

**TEACHER PROFESSIONAL DEVELOPMENT AND PRACTICES:
A CASE STUDY OF AN ENGLISH TEACHER WRITER
THESIS**

Submitted in partial fulfilment of the requirement for the degree of Sarjana
Pendidikan (S. Pd) in Teaching English



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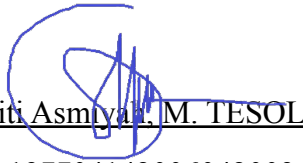
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ABSTRACT

Layly, Illa Nur. (2022) *“Teacher Professional Development and Practices: A Case Study of an English Teacher Writer.”* An Undergraduate Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Islamic State University of Sunan Ampel, Surabaya. Advisor I: Dr. Siti Asmiyah, M. TESOL, Advisor II: Rakhmawati, M.Pd

Key words: *Professional Development, English Teacher Writer, Learning Activity*

Teachers play an important role in actualizing competitive Indonesian education. With that role, every teacher must be able to continually develop his or her professionalism according to the demands of the era. Development of professional teaching is the development of teacher competence carried out according to need, gradual, sustained gain to improve the quality of the teaching. Qualitative case studies investigated about the writing activities are undertaken by the English teacher to support her professional development, and the writing activities contribute to the professional development of English teacher's. Interview guidelines and observation checklists are used as instruments of this research, which Humba and Semion Humba Karange. The result of this study about writing activities undertaken by English teachers are writing books both fiction or nonfiction, and writing articles about scientific or non-scientific treatises to be published on her personal blog and WordPress account. And also, the result of this study about the writing activities contribute to professional development of English teachers, namely, with this writing activity the teacher can find new things that could be used to develop teaching methods for her teaching practices. Either from reference sources when the teacher wrote an article, or any new idea a teacher gets, when designing a treatise, and that idea can be applied to her learning activity. Furthermore, the writing activities contribute to professional development of English teacher's with several programs, namely; certification program, supervision program, workshop/training, teaching practices, and innovation work. And also, the writing activity has had a great positive effect on the teacher's professional development, because the more the teacher writes, the more her professional development improves. And also, This finding can be reference for the other teacher to motivate them to write, other education institute to informs select and design training activities for teachers at the school to develop professional of the teacher one of them with writing activities, and for future research to become reading resources and substance considerations for future research which have the same discussion about the teacher's professional development.

ABSTRAK

Layly, Illa Nur. (2022) *“Teacher Professional Development and Practices: A Case Study of an English Teacher Writer.”* An Undergraduate Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Islamic State University of Sunan Ampel, Surabaya. Advisor I: Dr. Siti Asmiyah, M. TESOL, Advisor II: Rakhmawati, M.Pd

Key words: *Professional Development, English Teacher Writer, Learning Activity*

Guru memiliki peranan penting dalam mewujudkan Pendidikan Indonesia yang berdaya saing, dengan itu setiap guru harus mampu mengembangkan profesional sesuai dengan tuntutan zaman. Pengembangan profesional yaitu pengembangan kompetensi guru yang dilakukan sesuai kebutuhan, bertahap dan berkelanjutan guna meningkatkan kualitas pengajaran secara profesional. Peneliti menggunakan Studi kasus kualitatif, dengan membahas tentang kegiatan menulis yang dilakukan oleh guru bahasa Inggris, dan peran kegiatan menulis dalam pengembangan profesional guru Bahasa Inggris. Pedoman wawancara dan daftar periksa observasi digunakan sebagai instrumen penelitian ini yang diadopsi dari Humba dan Semion Hamba Karenga. Hasil penelitian ini tentang kegiatan menulis yang dilakukan oleh guru bahasa Inggris adalah menulis buku baik fiksi maupun nonfiksi, dan menulis artikel tentang risalah ilmiah atau non-ilmiah untuk dipublikasikan di blog pribadi dan akun WordPress. Dan juga hasil penelitian ini tentang peran kegiatan menulis ini terhadap pengembangan profesional dan praktik mengajarnya yaitu, dengan kegiatan menulis ini guru dapat menemukan inovasi baru yang dapat digunakan untuk mengembangkan metode pengajaran untuk praktek mengajarnya. Baik dari sumber referensi ketika guru menulis artikel, atau ide baru apa pun yang didapat guru, ketika merancang risalah, dan ide itu dapat diterapkan pada aktivitas belajarnya. Selain itu, peran kegiatan menulis terhadap perkembangan profesional guru Bahasa Inggris ini dilakukan dengan beberapa program, yaitu; program sertifikasi, program supervisi, workshop/pelatihan, kegiatan mengajar, dan karya inovasi. Dan juga, kegiatan menulis memiliki pengaruh positif yang besar terhadap pengembangan profesional guru, karena semakin banyak guru menulis, semakin meningkat pengembangan profesionalnya. Temuan ini dapat menjadi referensi bagi guru lain untuk memotivasi mereka dalam menulis, yang mana kegiatan menulis berperan dalam pengembangan profesional guru, dan untuk penelitian selanjutnya menjadi bahan bacaan dan bahan pertimbangan untuk penelitian selanjutnya yang memiliki pembahasan yang sama tentang pengembangan profesional guru.

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LIST OF ABBREVIATION

BNSP	: Badan Nasional Sertifikasi Profesi
EFL	: English as a Foreign Language
ELF	: English Language Teaching
ESL	: English as a Second Language
IT	: Information and Technology
KBM	: Kegiatan Belajar Mengajar
KKM	: Kriteria Ketuntasan Minimal
KEMENDIKBUTRISTEK	:Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi
MGMP	: Musyawarah Guru Mata Pelajaran
PANRB	: Ministry of State Apparatus Utilization and Bureaucratic Reform
PBGB	: Pusat Belajar Guru Bojonegoro
PCK	: Pedagogical Content Knowledge
Permenneg	: Peraturan Menteri Negara
PKG	: Teaching Performance Assessment
PLPG	: Teaching and Training the Teacher Profession
SNP	: National Education Standards
TE	: Teaching Effectiveness
TLP	: Teaching Language Proficiency

CHAPTER I

INTRODUCTION

This chapter discusses what will be researched, what are the signs, what are the objectives, the significance of the study, the scope and limitation, the definition of key terms and why this research is done. Some points are displayed by the researcher to answer those headings.

A. Research Background

Teachers are professional educators whose principal responsibilities are to educate, teach, mentor, direct, train, assess, and evaluate learners in the early-age routes of formal education, primary education, and middle education.¹ So that, as a professional teacher, the teacher obtains duty, obligation, responsibility, and authority according to his/her occupation professional. The teachers function as professionals, role and position which is extremely important in achieving a vision of national education in the creation of human beings Indonesia, which is smart and competitive. Hence, the professional teacher should be developed as a dignified profession reserved in statute, (Law Number (No). 11 of 2005) on teachers in school or university.² And with such tremendous duties and responsibilities, it should be necessary for every teacher to be able to develop his professionalism according to the demands of the era. For example, in the present era teachers are required to teach by

¹ Pasal 10 ayat (1) Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen.

² Ibid

online media, so that any teacher who was previously unfamiliar with electronic media is required to learn and use this media in his/her teaching.



Teachers are the tip of the spear in education. As educators, teachers should have certain competence to enable the disciplined to properly educate their students. According to article 10 verses (1) UU 2005 on lectures and teachers mandates that teachers must have four pedagogical competencies. Teachers must have pedagogical competence, social competence, personality competence, and professional competence, which they obtain through professional education.³ The four competencies the teacher needs to develop above can become the teacher's motivation and guidance in order to become a professional teacher.⁴

The teachers who are professional also have to be qualified and have some characteristics. His/her qualifications and characteristics are: a) must have a foundation powerful knowledge; b) must have individual competence; c) has a system selection and certification; d) there is cooperation and a healthy competition among colleagues; e) there is high professional consciousness; f) there are principles of ethics (code of ethics); g) have the selection system of the profession; h) and the last have professional organizations. The qualifications and characteristics of the professionalism teacher just described, it's obvious where teachers can't easily become teachers without going through the professional education system and through good selection. But the reality in the field shows that there are teachers, particularly teachers not fixed that didn't come from an

³ Pasal 10 ayat (1) Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen.

⁴ Lilies, Noorjannah. *Perkembangan Profesionalisme Guru Melalui Penulisan Karya Tulis Ilmiah Bagi Guru Profesional di SMA Negeri 1 Kauman Kabupaten Tulungagung*. Tulungagung: Jurnal Humanity, ISSN 0216-8995, Volume 10, Nomor 1

education world, and they enter the job as teachers without through the system of professional selection. Shortly, in the world of this national education, there are still more teachers who are not professional. That is one problem internally that should be homework for today's national education.

Based on empirical phenomena, education conditions in Indonesia today, related to teacher competence are still low. Low teacher competence has a poor influence on the quality of education services given to students. Based on the results of the initial competence tests used for selecting teachers who could participate nationally through teacher certification materials the junior high school is one of the levels of schools in which some teachers still have low competency. And the result of that is also inconclusive that increased professional and competence teacher qualifications have not yet become optimal, there are teacher certification also not showing high teacher performance, yield (KKM) and (UAS) are relatively low, teachers find it difficult to raise level, some teachers have a low interest in writing, especially scientific literature, and coordinate with the education department also still low.⁵ It gives basic action that the teacher's profession must still be continued development.

Furthermore, with the number of unprofessional teachers, there are also many teachers who have not yet mastered the ability to write, while this aspect of writing can be one of supporting activities for the

⁵ Aty Susanti - Udin Syaefudin Sa'ud. 2016. "Efektifitas Pengelolaan Pengembangan Profesionalitas Guru". Jurnal Administrasi Pendidikan. Vol. XXIII No. 2. Tahun 2016. 37-51

professional development of teachers. Muslich stated that the majority of teachers in Indonesia still seem very far from the ability of scientific or non-scientific writing or the world of research from the teacher.⁶ If only teachers could find a solution to the problem of the teacher's writing skills, of course it would have a good impact on the quality of learning in school. Because, writing activity is the scientific work that is believed to be an indicator to expand the teacher's insight related to the field of teaching. Especially, the world of science and technology continues to evolve from time to time. As a role model, the teacher is a role model for students. The teacher should follow the development of science and technology from time to time.⁷ That is why the teacher can always give as much teaching as possible, suitable to the needs and attractions of the student, without allowing the students to fall behind with era and habits which is a lot to do now.

Back in touch with the one previously delivered by the Muslich above about what a teacher can do is writing scientific or non-scientific works.⁸ These can be science articles, papers, class-action research, journal reflection and so on. But keep in mind there are others which still become distraction issues at this point. It is the lack of writing skills of a teacher, especially an English teacher. This is understandable because of all four language skills, and writing is the most pervasive of abilities and

⁶Muslich, Muhammad. *Analisis Wacana*. Malang: Bayumedia Publishing.

⁷ Lilies, Noorjannah. *Perkembangan Profesionalisme Guru Melalui Penulisan Karya Tulis Ilmiah Bagi Guru Profesional di SMA Negeri 1 Kauman Kabupaten Tulungagung*. Tulungagung: Jurnal Humanity, ISSN 0216-8995, Volume 10, Nomor 1

⁸ Ibid

complexes.⁹ This thing indicated that the teachers' writing skills are still alarming. However, it doesn't mean that all teachers lack the ability to write, and teachers cannot optimize their writing ability. Since every teacher has the right to develop their professionalism according to the field that they enjoy, one example is to develop a teacher's professionalism in the writing activities area.

Regarding the optimizing of writing ability, the chairman of the directorate general education and middle management of the Muhammadiyah district said that the experience and teacher's ability to write a science would affect the quality of learning in the classroom.¹⁰ Juharna quoted that a teacher's writing ability can also affect a career teacher's. This is because to become a civil servant teacher, writing activities can give an important point in promotion or class rise, and can indirectly affect a teacher's income level.¹¹ With recognizing the importance of writing, the effort of developing the ability to write must be applied in the community, especially in high education institutions that intensively build and develop writing ability. Therefore, the researcher is interested in the professional development and practice of an English teacher influenced by the writing of this teacher.

