned about abilities necessary for a career, and these abilities should be developed from the start. Finally, let me emphasize that there is no single method of development that works well with everyone. An effective method is the one that can direct learning about teaching, meets the teacher's needs, and suits the teaching context.

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