⁹ Gigit Mujiono, "Peranti Kohesi dalam Wacana Tulis Guru SMA/SMK Muhammadiyah Kabupaten Malang". *Jurnal Bahasa dan Seni*, Vol. 3 40, No. 2, Oktober 2017, 123-134.

¹⁰ Ibid, 89

¹¹ Edi Juharna, "Kemampuan Menulis Penting untuk Dimiliki Seorang Guru", (<https://www.google.com/amp/s/limawaktu.id/amp/pendidikan/kemampuan-menulis-penting-untuk-dimiliki-seorang-guru>, accessed on February 16, 2021)

In previous studies, the researcher stated that the exploration of teacher professional development has been shown to be useful in both ESL (English as a Second language) and EFL (English as a Foreign Language) settings.¹² This is evidence, in the challenge of making students competent in English, which is an international language and it becomes a second or foreign language if taught to Indonesian students. And other research was stated by Fauziah, explaining that the teachers must be prepared to adapt to the various changes occurring from time to time. Thus, Jaedun quoted by Fauziah stated that the teacher can do it with activities professional development, which is necessary to develop knowledge, attitude, skills, aspirations, and behaviour of teachers. So that, teachers are expected to improve their teaching practice from his/her professional development activities continually.¹³

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¹² Ophelia Elisa - Fazri, Nur, "Kemahiran Bahasa Guru Bahasa Inggris dan Efektivitas Mengajar". (Paper presented at Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia, 2019). 383-393

¹³ Amat Jaedun. "Pengembangan Profesionalisme Guru Melalui Penulisan Karya Tulis Ilmiah". Paper presented at Seminar Lokakarya Karya Tulis Ilmiah dan Penelitian Tindakan Kelas di SMK Negeri 1 Sedayu, Bantul, 2011), 5.

aspirations, and behaviour of teachers, so that teachers are expected to improve their teaching practice from his/her professional development activities continually.¹⁴

That statement is also supported by Noorjannah.¹⁵ In their research, they stated that in research, they focused on teacher's professional development through the writing of scientific literature. Thus, to equip this earlier research, this present research has investigated writing activities undertaken by teachers to support her professional development. Additionally, this research has also explored how writing activities English teachers influence professional development and the teaching practice of teachers. With an emphasis on a reflective model, instructors were delighted to think of what professional development activities based on writing she had undertaken and how those activities had aided this teacher in her teaching practice.

In this research, an English teacher at a junior high school served as respondent. Teacher has 22 years of teaching experience, especially in SMP Negeri 2 Kedungadem, with the largest number of civil servant teachers in the region. This teacher has created several books, fiction and nonfiction, often writing articles to publish on her blog account and WordPress, and also frequently participate in (MGMP), education or

¹⁴ Amat Jaedun. "Pengembangan Profesionalisme Guru Melalui Penulisan Karya Tulis Ilmiah" 9Paper presented at Seminar Lokakarya Karya Tulis Ilmiah dan Penelitian Tindakan Kelas di SMK Negeri 1 Sedayu, Bantul, 2011), 5.

¹⁵ Lilies, Noorjannah. *Perkembangan Profesionalisme Guru Melalui Penulisan Karya Tulis Ilmiah Bagi Guru Profesional di SMA Negeri 1 Kauman Kabupaten Tulungagung*. Tulungagung: Jurnal Humanity, ISSN 0216-8995, Volume 10, Nomor 1

writing workshops, and join writing organizations online or offline to develop her professionalism. And in this research, the researcher has been researching using methods of data collection and this study has been taking with way qualitative research. Furthermore, to finish this thesis, the researcher used several data collection approaches, such as interviewing the English teacher and observing practice English teachers' teaching by online or offline. Based on the aforementioned description, the researcher intended to perform a study titled "Teacher Professional Development and Practices: A Case Study of an English Teacher Writer".

B. Research Question

Based on the explication from the background of the research problem, formulation of the problem in the research, namely;

1. What writing activities are undertaken by an English teacher at SMP Negeri 2 Kedungadem to support her professional development?
2. How do writing activities contribute to the professional development of an English teacher at SMP Negeri 2 Kedungadem?

C. Objective of the Study

According to the statement about the problem, the researcher has conducted a deep investigation into writing activities that allow the English teacher to develop its professionalism and practice. The following are the objectives of this research.

1. To analyse writing activities are undertaken by an English teacher at SMP Negeri 2 Kedungadem to support her professional development.
2. To identify writing activities contribute to the professional development of an English teacher at SMP Negeri 2 Kedungadem.

D. Significant of the Study

This study is expected to contribute significantly to theoretical benefit, practical benefit, professional benefit and beneficial for future research. On a theoretical level, the findings of this study can contribute to the literature by sparking a conversation regarding activities for English teachers' professional development and improving education quality in this school. And also, to introduce this school to a wider area from the writing created by one of the English teachers in SMP Negeri 2 Kedungadem.

On a practical level, this research revealed writing activities that are deemed necessary to promote teachers' professional development and serve as inspiration for other English teachers in order to motivate them to write. As a result, this knowledge can serve as a foundation for teachers to write more for the goal of professional development that is tailored to their requirements. Additionally, the finding of this research can become learning for English teachers of the importance of writing to improve in quality self. Teachers that are development professionals can serve as role models for their students when it comes to principles of continuous learning.

At the professional level, this research gives policymakers at the regional education institute where the research is done with information regarding writing activities that enhance teachers' professional development. Furthermore, this research teaches students about the benefits of pursuing professional development through writing activities. So, the policy makers can plan to select and design training activities for teachers who want professional development which are exact and related to teaching and learning.

For future research, considering the importance of writing ability of a teacher, the finding of this research can be the basis to further discuss her professional development and her teaching practices in class. That way, it is pretty believed that future research will also discuss the importance of this teacher's writing activity. As the benefits of this writing activity greatly influence the education sector or other sectors, there are more people wanting to explore writing activities from time to time. And certainly, it is expected that this research gives benefits to other research and can become references which can be expanded as soon as reading resources and substance considerations for the future research that deals with the teacher's professional development based on her activities writing or activities besides writing.

E. Scope and Limitation

The research was carried out in SMP N 2 Kedungadem, the participants of this research is an English teacher of this school. The

researcher will conduct this research with the focus about the writing activities an English teacher has for her professional development. There are several writing activities models that can be done by teachers, which focuses on writing books, both fiction or nonfiction, and writing articles about scientific or non-scientific treatise. And also, this writing activities contributed to professional development of English teacher's with several programs, namely; certification program, supervision program, self-development with workshop or training, teaching activities, and innovation work.

This research is limited to the one English teacher of the SMP Negeri 2 Kedungadem. This English teacher has taught for more than 22 years. Furthermore, she has been appointed English teaching coordinator at this school. And also, she has experience in writing activities with several books, and she often writes articles to publish on her blog account and often follows education or writing workshops, actively participating in English Teacher Organization (MGMP), and joins writing organizations online or offline to develop her profession.

F. Definition of Key Terms

Some important terms must be explained in order to avoid misunderstandings. The following are definitions of major terminology used in the study.

1. Professional development, especially for English teachers, is the increased English teacher's understanding about substance English content as subjects, of the improving of various pedagogical aspects,

and teacher skill English which presents an innovative, creative, effective, and intriguing process of English learning.¹⁶ In this research, professional development means either kind of activities that is done to improve the teacher's professionalism by an English teacher especially based on the certification program, supervision program, follow MGMP (Subject Teacher Conference), and sustainable professionalism program that are divided into three activities namely; self-development, writing treatise, and work of innovation.

2. According to Jeremy Harmer, explaining that writing is an activity to write something either in a short script or a long paragraph. Harmer also argued that writing gave the writer more opportunities to think than when the time to speak.¹⁷ This research defines writing activities as activities undertaken by an English teacher at SMP Negeri 2 Kingdom in which she puts her ideas into written language to support her professional development, such as creating learning books, articles, reports, essays, editorial, novels, short story, fiction, non-fiction, drama, and poetry.

¹⁶ Daryanto, - Tasrial. "Pengembangan Karir Profesi Guru". In Suryatri Darmiatun (Ed.) (Yogyakarta: Penerbit Gava Media, 2015), hal 19.

¹⁷ Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 2007), 112.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses theories and previous studies connected to this study. The connected theories about definition of professional development, teacher professionalism, teachers' writing as a form of professional practices, teachers' teaching practices, and the final chapter presents a review of relevant investigations.

A. Theoretical background

1. Definition of Professional Development

Firstly, discuss professional words. According to Kunandar, the professional is something in the field of work with a person who can preserve and commit his/her work and always handle work the best possible way. Profession may also be characterized as a particular position or occupation that requires knowledge and specialized skills obtained through education which is academic intensive.¹⁸ So from this we can see, it's not easy to become a professional person, we must pass through intensive academic education first, to improve knowledge and skill as a support for increasing her profession.

Professional is a work or an activity of a person which becomes a source of living to promote welfare which requires skill, finesse qualification that meets certain standard or norm and requires vocational education (UU number 14, year 2005 about a teacher and university

¹⁸ Hendri Guntur Tarigan. Menulis Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa Press, 1990.

teacher). On the other hand, Daryanto said that professional is a word which emphasizes two things: the first one is the person who does the work and the skills, and the second is the excellent performance of each individual in doing her job with very discipline.¹⁹ And so, the teacher constantly needs to develop her performance to improve her quality of work. That way, it will be so easy for a teacher to embody a teacher with high professionalism by using several activities of proponent, especially writing activities that are expected to have a good effect on teacher teaching practices in the classroom.

In addition, a professional development in a teacher's skill may be interpreted as an effort to help a teacher fulfil the standards of maturity, self-managing ability, and qualifying that are characteristics of professionalism. Therefore, the increased professional skill of teachers may be interpreted as efforts to help unprofessional teachers become professional.²⁰ Fulfill the professionalism characteristics which must have by a teacher, the teacher can take the way out by optimizing also competence beyond professional competence, recalling that there is some competence to be held by teacher among them is pedagogical competence, personality competence, and social competence. So, with a combination of competencies stated above that can be mastered by a

¹⁹Daryanto, "Standar Kompetensi dan Penilaian Kinerja Guru Profesional", (Yogyakarta: Gava Media, 2013), hal 97-114

²⁰Ibrahim Bafadal, "Pentingnya Peningkatan Kemampuan Profesional Guru Sekolah Dasar", Jurnal Pendidikan Inovatif, 2 , 40, <http://jurnalipi.files.wordpress.com>, diakses 12 Juni 2020.

teacher, it is believed that a teacher will be able to educate her students with a very high level of knowledge.

Characteristic of a professional, namely; the first is highly capable and knowledgeable. The second one is about ethics, and the third is having a high level of professional responsibility and integrity. The fourth is having a soul of community service. The fifth, have excellent skill in planning a work program. And the last, He/she becomes an organizational member of his/her profession.²¹ Which had stated about a teacher's professional characteristics above, can as become guidance, a support, and a teacher's benchmark in effort improving his/her professional skill.

On the other hand, Professional development, especially for English teachers, is the increased English teacher's understanding about substance English content as subjects, of the improving of various pedagogical aspects, and teacher skill English which presents an innovative, creative, effective, and intriguing process of English learning.²² With more English subjects emphasizing the modeling aspect, where the teacher's role provides more models or examples of communication in English that learners should emulate.²³ For this purpose, the teachers as one of the learning sources and source of

²¹ Ibid, 102

²² Daryanto, - Tasrial. "Pengembangan Karir Profesi Guru". In Suryatri Darmiatun (Ed.) (Yogyakarta: Penerbit Gava Media, 2015),

²³ Arif Sumardi, "Model Pengembangan Profesionalisme Guru Bahasa Inggris Berbasis Evaluasi Program Musyawarah Guru Mata Pelajaran". Jurnal Pendidikan. Vol. 13, No 2, September 2012, 95-109.

language input must always use English as an interactional and instructional medium in the classroom.²⁴ Teacher language is produced not only as input to increase language acquisition, but also as a model that students can imitate. So. From this it can be known that a teacher must be capable and knowledgeable in her profession of English speaking to use when teaching, especially to communicate with students as an interactional and instructional medium in the classroom.

Therefore, from that we can deduce the meaning of professional development. Development of professional is the development of teacher competence carried out according to need, gradual, sustained gain to improve the quality of the professionally teaching (Peraturan Menteri Negara Pemberdayagunaan Aparatur Negara dan Reformasi Birokrasi, Number 16, 2009 years, 1 article).²⁵ Professional development, especially for English teachers, is the increased English teacher's understanding about substance English content as subjects, of the improving of various pedagogical aspects, and teacher skill English which presents an innovative, creative, effective, and intriguing process of English learning.²⁶ Speaking of a professional teacher can't be separated by competence. According to (UU no. 14, 2005 years, about teacher and lecturer, article 1 of paragraph 10) "Competence is the set body of

²⁴ A, Dzo'ul Milal., Laporan Penelitian Berbasis Program Studi: "Peningkatan Profesionalitas Guru Bahasa Inggris Madrasah Tsanawiyah di Sidoarjo, Gresik, dan Malang". (Surabaya: UIN Sunan Ampel Surabaya, 2019), 9

²⁵ Peraturan Menteri Negara Pemberdayagunaan Aparatur Negara dan Reformasi Birokrasi, Number 16, 2009 years, 1 article.

²⁶ Daryanto, - Tasrial. "Pengembangan Karir Profesi Guru". In Suryatri Darmiatun (Ed.) (Yogyakarta: Penerbit Gava Media, 2015),

knowledge, skill, and behaviour traits to be had, and overpowered by teachers in doing professional duties”.²⁷ While the teacher’s competence according to (UU No. 14, 2005 years, article 10, section 1) professional education provides instructional competence, individualized competence, social competence, and professional competence.²⁸ One of the efforts to improve teacher professionalism is through the development of teacher profession activity. One of the developments in a teacher's profession is through a writing activity.

2. Teacher Professionalism

a. The Definition of Professional Teacher

Professional understanding is expressed in (Undang-undang nomor 14 tahun 2005 about teacher and lecture) assert that “professional is a work or activity performed by someone and becomes a life-earning source, requiring skill or qualification that meets a particular quality or norms and requires education profession.”²⁹ So professionals pointed at the thing about the person doing people’s work or performance with the expertise possessed in performing duties or his/her work.

This thing is directly in proportion to the meaning of professionalism. According to Kunandar, “professionals come from the word standpoint which means work. It means a profession, the line of work that one wants or will be tackled by someone who is

²⁷ UU No.14, Tahun 2005 tentang Guru dan Dosen pasal 1 ayat 10

²⁸ UU No. 14, Tahun 2005 Tentang Guru dan DOsen pasal 10 ayat 1

²⁹ Undang-undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen, 2.

the knowledge and skills acquired from intensive academic education.³⁰ So, to become a professional, a teacher is required to develop knowledge and skills that can be done by following training or workshops as is done by an English teacher from a SMPN 2 Kedungadem.

Meanwhile, according to Kunandar explaining that a professional teacher has also a role as a teacher who is called to accompany learners to learn. Thus, the teacher constantly needs to develop his or her knowledge of how the learners should learn. Its embodiment, if there is a failure in learners, the teacher is called upon to find the root cause and seek solution with the learners, not silence or even blame learners. An attitude that must always be cultivated is willingness to recognize oneself and the will to refining his/her teaching and willingness to want study taking time to be a teacher. A teacher who is unwilling to learn, is unlikely to be settled and proud to be a teacher. The enjoyment and pride of his/her stewardship is a step toward becoming a professional teacher.³¹ In this, we know that in order to pursue a career as a teacher, teachers should be willing to take the time to continue learning to develop competence and skills, especially in the field of teaching.

Then it is understandable that a teacher's profession is a teacher's ability and expertise in the field or teaching. It means that

³⁰ Kunandar, Guru Profesional., 45.

³¹ Ibid, 98

the teacher has a major competence, that of pedagogical, personalities, social and professional as well as the professional requirements, so that the teacher is able to perform his/her role as a teacher to the maximum. A professional teacher thus indicates that he/she has a special advantage in his/her field of abuse. The teacher can apply the knowledge possessed, with his/her attitude and skills specialized in learning, so that his/her ability can sustain achievement education objectives that have been defined. Special skills that can be applied to these learning can be written skills. Their writing abilities were one of the four abilities (writing, listening, speaking, and reading skills) an English teacher had to master.

b. The Characteristic of Professional Teacher

According to Usman Assert that the characteristic of professional teacher specifically can be seen from the following indicators: 1) Have the basic of education, of knowing the purpose of education, of knowing the function of schooling and society, and of knowing the principles of educational psychology; 2) Mastering the teaching materials, which is mastering the curriculum teaching materials elementary and secondary education, and mastering the ingredients of learning; 3) Compile a teaching program, with sets the purposes of learning media, select and utilize appropriate learning resources, implement teaching programs, create an appropriate atmosphere of learning teaching, manage learning space, manage learning interactions teaching; 4) Assessing the results and learning

processes that have been carried out.³² So, this theory refers further to the professionalism of teachers which applied to learning in the classroom and from this we can know that to become a professional teacher requires a great deal of preparation before starting teaching in class. This can also guide another teacher in his/her teaching practice by referring to some of the above characteristics, in order to be a professional teacher proficient in all things notably in the realm of classroom education.

Furthermore, Mudlofir asserts that there are six teacher assignments in developing his/her profession, namely: teaching, serving as teachers, advisers, class administrators, curriculum developers, to develop a profession, and to develop a relationship with school society.³³ The teacher has a great assignment and responsibility, this is because of his or her role toward the development of the students. Ryan and Cooper explained that in most societies, teachers have recognized the role of teachers in influencing the learning of their students. The teacher factor is more influential in the students' learning than other factors.³⁴

Then, the opinion of Sagala mentioning the list of the teacher's professional quality shown by five attitudes: 1) The desire to always reflect feature behaviour that approaches the idea; 2)

³² Moh Uzer Usman, "Menjadi Guru Profesional", (Bandung: PT. Remaja Rosdakarya, 2006)

³³ Ali Mudlofir, *Pendidik Profesional: Konsep, Strategi, dan Aplikasinya dalam Peningkatan Mutu Pendidikan di Indonesia* (Jakarta; Raja Grafindo Persada, 2012), 62

³⁴ Kevin Ryan dan James M.Cooper, *Those Who Can Teach*, 12 e (Boston: Wadsworth Cengage Learning, 2007), 21

Continuing to improve and maintain a professional image; next 3) a desire to pursue ever-expanding professional development opportunities for professional development can help to increase the quality of its knowledge and abilities; 4) Exaltation seeks quality and the ideal in one's the profession; 5) Be proud of his or her profession, and writing activities.³⁵ On the other hand, Referring to *Permeneg PAN and RB* (Ministry of State Apparatus Utilization and Bureaucratic Reform) Number 16 in 2009, article 11, Verse C, about the components of sustainable professional development by the teachers, includes; Self-development, scientific literature and innovative works.³⁶

Meanwhile, considering the teacher role is so big, it requires special requirements. As is explained in (Government regulations RI No. 19, years 2005, subsection 28, verse 1-3), the national standard of education has been explained that: 1) The teachers must have both academic and competence qualifications as learning agents, healthy physical and spiritual, and the ability to achieve national education objectives; 2) The academic qualifications referred to in the verse (1) are the minimum levels of education that a proven education must meet with a valid certificate of expertise according to the applicable regulations of the law; 3) Competence as a learning agent on basic

³⁵ H. Syaiful, Sagala. "Kemampuan Profesional Guru dan Tenaga Kependidikan, (Bandung: Alfabete, 2009)

³⁶ Peraturan Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009, Pasal 11 A, Ayat C.

and secondary education and child education early ages include pedagogical competence, personality, professional, and social.³⁷ In relation to that, every region should have been carrying out and applying the national education standards at their school suitable with this government regulation RI. And, how it works this national standard implementation of education needs continuous evaluation and mapping so that we can know the various flaws that need to be corrected and perfected again.

Apart from the stated requirement above, to be acknowledged by society, professional teachers must also possess works to publish whether that's scientific and non-scientific. Just as well explained by Tilaar stated that as a teacher, a professional teacher must be capable of becoming a communicator. The teacher can communicate with the students by face to face or through a mediator electronic media and treatise) in an effort to develop the personalities of the students. Adding explain before, marker professional teacher that in carrying out assignments, a professional must have; 1) commitment to client office/citizen learns by putting emphasis on client/citizen service to the client/citizen learning and that office is a calling in life; 2) The necessity of living in carrying out this assignment is marked by availability of time, high commitment, making this a career in life.³⁸

³⁷ Peraturan Pemerintah Republik Indonesia No. 19 tahun 2005 tentang Standar Nasional Pendidikan, 9.

³⁸ Tilaar, H.A.R. *Pendidikan, Kebudayaan Masyarakat Madani Indonesia*. Jakarta: PT Rineka Cipta, 2003

And with the continued Covid-19 pandemic that prevents us from carrying out normal learning as usual, it also strongly influences the teaching methods given by teachers. Which teachers first have to teach in the classroom directly, must now use social media or other ways that attract and inspire students to the learning materials though remotely. And because of this, the teachers are required to be able to develop his/her Professional with guidelines on the characteristics of a Professional Teacher as explained above. Thus, enabling the activity of teaching learning can be maximally executed, though by offline or online.

c. Professional Teacher Competence

Speaking of a professional teacher it cannot be separated with competence. According to (Statute number.14 of 2005 on teacher and a verse 1 of article 10), it states: “Competence is the requisite of knowledge, skills, and behaviour-specific skills to be had, internalized and managed by a teacher in order to perform professional duties. And there are several kinds of competence namely; pedagogical competence, personalized competence, social competence, and professional competence obtained through education. One of the efforts to improve teacher professionalism is through the teacher development activities of the faculty³⁹ several of the teachers’ vocational development can through writing activities

³⁹ Nida Fauziah, (Teachers’ Professional Development and Teachers’ Teaching Practice, 2018)1-91

as a focus in this research observed about activities the teacher follows workshops, via peer observation, teaching portfolios, and action research.

Meanwhile, Kunandar explained that professional teachers are at heart teachers who have qualified competence for educational and teaching assignments. Dissecting the aspect of a teacher's professionalism therefore means reviewing the competence that a teacher must have.⁴⁰ With this competence, teachers can work intensively with other teachers in planning learning. Both individually and in groups, make decisions about school design, collaboration about curriculum development, and participation in the assessment process. The teacher's success in performing his or her task is largely determined by the competence that each teacher has. According to government regulation RI, Number 19 years 2005 states that educators are agents of elementary, secondary and early childhood education. Which all certainly requires pedagogical competence, personality, professional, and social competence of the teacher to conduct teaching to all students from various degrees.⁴¹ Based on the competence cited above, from teaching activities it is expected to produce students being Indonesia's smartly comprehensive and competitive.

⁴⁰ Kunandar, *Guru Profesional*, 51.

⁴¹ Peraturan Pemerintah Republik Indonesia No. 19 Tahun 2005 Tentang Standar Nasional Pendidikan, 9.

The four this competence is very important to have of the teacher, regarding his or her duties and responsibilities as a professional teacher. The role to the four competencies according to Musfah include; 1) Competence in pedagogy. Pedagogical competence is the teacher's ability to manage learners' learning, which includes understanding learners, designing and executing learning, assessing learning, and developing learners to realize their full potential; 2) Personality competence. Personality competence is the teacher's ability to have a stable, adult, prudent and dignified personality, be an example to learners, and noble moral; 3) Social Competence. The ability of a teacher to communicate and engage effectively is referred to as social competency and efficiently with learners, fellow teacher, parent/guardian, and the community at large; 4) Professional competence. Professional competence is the teacher's ability in the mastery of lesson materials in a broad and profound way that allows learners to measure up to the competence standard established in the national standard of education. With there are four competencies of these teachers, then in accordance with (Undang-undang No.10 about teacher dan lecture), the teacher can be said to become professional with the main purpose of education can be well accomplished. But when it is unfulfilled teachers can work on improving themselves through professional development. Hamalik asserts that teacher competence became a teacher's

admission selection tool for information about competence and its perks which are also indispensable to an administrator in the teachers' coaching and development business.⁴² Facilities that can be provided to teachers to develop professionals are those which provide workshops, and the procuring of teacher certification programs, etc. Which is all it's hoped to become a good influence on a teacher's professional development.

d. Teachers' Writing as a Form of Professional Practices

Writing is one of the most expressive and productive language skills available. As expressive as it is, writing is the product of able thought and feeling poured through activity impelling the soft motor via writing or typing of the hand. Furthermore, it is said to be productive, because it is a process of creating a unit or results of a created unit. It's born inside a written form.⁴³ Thus, in general writing can be called the work of results ideas of someone which can be understood by others.

Speaking about writing, in this case, Gie quoted by Sardila stated that the classifies the writing on some criteria, one of the criteria is on the basis of its variety, namely: facts (factual) and fanciful writing (imagination). In harmony with the foregoing, Lamuddin quoted by Sardila asserts that writing or work based on

⁴² Oemar Hamalik, Pendidikan Guru: *Berdasarkan Pendekatan Kompetensi*. (Jakarta; Bumi Aksara, 2008), 35.

⁴³ Vera Sardila, M.Pd, *Strategi Pengembangan Linguistik Terapan Melalui Kemampuan Menulis Biografi dan Autobiografi: Sebuah Upaya Membangun Keterampilan Menulis Kreatif Mahasiswa*. (An-Nida': Jurnal Pemikiran Islam, Vol.40, No.2, Juli-Agustus, 2015), hal 113

the weight classifies on some criteria that is; 1) scientific; next 2) Semi-scientific or popular; and 3) non-scientific.⁴⁴ And from two criteria categories that have been explained above, all often we find in literature, even a lot of people already know about these writing criteria categories.

Writing is an essential activity for a professional teacher. Tarigan said that the writing activities are an activity of pouring ideas in written language as a medium of delivery.⁴⁵ Furthermore, Atar Semi excerpts from his book stated that the writing activities are a creative process of transforming ideas into written symbols.⁴⁶ So basically, writing is a creative activity by putting ideas in written language, which uses symbols as a delivery medium. So, The writing activity have a very wide range of coverage, not only about to need to be done in order to gain credit for a promotion or certification purposes through a portfolio, but it should also be done in order to increase class management quality, the quality of services provided to students, and the teacher's own increased professionalism. The writing is creating a work of art that explores a particular problem by using codes of science. The rules of science mean scholars suggest that scientific works use grammatical methods in discussing the

⁴⁴ Vera Sardila, *Strategi Pengembangan Linguistik Terapan Melalui Kemampuan Menulis Biografi dan Autobiografi: Sebuah Upaya Membangun Keterampilan Menulis Kreatif Mahasiswa*, (An Nida': Jurnal Pemikiran Islam, Vol.40, No.2, Juli Agustus, 2015), hal 113113

⁴⁵ Hendri Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1990)

⁴⁶ M. Atar Semi, *Menulis Kreatif*, 2017. Hal 14

problem, presented studies by raw language and appropriate grammar, and subjects by scientific empirical, logical, empirical systemic, clear and consistent.⁴⁷ Therefore, it is safe to say that writing is one of the most crucial elements of education, which is to explore the still existing education issues, which need to be known for causes and solutions. And this can be done by writing research that begins with research and observation, which is then published in a scientific script. So, writing has immense advantages for an educator, especially a teacher if he or she could become a writer.

There will be five advantages when a teacher becomes a writer (1) get an excellent mastery of his/her scientific discipline. The writer would no doubt try to find, read, and study any reference that would be used as material for its authorship. That means that mastery of teacher discipline will be strengthened; 2) know the method of learning. Since the teacher had written the book, certainly he/she would be the first to know the most appropriate teaching methods or models to use delivering lesson materials; 3) credit points for moving up promotion, According to (regulation Mendiknas number 03/V/2010 and the head of BKN, No.14, 2010 years, section,17, verse 2) mentioned that for a promotion of the rank of first teacher, the rank of young director, the group (III/a) until the main teacher, the key building officer (IV/e), obligatory to doing

⁴⁷ Prayitno, Harun Djoko. "Pembudayaan Penulisan Karya Ilmiah", (Surakarta: Muhammadiyah University Press. 2001)

sustainable development, which includes; sub-elements to develop self, scientific publications, and innovative work; 4) Obtain a financial advantage, as the book writer would there by profit from its authorship. The profit was derived from manuscript purchases and book royalties; 5) Dignified in front of the students. A good teacher is the teacher who becomes the inspirator and motivator of his or her students at one time or another. Teachers should not only tell students to write but rather be able to show their writing. Before his or her disciples, no doubt the teacher would be respected and honored and thus be worthy of his or her dignity.⁴⁸ So that, from here we can know there are many advantages when teachers can be writers. Thus, the goal of learning can be achieved to the fullest, since the teacher was able to write a book from his or her love of reading. And one day his or her students will surely remember him as a teacher full of inspiration, motivation, and ultimate love.

Richard & Farrell quoted by Fauziah assert that Teachers' writing activities are those that they engage in to further their professional development, such as creating a learning book or a fiction book, article in blog, journal self-reflection, short story, and teaching portfolios, etc.⁴⁹ By making some type treatise of the above mentioned types of writing, it is hoped that teachers can be more

⁴⁸ Janner Simarmata, *Kita Menulis: Semua Bisa Menulis Buku* (Medan: Yayasan Kita Menulis Press, 2021), 14.

⁴⁹ Nida Fauziah, (Teachers' Professional Development and Teachers' Teaching Practice, 2018)1-91

creative, innovative, and up-to-date in applying the method of learning to students. Because, if a teacher makes a scientific treatise, the teacher will look for a new article to back up his/her statement in his or her written, this can develop his or her creativity. In addition, if teachers make fiction treatises, teachers can use these activities by writing to self-reflection, develop interesting essay ideas and can become reading material to support learning.

One activity of a teacher's writing is creating books. Writing books can start with five activities stages; 1) reading and studying a book that has been declared passed by BNSP; 2) establishing a framework; 3) searching material; 4) developing material; and the last 5) editing.⁵⁰ With these 5 stages of activity, it can guide a teacher to become a book writer, so that the teacher is no longer confused as to what activity to do when writing, and the next steps to completion. That way, the teacher can be more settled and guided in creating a treatise in a book.

Every book has its advantages and disadvantages. Excessing every book is the part that the reader expects to benefit from this book. However, actually a lack of books is a new inspiration for a writer. Knowing from every book's advantage and lack enables the writer to exploit them, with new treatises one could be produced as the enhanced of the old treatise. Having found a book lacking, the

⁵⁰ Janner Simarmata, *Kita Menulis: Semua Bisa Menulis Buku* (Medan: Yayasan Kita Menulis Press, 2021), 14.

writer can formulate his/her skeleton or mind set to create a new book by the same object discussion of the previous book. Mujianto stated that a materialized framework of the table of content is essential for book material to be written coherently and completely. When the framework is ready in place, the writer may search for written or reference material that can come from books, journals, or print media to authenticate data. It is all right for a writer to exploit internet sources, but should be owned by formal institutions and credibility.⁵¹ And if it can be practiced by many people, especially by a teacher, it can be assured that there will be many professional teachers who are superb in writing and teaching.

Besides creating books, teachers can write by being published on a blog. Blog is a container for anyone who wants to create writing. For teachers, having a blog is advisable. There are so many things a teacher can write in a blog. And there is the importance of teachers having a blog, namely; 1) Can provide study material; 2) Provides an alternative way to access other sources of information indefinitely; 3) Offering a source of enrichment a material of a variety of information that is developing rapidly every day; 4) As a medium of interactions and discussions between teachers with

⁵¹ Gigit Mujianto, *Piranti Kohesi dalam Wacana Tulis Guru SMA/SMK Muhammadiyah Kabupaten Malang* (KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya, Vol 3, No 2, 2017) 123-134

students, students with students, teachers with other teachers, students one with other students and so on 5) By blogging, this is a teacher's way of publishing his/her scientific work.⁵² Thus, one can know there are many benefits when a teacher has a blog account and can use it in teaching learning activities, especially at the time of the covid-19 pandemic now. Because by using a blog, teachers can more easily share the lesson materials with the public, especially with students. And a blog can be a place to collect treatises the teacher has created, so that can be reference and information in a long period of time.

The teachers' professional development in ELT can be reviewed from programs followed by teachers for his/her professional development. A professional program held by the government and the school it is hoped can facilitate teachers to improve their competence. English teachers have the challenge of teaching his/her class with the application of the 2013 curriculum. Referring to government regulation no. 66 years 2013, one of the principles in the 2013 curriculum is the application of student-centered learning. The teacher is not again determining the learning process. Professional teachers must be able to motivate students to participate in learning as subjects. To run mandated by

⁵² Husni Hasan – Aulia Rahman, "Pelatihan Pembuatan Blog Sebagai Media Pembelajaran Bagi Guru Sejarah di SMA Negeri 1 dan SMA Negeri 3 Langsa". Jurnal Vokasi, Vol 1 No.2, Oktober 2017, 100.

the 2013 curriculum, teachers need to be facilitated several programs for professional development.

The students' diverse English ability is something a teacher should be able to do teaching that can encourage them to be active in learning according to the current requirements (Curriculum 2013). Young teachers still have high motivation for doing professional development programs, one of which is by making treatises either scientific or non-scientific.

3. Teachers' Teaching Practices

a. The Contribute of Writing Activities Toward Professional Development and Teaching Practices

Rapid changes in the development of digital information technology with sophisticated products have had a very significant impact on various areas, including the educational world. Therefore, the practices of learning and education in schools need to be renewed following the technological progression. So, the learning process is one that needs to be renewed, including teaching to write in school.

The teaching renewal effort affected by the teacher's writing activity lies in the teacher's responsibility, how the learning presented can be properly understood by the students. Therefore, the learning process is determined by how teachers use the media and the learning model can be optimal.

Writing is one of the four language skills, which a teacher must teach the students. By writing down brainchild and ideas, the

information can be conveyed. Through the creative thinking process, the teacher's abilities in explaining subjects with writing activities can be developed, for example by using learning media inspired by the result of a treatise to develop teaching practice. Sutamo stated that writing is a good way to manifest, to explain and to express ideas, concepts, brainchild and thoughts to writing.⁵³ Furthermore, Tarigan also said that the writing activities are an activity of pouring ideas in written language as a medium of delivery.

As a result, writing is unquestionably one of the most significant components of education, as it explores still-existing educational issues in search of causes and solutions. And this can be done by writing research that begins with research and observation, which is then published in a scientific script. So, writing has immense advantages for an educator, especially a teacher if he or she could become a writer.

The writing activity covers a wide range of topics and should be done not only to earn credit for a promotion or for certification purposes through a portfolio, but also to improve the quality of class management, the quality of services to learners, and the teacher's own increased professionalism.

So, it cannot be denied that writing is one of the essential components of daily life especially in the learning activities in class.

⁵³ Sutamo. *NS, Menulis yang Efektif*, (Jakarta: Sagung Seto, 2008), 10

Though, in fact, many of the problems a teacher faces in writing, the teachers still find it difficult to come up with ideas, words, and brainchild to put them in writing.

b. EFL Teaching Language Proficiency

It may be quite difficult to define what language competence is. But in outline, it can be interpreted that Andrews stated that in one sense language competence can be defined as knowledge of language. In addition, Chambliss asserts that it relates to various aspects of language competence that a person has to express meaningful speech. In other words, according to Renandy said that identical language proficiency with a person's ability in using language for communication by word of mouth or by writing. Furthermore, as Cummins pointed out that the teaching Language Proficiency (TLP) can also be defined by how eloquently one can communicate in public, specifically, and academic contexts.⁵⁴ That way, language proficiency is a person's ability or knowledge of language, used to communicate or express meaningful saying, whether in a general, specific, or academic context.

In language classes, it is undeniable that teacher language proficiency (TLP) is instrumental in helping students become a successful linguist because language teachers with a higher level of competence can have higher teachers' effectiveness (Teaching

⁵⁴ Elisa Ophelia - Fazri Nur, EFL Teacher Language Proficiency and Teaching Effectiveness (Bandung: Universitas Pendidikan Bandung, 2019), 385.

Effectiveness or TE) in giving more accurate explanations and richer language input. Have higher flexibility in language use, and have more confidence in their teaching.⁵⁵ English teacher needs with enhanced language skills increasing together with growth English as global language which happens for a variety of reasons: globalization and immigration⁵⁶, increased awareness of the importance of learning another language, cross-culture marriage, and increasing people's mobility throughout the world.⁵⁷ However, when this increase is not met with sufficient qualified teachers, there will be trouble, and finally language schools will hire teachers who have lower language skills.

Renandy quoted by Elisa stated that English is a foreign language in this country (EFL). Because English is a foreign language, not everyone becomes proficient in speaking in English, even an English teacher. Without clear guidelines as to the level of language proficiency a teacher must have at a formal and non-formal school teaching English, and the lack of specialized training to help a teacher reach that level of high proficiency, this is still a problem until now.⁵⁸ Furthermore, there is a decision by the national ministry

⁵⁵ Ibid, 384

⁵⁶ Dewaele, J. M., & van Oudenhoven, J. P. (2009). The effect of multilingualism/multiculturalism on personality: No gain without pain for Third Culture Kids? *International Journal of Multilingualism*, Vol .6. No.4, 443-459. <https://doi.org/10.1080/14790710903039906>

⁵⁷ Gathercole, V, C. M. (2010). Bilingual children: Language and assessment issues for educators. In K. Littleton, C Wood, & J. K. Staarman (Eds.), *International Handbook of Psychology in Education* (1. Ed). Bingley: Emerald.

⁵⁸ Elisa Ophelia - Fazri Nur, EFL Teacher Language Proficiency and Teaching Effectiveness (Bandung: Universitas Pendidikan Bandung, 2019), 385.

of education Number 16/2007 that provides a general requirement that an English teacher needs to have different aspects of language (linguistic, programmatic, sociolinguistics, and strategic) and skill (verbal and written forms, receptive and productive), But the requirements are still unclear how applications are in the field.⁵⁹ So this becomes one of the problems faced when talking about teacher language proficiency. And it needs to be settled, so it is hoped that in the future there will be a professional English teacher who is supported by his/her linguistic proficiency.

So, this has become one of the challenges facing the English teacher in the SMP Negeri 2 Kedungadem, if she wants to improve her English proficiency that can affect the quality of writing. But in every challenge certainly there is a way to surmount it, and as far as the remote observation before I go directly to interview this English teacher formally, this teacher seems incredibly competent and passionate to develop her professional skills through efforts to enhance her language proficiency.

c. Pedagogical Content Knowledge (PCK)

To execute her role as a teacher, an educator must have the various competence required to be a good educator and teacher. Professional competence, pedagogical competence, and social and personality competence are among these competencies (Indonesia's

⁵⁹Opheli, E. N, & Fazri, N.Y. (2019). *Kemahiran Bahasa Guru Bahasa Inggris dan Efektivitas Mengajar*. Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia.

government regulation, no.74, 2008 years, chapter 3). Suryosubroto quoted by Sarwah asserts that the practice of teaching includes pedagogy and administration.⁶⁰ A teacher must be able to master instructional materials and learn how to use them in the classroom.

Teachers may not be content simply to master its pedagogical abilities, but also to be obligated to be able to master his/her ability about the lesson material (*content*). Knowledge of content is the knowledge that should be mastered by educators including the mastery of the lesson material which is essential for a personal teacher. The combination of pedagogy and content knowledge was delivered by Shulman quoted by Sarwah with the term Pedagogical Content Knowledge (PCK). The doctrinal mastery (*content*) and mastery how to teach (*pedagogy*) are two things that are inseparable.⁶¹ A combination between content knowledge and pedagogical knowledge which was built up over time and experienced will result in teachers' professional and qualified.

Initially, pedagogical content knowledge (PCK) was perceived as the integration of content and pedagogy through an appreciation of how a specific topic, problem, or problem is organized and adapted to the diverse learners' interest and skill, as

⁶⁰ Awaluddin Makaraka, Sarwah, (Peran Pedagogical Content Knowledge (PCK) Guru untuk Meningkatkan Pemahaman Siswa dalam Pembelajaran) Prosiding Seminar Nasional ISSN 2443-1109, Volume 04, Nomor 1, 350-451

⁶¹ Agustina.P, (Pengembangan Pedagogic Content Knowledge Mahasiswa Calon Guru Biologi FKIP Unismuh Surakarta Melalui Simulasi Pembelajaran, Jurnal Penelitian dan Pembelajaran IPA, Vol.1 No.1 Hal.1-15, 2005

well as the instruction provided. Pedagogical Content Knowledge (PCK) was portrayed as a result of a fusion of teaching material understanding (Content Knowledge) and understanding how to educate (The Pedagogical Knowledge) becoming the one that needs to have a teacher. Shuell and Shulman quoted by Sarwah suggest that the PCK is an understanding of what methods of learning are effective for explaining certain materials, as well as an understanding of what makes certain materials easy or difficult to learn.⁶² Furthermore, PCK was an idea that is rooted in the belief that teaching requires more than just conferencing knowledge of the subject's payload learning to students, and student is not just to absorb information about material learning knowledge but more than meaning and application of the knowledge to daily activity of the students. In the Pedagogical Content Knowledge (PCK) outline, Hawkins quoted by Sarwah stated that there are three essential primary knowledge components for teachers in teaching English. These three components were: 1) knowledge of English, 2) knowledge of teaching, and 3) knowledge of handling students. As knowledge of PCK expertise leads to teacher action in practice, including teacher knowledge and confidence about various aspects such as pedagogies, the way of handling students, subject matter and curriculum. The knowledge expertise acquired can be from previous

⁶² Awaluddin Makaraka, Sarwah, (Peran Pedagogical Content Knowledge (PCK) Guru untuk Meningkatkan Pemahaman Siswa dalam Pembelajaran) Prosiding Seminar Nasional ISSN 2443-1109, Volume 04.Nomor 1, 350-451

education, teacher's personal background, teaching context, and current teaching experience.⁶³ Thus, the wisdom of the knowledge expertise some teachers possess produces affective behaviour in the activities of learning and teaching.

B. Review of Previous Study

It is necessary to include some previous research that can be used as a reference in this study in order to avoid equality. Several studies have been conducted to determine the professional development of teachers. Some of their findings will be discussed in the following paragraphs.

Fauziah conducted the first previous research.⁶⁴ She conducted the same structured interviews and observations in this thesis to learn about the teacher's professional development and practice. Participants in this research are two teachers taught in two different schools. This research focused on reflective models, in which teachers were asked to reflect on their professional development activities and how those activities aided them in their teaching practice. And the researcher conducted that, the first about factors caused by both respondents only did few professional development activities such as participating in workshops, attending teacher association meetings, conducting action research, serving as an English coach, and furthering one's education, etc. And the second about the benefits of professional development can be seen in three aspects;

⁶³ Ibid

⁶⁴ Nida Fauziah, (Teachers' Professional Development and Teachers' Teaching Practice, 2018) 1-91

teachers' language proficiency, teachers' content knowledge and teachers' teaching skills.

Another is research conducted by Jaedun.⁶⁵ This research focused on Teachers' professional development through the writing of scientific literature. The goal of this research is to describe the teacher's science writing activities. Activity writing scientific papers is an activity that is very important for a professional teacher. These activities do not have to be carried out solely for the purpose of obtaining credit points for promotion or for promotion or certification via portfolios. But moreover, it needs to be done to improve the quality of classroom management, the quality of services to students, and also improve professionalism of this teacher herself. A professional teacher not just executes pedagogic competence related duties (particularly planning, conducting, assessing and administering learning), but also functions related to personal, social, and competency professionalism, which is characterized, among other things, by self-improvement through scientific research. As a result, every teacher should be willing, able, and ordinary to carry out scientific writing activities. Like teachers creating scientific literature, the quality categories of scientific literature, the kind of scientific articles, and the examples of scientific articles. In this research, the result asserts from all kinds of research, classroom action research (PTK) is the best kind of study possible and very convenient for a teacher. And he also explains about the

⁶⁵ Amat Jaedun, "Pengembangan Profesionalisme Guru Melalui Karya Tulis Ilmiah", (Yogyakarta: Ka.Puslit Dikdasmen, Lemlit UNY, 2011), hal 1-14

way to create scientific literature systematically, which can be started from titles, name of author, abstract and keywords, introduction, research method, research result and discussion, conclusion and the last is bibliography.

The third research was conducted by Noorjannah.⁶⁶ The focus of this research was on a teacher in senior high school 1 Kauman which has enhanced educator certificates. The teacher who already has educator certification may be declared a professional teacher. And the results of this study indicate that the professional development of teachers in SMA Negeri 1 Kauman through activities written scientific papers written on classroom action research, still needs to pay serious attention and further guidance. This can be observed from the indicator of the difficulties felt by a teacher when doing writing activities.

The other research is conducted by Mujianto.⁶⁷ The purpose of this study is to describe how teachers use coherent devices in the written discourse of teachers in Malang regency from SMA/SMK Muhammadiyah. The method employed in this study was a qualitative approach. The data in this study contained words, verbs, clauses, and phrases that were all cohesive grammatical and lexical devices. The database was the written discourse of SMA/SMK Muhammadiyah teachers

⁶⁶ Lilies Noorjanah, "Pengembangan Profesionalisme Guru Melalui Penulisan Karya Tulis Ilmiah Bagi Guru Profesional di SMA Negeri 1 Kauman Kabupaten Tulungagung", (Tulungagung: Volume 10, Nomor 1, Jurnal Humanity, ISSN 0216-8995) hal 97-114

⁶⁷ Gigit Mujianto, *Piranti Kohesi dalam Wacana Tulis Guru SMA/SMK Muhammadiyah Kabupaten Malang*, (Malang: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya. Volume 3, Nomor 2. P-ISSN 244-7632 E-ISSN 2442-9287, 2017): hlm 123-134

in the Malang regency. The data for this study was gathered by note-taking, interviews, and a review of the literature.



CHAPTER III

RESEARCH METHOD

This research includes an explanation of the research methodology. This discusses approach and research design, research presence, subject and setting of the research, data and source of data, data collection technique, research instruments, and data analysis technique.

A. Approach and Research Design

This research employs a qualitative case study approach. Qualitative aims at understanding the phenomena of what research subjects such as behaviour, perception, motivation, actions and among others.⁶⁸ So, the report should be realistic and compelling to the readers. The reader was able to understand the research procedure and outcome because of the concise description.

This research attempts to investigate writing activities undertaken by the English teacher that can support her professional teacher and teaching practices, furthermore of the influence of writing activities for the English teacher toward professional development and her teaching practices. This research is also a case study. Thus, the research has limited approach by focusing attention on one intense, detailed case.

B. Research Presence

⁶⁸ Sharmen Robert R-Webb Rodman B, *Qualitative Research in Education Focus and Methods* (New York Falmer Press, 2005), 4

The researcher's position in this study is that of an observer and interviewer. By doing observation and interview, it became a way for the researcher to collect the data. So, the researcher visited the English teachers to ask certain guidelines-related queries for the interview and observed in the class to find out about the teacher's teaching practice. Furthermore, the researcher visited the headmaster of the school after asking permission from teachers who is a research responder. So, the headmaster of the school can know the purpose of the researcher coming to school to do observation and interview. And from this, the researcher can know the possible expression of the respondent, which can be seen from how the respondent responded when the researcher asked permission to take this topic and asked for the willingness of his to be the source of the research. At the time, the respondent said they would be already to assist the researcher in carrying out his research, so it was likely that in the research she would cooperate fully with the survey and would provide a truthful and honest answer.

C. Subject and Setting of the Research

Furthermore, the study's subject was an English Teacher in SMPN 2 Kedungadem. The location of this school is Jl. H. Fatah, Mulung, Ngrandu, Kedungadem, Bojonegoro. This school is one of my favourite schools in the area, and this school has many teachers who are civil servant teachers. In addition, all teachers are also very active in MGMP, activities can be seen from the school often to MGMP activities either

district or municipality. Then, the subject is an English teacher in SMPN 2 Kedungadem who has experience in writing activities and she has taught for more than 22 years. She has been appointed coordinator of English teachers in that school, and also as school treasurer. She has created several books, and often writes to publish on her blog account, she is a prudent and smart teacher, and often follows workshops or training about authorship.

She likes to follow training which has been held both online and offline since before the pandemic. She also wanted to write and publish a book that would be helpful to others, like the several books published with titles, namely; *learning, pesona, Berbagai Pengalaman Mengajar, Catatan Hati Seorang Guru, Outdoor Learning SPENDAKA CAMP, PBG Membahana (Antologi Pusat Belajar Guru Bojonegoro), Menolak Menyerah (Kisah Kami di Masa Pandemi), Belajar dan Berlatih Menjadi Produktif dalam Pandemi, and Melodi tak Berbunyi*. Furthermore, the teacher also joined several organizations, such as IGI (*Ikatan Guru Indonesia*), PBG (*Pusat Belajar Guru*) Bojonegoro, KMO (*Komunitas Menulis Online*), MGMP (*Musyawaharah Guru Mata Pelajaran*) English lessons, etc.

The researcher interviewed the English teacher. The purpose of the interview is to learn about the teacher's actions that assist her professional development, one of them is the writing activities of teachers'. The researcher observed the learning activities done by the teacher through this

application used in teaching learning activities during the covid-19 pandemic, and also observed the learning process in class if there is a luring learning schedule, without participating in the teaching activity.

D. Data

There is some data used in qualitative methods, such as interview, observation, and document data internet (Blog and WordPress account). Qualitative aims at understanding the phenomena of what research subjects such as behaviour, perception, motivation, actions and among others.⁶⁹ To answer the problem, the researcher used two types of data, which are primary data and secondary data. Primary means word or action in qualitative research while secondary is supporting data such as documentation. Those are explained in detail below.

1. Primary Data

Primary data is the data that is directly obtained by source or first-hand experience. Here, the researcher used interviews and observations as data primers. The data needed for the writing activities are undertaken by the English teacher to support her professional development at SMPN 2 Kedungadem. The researcher used interviews and observations which were supported by interview guidelines and observation guidelines.

⁶⁹ Sharmen Robert R-Webb Rodman B, *Qualitative Research in Education Focus and Methods* (New York Falmer Press, 2005), 4

2. Secondary Data

Secondary data is the data that is obtained after the primary data. Here, the researcher used interview and document data internet (Blog and WordPress account) as data secondary. The data needed are the writing activities that contribute to the professional development of English teacher's at SMPN 2 Kedungadem. The researcher used interview and document data internet which was supported by interview guidelines and documentation and document checklist.

E. Source Data

The researcher interviews an English teacher to get the data about the writing activities undertaken by the English teacher to support her professional development and the writing activities contribute to the professional development of English teacher's at SMP Negeri 2 Kedungadem. Then the researcher observed the activities in the class, several books, and documents internet data from blogs and WordPress accounts by the English teacher.

F. Data Collection Technique

The data was gathered through an interview and observation by the researcher.

1. Interview

The function of the interview is to know the writing activities are undertaken by the English teacher to support her professional development. The interview checklist adopted from Humba and Semion Humba Karange. The researcher paid a visit to the English teacher and used the interview guideline to ask them questions. The researcher visited the English teacher and asked them questions based on the guidelines for the interview. The researcher used a semi-structure of the interview. So, even though the interviewer has prepared guideline questions, the interviewer may ask follow-up questions depending on the consideration of a semi-structured interview. Furthermore, the teacher could share her opinion and ideas about the writing activities undertaken by the teacher to support her professional development. After gathering the data, the researcher directly analysed and transcribed the interview result to make data interpretation easier.

2. Observation

The function of the observation is to know if the writing activities contribute to the professional development of an English teacher. The observation checklist adopted from Humba and Semion Humba Karange. And the researcher is planning to use a non-participant observation as a type of research. The researcher observed the learning activities done by the teacher through this application used in teaching learning activities during the covid-19 pandemic, and also

observed the learning process in class if there is a learning schedule, without participating in the teaching activity. This is because the researcher is doing non-participant observation. The researcher then makes notes on the teacher's actions during the teaching and learning process. After then, the researcher analysed the observation's result.

To answer study questions, the researcher gathered all of the data. The completion of the data helps the researcher to identify objectives for research. The researcher employed a variety of tools to collect research data. An observation note is the tool for the observation. The researcher employed an interview guideline and recording technology to record the teachers' thoughts during the interview part. These tools assist the researcher in keeping all of the information.

G. Research Instruments

Actually, the instrument of research is the researcher itself but it is supported by other instruments based on research focus, as stated by Humba and Semion Humba Karange. The following instruments were used to collect the data.

1. Interview Guideline

These interview guidelines are used to respond to the first research question about writing activities undertaken by the teacher to support her professional development, and the contribution of writing activities to the professional development and teachers' teaching

practices. And also, the Interview is a traditional method of research that involves having a conversation in order to discover the research's topic of research to carry on a conversation to explore focus from this research. So, this interview needs guidelines which can become one of the instruments in this research data collection technique with accurate results. Structured interviews, guided or semi-structured interviews, and open-ended conversational interviews are the most common types of interviews used in academic research.

The researcher employed a semi-structured interview in this study. The questions are a guideline for the interview. And also, the interview checklist adopted from Humba and Semion Humba Karange. The researcher gave 14 questions to the teacher. The questions are related to the activities undertaken by teacher to support her professional development such as following a workshop or training, active in educational activities organization, active/creative and innovative to develop learning online or offline, mastering IT (computer, internet, blog, or website, etc.), one of them is writing activities of teachers' and from the instrument researcher get the information about focus in this research.

Interview Guideline

- a. The Context Aspect of The Teacher's Professional Development Program

- 1) Bagaimana peran lembaga sekolah dalam mendukung kegiatan pengembangan profesionalitas guru?

What is the role of the school institution in supporting teachers' professional development activities?

- 2). Apakah ada keterlibatan dari lembaga-lembaga lain atau pihak-pihak lain diluar instansi sekolah yang mengadakan pelatihan pengembangan profesionalitas guru? jika ada bagaimana bentuk kegiatan pelatihan tersebut terlaksana?

Are there any involvement by other agencies or others outside of school agencies that conduct teacher professional development training? If there is one way that such training is accomplished?

b. The Input Aspect of The Teacher's Professional Development Program

- 3). Bagaimana pendapat Ibu tentang kegiatan pengembangan profesionalitas guru melalui program sertifikasi?

What do you think about a teacher's professional development activities through the certification program?

- 4). Bagaimana pendapat Ibu tentang kegiatan pengembangan profesionalitas guru melalui program supervisi?

What do you think about a teacher's professional development activities through a supervision program?

- 5). Bagaimana pendapat Ibu tentang kegiatan pengembangan profesionalitas guru melalui program professional berkelanjutan?

What do you think about a teacher's professional development activities through a continuing professional program?

- 6). Bagaimana ketersediaan sarana prasarana yang dimiliki sekolah ataupun individu dalam mendukung pengembangan profesionalitas, salah satunya dalam kegiatan menulis?

What is available for school and individual infrastructure tools to support the development of a professional, such as writing activities?

c. The Process Aspect of Teacher's Professional Development Program, Specially in Writing Activities

- 7). Apa sajakah kegiatan menulis yang telah dilakukan oleh guru untuk pengembangan profesionalitasnya?

What are some of the writing activities that teachers have done to develop her professionalism?

- 8). Sejak kapan Ibu tertarik untuk membuat karya-karya tulis, dan terinspirasi oleh apakah hal tersebut?

Since when did you become interested in writing literature, and so inspired by what?

- 9). Bagaimana proses kegiatan menulis yang telah dilakukan oleh guru untuk pengembangan profesionalitasnya?

How has the process of writing activities been carried out by teachers for the development of her profession?

- 10). Apakah ada hambatan dalam pelaksanaan kegiatan pengembangan profesionalitas, khususnya pada proses pelaksanaan kegiatan kepenulisan?

Are there any obstacles to the implementation of professional development activities, especially in the process of writing activities?

d. The Product Aspect of Teacher's Professional Development Program, Especially in Writing Activities

- 11). Bagaimanakah hasil dari program kegiatan sertifikasi, supervisi, dan beberapa kegiatan profesional berkelanjutan yang telah guru lakukan?

How have the results of contributing teacher certification, supervision, and some ongoing professional activity programs?

- 12). Menurut Ibu dengan adanya program pengembangan profesionalitas yang telah ibu lakukan ini apakah ada pengaruhnya pada praktek pengajaran Ibu di kelas?

What do you think the professional development program that you have done has any effect on your teaching practices in class?

- 13). Menurut Ibu dengan adanya kegiatan menulis apakah ada pengaruhnya terhadap kegiatan praktek mengajar guru?

What do you think about contributing to writing activities to teaching practices?

14). Sejauh ini apa manfaat yang dirasakan guru setelah sering melakukan kegiatan menulis?

How has the teacher benefited so far from doing frequent writing?

2. Observation Guideline

The researcher used observation guidelines to support the first and second question. The researcher observed the teacher teaching process by online or offline, to find out the way the English teachers' teaching. So, the researcher can know how writing activities contribute to the teacher's professional development. The researcher is conducting non-participant observation, which means that the researcher is observing the learning activities carried out by teachers using this application during the covid-19 pandemic, as well as the learning process in class if there is a luring learning schedule, without taking part in the teaching activity.

Table 3.1 The list about observation aspect

No	Observation Aspect
1.	Activity of supervision program
2.	Followed workshop activities/self-development
3.	The result of writing treatise that was published on the blog
4.	Teaching-learning activities
5.	The state of the school's means and infrastructure

3. Documentation and Document Checklist

The documentation and document checklist include instruments in order to respond to the first and second research questions. To answer the first research question, the document which has been analysed in this research is the book created by an English teacher, the article from a blog account this teachers', reflection journal and lesson plan from teacher, etc.

While, to respond to the second question, which was utilized to collect data for this study, the researcher employed a documentation checklist to show all treatises created by the teacher. That way the researcher can know if there are any influence writing activities by the English teacher toward professional development and this teacher teaching practice. So, the researcher takes the documentation as much as possible, in the form of photos, books, link blog, journal reflection, and lesson plan from this teacher.

Table 3.2 The checklist of documentation and document analysis

No.	Document Analysis	Checklist
1.	Some pictures of books that were created by the teacher.	√
2.	Some pictures of the professional development activities of the teacher.	√

3.	Some of the pictures and table the results of a treatise which was published on the blog of the teacher.	√
4.	Some pictures in the process of teaching.	√

This research instrument has also been validated by one of the professors of the English language education department. The purpose of this validity is to know the extent of the precision of a research instrument in performing the function of its research, to enable the data obtained to suit the purpose of the research. Evidence of letters validating this research instrument, as follows;

SURAT VALIDASI

Setelah membaca dan menelaah lebih lanjut mengenai *Instrument teacher professional development and practices: a case study of an english teacher writer* pada bimbingan skripsi mahasiswa oleh:

Nama : Hla Nur Layly
 NIM : D75217042
 Prodi : Pendidikan Bahasa Inggris
 Judul : Teacher Professional Development and Practices: A Case Study of an English Teacher Writer

Dengan ini saya,
 Nama : Diah Karmilasari Putri, M.Pd
 Pekerjaan : Dosen


Menyatakan telah melakukan konsultasi dan telah melakukan pengkajian, maka kami memberi saran-saran sebagai berikut:

☒ Bisa tanpa revisi ☐ Bisa dengan revisi ☐ Tidak bisa digunakan

1.
 2.

Dan instrumen ini selanjutnya kami nyatakan valid dan bisa digunakan dalam penelitian.

Surabaya, 6 September 2021
 Validator,


Diah Karmilasari Putri, M.Pd

☐ Beri tanda cek (√)

Picture 3.1 Validator letter for instrument

H. Data Analysis Technique

In analysing the data, the researcher used qualitative descriptive to analyse teacher professional development and practices: a case study of an English teacher writer. According to Creswell, there are six processes to analysing data: organizing and preparing data, reviewing all data, coding data, coding process to develop a description or theme for analysis, interrelating themes or descriptions, and interpreting the meaning of themes or descriptions, and interpreting the meaning of themes or descriptions.⁷⁰

1. Organizing and preparing the data

The data from observation and interview guidelines were arranged by the researcher. Interview guidelines are used as an indicator to investigate the activities undertaken by a teacher to support her professional development, one of them is writing activities of a teacher. While, the observation guideline was utilized as a tool to investigate the teacher's teaching process in the classroom. So, to find out how the way the English teachers' teaching, from a learning video created by a teacher for online learning, or from regional government learning applications' (Sifajargoro) as an online learning information system in Bojonegoro launched by municipality education department Bojonegoro, and website, blog, or book that was published by the teacher.

2. Reading through all the data

⁷⁰John W, Creswell, *Qualitative Inquiry & Research Design*, (Sage Publications, 2007)

After getting the data, the researcher transcribed the file note of the results of the interview. The researcher then read all of the data from the observation checklist and interview file notes, so the researcher can know what the activities are by the teacher which can develop his profession. Furthermore, the researcher also read from a website, blog, or book that was published by the teacher. So, the researcher can know how a teacher's writing activities have affected her professional development and teaching practice.

3. Coding the data

After reading through all the data from the observation results and the interview data, the researcher changes the results into the transcript. Then, the researcher directly analyses this script which is made from the results observation and interview. Next, in analysing the data the researcher used the coding process to create some of the major propositions taken from the transcript of the interview and observation. First, researchers compare and contrast the data collected from the subject by the investigation category of professional development activities. Second, the data that has been compared, is restructured on the basis of logical links between three categories, those of professional development activities, writing activities, and the influence of writing activities of professional development and teaching practice. Finally, the data that has been compiled, analysed by the selection process and identified which category of activity traits

most underlie a teacher's professional development activities, one of them is writing activities. It has made data classification and understanding easier for researchers. So, this can make it easier for the researcher to draw conclusions from research done.

4. Interrelating themes or description

After the researcher has coded the results of the data observation and interview, three columns of grouping have been created. Namely, there are column first loads about professional development activities of the teacher; column second contains about writing activities of teacher, while column third contains about the influence of writing activities toward professional development and teaching practices. And in encoding, which can be encoded can be started from statements, feelings, activities, the results of writing and so forth, depending on what is contained in the data segment faced. In addition, the researcher is undertaking analysis, and also creates a note to correlate the results of observation and interview. makes a note to connect between the results of observation and interview when the researcher is doing analysis.

5. Interpreting the meaning of themes or descriptions

The findings were interpreted by the researcher as a result of the data. In the findings, the researcher converts the data into detailed

information based on the data obtained, as well as translating the study findings into English.

6. **Checking Validity of Findings**

Validation of the results the researcher employed triangulation to assess the validity of the study. Denzin quoted by Rahardjo defines triangulation as a combination of methods used to study interrelated phenomena from different perspectives.⁷¹ To date, the concept Denzin has been used by qualitative researchers in various fields. According to him, triangulation involved four things: 1) Method triangulation, 2) Inter-researcher (if research is done with groups), 3) Triangulation of data sources, and 4) theory triangulation. According to the purpose of this research, it uses triangulation of data sources to examine the results.⁷² Triangulation of sources of data is to dig for truths of certain information through various methods and sources of data acquisition. For example, in addition to interviews and observations, researchers may use such books, articles, personal notes or writings and pictures or photographs. Of course, each method would produce different evidence or data, which in turn, would give a different view of the phenomena being studied. Those views would beget a broadness of knowledge in order to obtain reliable truth.

⁷¹ Norman K. Denkin, *Metodologi Penelitian Kualitatif Edisi Revisi*, (Bandung: Remaja Rosdakarya, 2007), h 31.

⁷² Ibid

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents and discusses the results of the research. The results of the research will be presented in the form of points about the several writing activities that have been done by the English teacher and the contributing writing activities toward professional development of the English teacher in SMPN 2 Kedungadem Bojonegoro.

A. Research Findings

1. The English Teacher has been doing some writing activities to support her professional development

To obtain the data from the second question “*What writing activities are undertaken by an English teacher to support her professional development?*”, The researcher got some writing activities to support professional development of the English teacher. The following activities were found by interviewing the teacher on August 4th 2021. The questions of the interview were adopted from a thesis written by Semion Hamba Karange. The findings revealed that the writing activities undertaken by the English Teacher to support her professional development are writing books both fiction or nonfiction, and writing articles about scientific or non-scientific treatise. The English teacher started doing these writing activities in 2011, but the writing activities

were paused after the teacher followed in some activity/workshop about writing, and also there was an obstacle at the time. After that, a few years later, the teacher began to come back to writing again in 2016 to write a book about her hobby, and after that she became active again to write until now.

a. Writing Books

Based on the results of the interview and observation on august 4th 2021, which states that teachers have produced and published books and give ISBN numbers on books, either individually and with anthologies with some groups. The teacher also explained that this writing activity began in 2011, but paused for several years. And resumed its activity again in 2016 by publishing a book entitled “*Pesona*” that contained a collection of teacher travel stories in several of the tourist sightseeing that teachers had explored a few years earlier. Furthermore, the teacher also stated that with writing activities that could be her professional development, especially on the writing of books relating to learning in class. With the writing of a book containing learning in the class, teachers can keep on exploring the proper media which can be used to explain the materials in class from finding the sources of information used in the book discussion which was created. Especially in the teacher’s published book with the title “Learning”, the book contains several games used in her learning, one of which is named “Learning Dictation Games”.

“I talked about teaching myself in the book with the title “Learning”. This book contains things like how I teach the material to the students, how the students can study, and about the methods or games that I use in my studies, one of which is “Learning Game Dictation”. So that’s what I wrote in the Learning Book.” (Excerpt 1)

Furthermore, from the results, an interview with a teacher also explained that she had a plan to collect stories from the students and make a book out of a 'story' theme. This plan is hoped to be an activity that can train their writing skills and as a fulfillment of English learning value by this teacher. But with a Pandemic covid-19 lately, this plan has not been realized. On the other hand, the teacher joined MGMP and *Forum menulis Bojonegoro*. From this MGMP and forum, this teacher could also meet with some teachers who have similar interests in authorship. As teacher said about the activities of an English teacher in MGMP programs one of them become support her writing activities, as follow:

“At each meeting, we were able to have discussions and reason on issues faced in each of our schools. Furthermore, this assemblage is a teacher vessel to enhance knowledge, ability and skill. Many teacher professional activities which are spoken of in each meeting. Such as learning plans, learning activities, learning media, learning methods and learning assessments. Thus, we are able to carry out the learning process well. In addition to improving the teaching process, we could also do many things, such as creating several books and learning modules. With this activity, besides improving the quality of education, we can also develop our professionalism” (Excerpt 2)

According to the observation in the blog account MGMP English subject Bojonegoro has a routine and continuing operation with guidelines of the structure and activity schedule. The structure and

schedule of MGMP activities serves as an activity reference MGMP junior high school in Bojonegoro as a project for the development of MGMP'S vision and mission. The structure and schedule of these activities is divided into four materials, common materials, special materials (curriculum 2013), support materials and peer teaching. The common material consists of Bojonegoro district education policy materials and national education standards (SNP). In turn, special materials consist of scientific approaches, materials, learning plans, learning activities, learning media, learning methods, and learning assessments, and analysis of teaching and student books. Whilst, as for supporting materials, utilization of information technology (IT) in teaching learning activities (KBM) and assessment administration, class action research (PTK) seminars, journal writing, and modules or learning books. Meanwhile, this MGMP program has become one of the activities which support book writing activities of the English teacher.

Moreover, the observation's data showed that the teachers who have published books are very varied. There are links to classroom learning, extracurricular activities at school, teacher travel activities, books on productive tips during the covid-19 pandemic, and some of the book anthologies created with groups writing teachers' or organization of teachers which have been followed. And also, the teacher has cooperated with the publishers of books and writing

organizations that can also publish her books. like the several books that have been published by the teacher with the titles, namely; learning, *pesona*, *Berbagai Pengalaman Mengajar*, *Catatan Hati Seorang Guru*, *Outdoor Learning SPENDAKA CAMP*, *PBG Membahana (Antologi Pusat Belajar Guru Bojonegoro)*, *Menolak Menyerah (Kisah Kami di Masa Pandemi)*, *Belajar dan Berlatih Menjadi Produktif dalam Pandemi*, and *Melodi tak Berbunyi*.

Furthermore, the data gathered throughout the observation reveals that the writing activities are also supported by adequate school infrastructure, such as there are computers for every teacher and smooth WIFI internet access. The teacher can continue to create opus and teach easily online without worrying if the teacher doesn't bring their personal laptop. Moreover, the means of exes were also very adequate. No matter how much the cost is, if the teacher is interested and wants to follow the workshop or wants to follow the workshop or wants to publish the book again, it's easy enough for the teacher to do it.

"We have adequate computer facilities at our school, and it also has WI-FI to give us easy access to the internet. So, as far as the technology infrastructure in this school meets, it is pretty good for us. Because, one teacher can use one computer. So, when every teacher comes to teach, especially while learning online, the teacher doesn't have to be confused, because we can instantly use the computer that is provided for each teacher". (Excerpt 3)

However, the teacher also asserted in an interview that she has a hindrance to her writing activity, that it is her physical condition.

Because a few weeks earlier, the teacher didn't feel good in her health and the teacher must have enough breaks to restore her health.

“For impediment to doing writing activities, especially lately, it is because of my health. As long as I am sick, I can't start to write intensely as before. Because, I still need to refresh, and need to restore my condition. So, I can do a bit of writing activities, but it can't be forced louder. So, when my health has recovered, Insha'Allah will be fine and there will not be any impediments again.” (Excerpt 4)

The result of the interview also suggested that all this writing was based on the teacher's own initiative, because she desired to perpetuate the history of her life with writing. Because she thinks writing is making a historical record. As the teacher said, she was also inspired by one of the books created by Prof Qoiri of the Unesa with the title “SOS” which in the book with the title “SOS” is said that “A person's smart, without recording her history in the book is incur losses, for there is no trace of it”.

“I was inspired by a book entitled “SOS” created by a message that touched me deeply, saying that as clever as anyone if not to record the history of his/her life in a book, it was too pointless, for there is trace of him/her.” (Excerpt 5)

Therefore, it may be concluded that the teacher has created some extremely diverse books, whether she has already been to ISBN or not yet. And some were created by herself or with a group. And also, the teacher has had facilities to write adequately either at school or at home. However, the teacher has had an obstacle to her health lately, but is now already in recovery. Furthermore, the writing activities

which the teacher did were based on self-initiative, and it was strengthened from the inspiration of one of the stated professors in the book “SOS”.

b. Writing Blog Article

One of the activities the teacher engages in is writing an article and being published on her personal blog and WordPress account. Based on the observation on the teacher’s blog account, these activities have been done by the teacher in the last two years or so. So, the teacher was writing and being published in a book is done first than being published in a blog. Furthermore, article writing activities have become favourite activities for this English teacher, like with the results of the interview as below;

“Writing to publish in the blog is fun for me. If there is something that needs to be repaired, I can learn from this publication. Publishing my work can help me to see how people respond to it in the comment column. That way I can examine myself, and know what’s negative, to motivate myself to be better.” (Excerpt 6)

In addition, the teacher stated that the benefits of frequent writing are that it can ease her mind, make her feel good, be happy, be able to pour out her heart with writing, and be able to fill her spare time with activities which benefit, namely with writing activities. Like the stated of the teacher;

“The benefit when I frequently do writing activities is it can ease my mind, make me feel good, be happy, and be able to pour out my heart with writing. Because, instead of wasting useless time, it’s better to be used to writing. I write usually when I am everywhere, where there’s something interesting, I

will directly write. However, I write completely, editing and publishing it when I get home.” (Excerpt 7)

On the other hand, based on the interview’s findings, performing the activities the writing article of late hasn’t run with optimal. This is because this teacher was still in recovery after a time of illness. This makes her not yet starting to write and publish her treatise on her personal blog again.

“For impediment to doing writing activities, especially lately, it is because of my health. As long as I am sick, I can’t start to write intensely as before. Because, I still need to refresh, and need to restore my condition. Maybe, I can do a bit of writing activities, but it can’t be forced louder. So, when my health has recovered, Insha’Allah next will be fine and there are not be impediment again.” (Excerpt 8)

The teacher also said that the problem of doing writing activities is a matter of time-sharing and health conditions, as teachers must be clever in dividing time so that writing activities can be carried out continually. Because, sometimes the teacher does not have time to do writing activities which will be published on her blog, because of the teacher’s daily rush. As the teacher said, that;

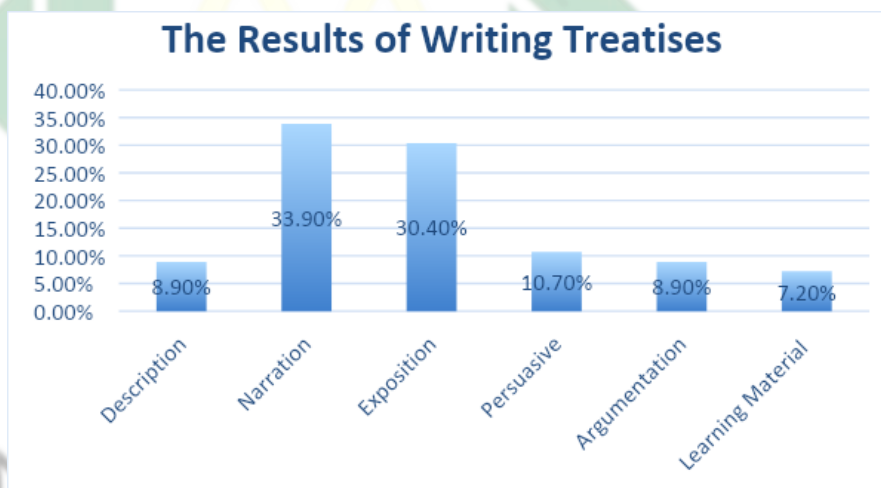
“The constraints in writing activities are not much. Like that signal is not a problem, expense is not a problem, but sharing its time sometimes becomes a problem for me to write a treatise for publication on my account blog. Of course, I’d have to be clever to divide the time. I have to make a daily schedule to regulate my daily activities like time. for family, teaching, writing, and training. And of course, with a healthy physical condition, Insha’Allah I will facilitate all my daily activities.” (Excerpt 9)

As for her most published scientific or article work, she is more often publishing based on fiction like; short stories (belongs in a type of narrative writing), Food and Beverage Recipes (belongs in a type of persuasion), recreation/holiday travel report (narration). These is confirmed by the teacher who said that:

“Well, not all the results of the treatise I published on my personal blog are about the results of my treatise. Because, part of it is fiction or non-scientific. Like I like to cook, I like to publicize how to make foods that I like or that I like to make. In addition, I published some short stories, which I did partly when sharing in my writing anthology in the organization that I follow. In addition, there is also writing which I created to distribute stories about my hobbies, such as my story about planting an orchid in my house yard.”
(Excerpt 10)

Reaffirmed from the results of observation on the teacher's blog showing that not everything the teacher published on her blog about education and learning. Because, the teacher just is not published based on fiction like short stories, Food and Beverage Recipes, recreation (holiday travel report). However, the teacher also published several articles, material used for teaching her students and training resume after following workshop/training. Therefore, to make it easier to classify articles, the researcher divides them into five types, namely; some story related with daily life of the teacher about some tricks and tips doing something, which included the type of description article. And some travel stories, which included the type of narration article. Next, recipes of foods or beverages, which belong to the type of exposition.

After that, there are also motivational words, which belong to the type of persuasion. In addition to some previously said topics, the teacher also wrote about the material resume from the training teacher follows, so this belongs to the type of argumentation. And also a few short stories that are not yet published by the teacher in a book, but she is published on her personal blog account. And many more are related to daily life and inspirational stories that the teacher presents in the typical word and easy understanding to all generations. With the number of writing results presented on percentage as follows;



Charts 4. 1 The Results percentage from a teacher's Scientific Publication

Based on the accompanying graph figure, it can be seen that the teacher's most multitude of the results of the treatise is a topic relating to narration materials with a percentage of 33,90 %. In the second place of writing activity, that is with the exposition topic which is the number of the results of the treatise, namely percentage 30,40 %. In

addition, the results of the treatise on persuasion topic which this number of the results of treatise namely percentage 10,70%. Next, there are two more topics that have the same percentage namely description and argumentation with percentages of 8,90%. And the last one was the results of a treatise on the learning material topic, containing a student worksheet with a percentage of 7,20 %. With the least percentage of the results treatise, this is because of learning materials delivered more frequently via learning videos published on the teacher's YouTube channel, and in the blog just about student worksheets.

From this, the researcher can see that the teacher makes a great deal of writing. There is fiction and non-fiction. The teacher is writing all of these with pleasure, and the teacher considers writing as a means of pouring out the heart and filling in the spare time. Nevertheless, a few obstacles impeded the teacher's writing force, namely the teacher's time-sharing constraints. True, the teacher said that this writing activity could be a filling in the spare time, but of course if not scheduled the writing activities would be trouble. That way, the teacher thought that the limited time to daily distribution of activities and poor health made writing activities less maximum.

2. The contribute of writing activities toward professional development an English teacher's

The data from the second question, *“how do writing activities contribute to the professional development of an English teacher at SMP Negeri 2 Kedungadem?”*. This research used interviews to collect the data, a checklist for observation, and a checklist for document analysis. The results of interviews and observations conducted by researchers show that this teacher’s writing activity profoundly contributed to her professional development. The interview and observation checklist adopted from Humba and Semion Hamba Karenga. This is demonstrated by the teacher’s assertion that one of the activities teachers engage in professional development is writing. Writing is one of the professional development programs that is very important and suitable to do by the teacher, such as; scientific publication, writing books and writing articles. And also, writing activities contributed to professional development of English teacher’s with several programs, namely; certification program, supervision program, workshop/training, teaching practices, and innovation work. The following are some key points from the interview participant responses, which have been translated from Indonesia to English.

a. Certification Program

Writing activities contribute to teacher professional development, one of them is the certification program. With the certification program becomes a teacher’s continuing motivation to improve her professional requirements for certification. Furthermore,

school authorities also have a role in the certification program. One of them is by facilitating teachers to supplement requirements that must be met in certification, such as by including teachers in scientific activities and by allowing them to participate in the certification program. As the teacher said:

“Of course, there are. In following the certification there are very many requirements to be met, and in this case the school party helps complete the requirements that must be filled in certification programs, such as including the teacher in scientific activities which are required to follow certification. Then when the program will do, the school also allowed me not to come to the class (furlough) because to follow the certification program.”(Excerpt 11)

Furthermore, according to the results of an interview with an English instructor, which were validated by the headmaster, who stated;

“At this school, most teachers are certified, even though the civil servant has also been certified, while the honorary teachers some have not been certified. In this program we followed the government program several years ago when there was a certification program beginning with the folio, then continuing with the PLPG, it's all followed under the prevailing rules.” (Excerpt 12)

Data from the interview with the teacher above stated that the teacher follows the pattern of certification activities with PLPG (Teaching and Training the teacher profession). With this program, the teacher must meet some requirements, such as: study material deepening, workshop or training, teaching practice, and competence test to be awarded the teacher certification program, and declared as a professional teacher in the fields of study English education.

The findings from interviews above are that the certification program plays a great role for a teacher. As the teacher said again;

“Certification programs are certainly important. Considering this, anyone can be motivated to continue increasing the skill in keeping with the development of the era and to fulfil the requirements. Alhamdulillah, I passed as a civil servant (PNS) in 2016 and I also have been certified before. In this, I was part of a government program when the certification program started with PLPG. It all was followed based on rules that apply or from government guidelines.”⁷³(Excerpt 13)

b. Supervision program

The findings of the interview checklist showed that the writing activities also contributed to professional development activities, one of them being the supervision program. Furthermore, the supervision program for teachers also has an important role in teachers' professional development activities. In this activity, the headmaster of the school has full responsibility in the supervision's implementation. The implementation of the supervision program has been done by using individual techniques with the method of class visits, and using three stages of planning, like the preparation stage, observation stage, and the last discussion and evaluation stage. The planning stage consists of, a) the preparation stage which is done by the teacher when the learning process is about to begin. Next, b) observation stage during class visits, that is with observing the process teaching and learning continues. And the last, c) the final stage of visitation is the headmaster with the teacher holding a discussion to discuss

⁷³TiniAndriani, Interview, SMPN 2 Kedungadem, 5th August 2021.

observations results and evaluation teachers. Like stated of staff coordinator from this school, he stated that;

“To implement the supervision program the headmaster used three stages which consisted of: a) the preparation stage which is done by the teacher when the learning process is about to begin. Next, b) observation stage during class visits, that is with observing the process teaching and learning continues. And the last, c) the final stage of visitation is the headmaster with the teacher holding a discussion to discuss observations, results and evaluation of the teachers.”
(Excerpt 14)

However, the implementation of the supervision program with three stages above cannot be made by the headmaster directly during pandemic covid-19, because there are no activities learning which are done in the class. The activities learning just can be done online, with the headmaster joining and following on meetings, learning via Google meets, and checking Google classroom from every class or from every subject. As teacher stated that:

“I think supervision programs support this teacher’s professional development activities. Before the covid-19 pandemic has to attack, supervision is usually made with the headmaster’s visit to each class, to see how the teacher teaches the class, which is also part of the head. Then proceed with the individual supervision of inviting teachers to a conversation to follow up on the matter, and provide the motivation to solve the existing problems. So, coaching and guidance towards the teachers is done to optimize the teacher’s performance ability in improving learning. But since the covid-19 pandemic, this kind of supervision is something the headmaster cannot be done by the headmaster directly.” (Excerpt 15)

The results of the interview were strengthened by the interviews performed with the staff coordination. Which one often follows the headmaster when visiting classes to conduct supervisions before there

is the covid-19, this is confirmed by the staff coordination who said that:

“The implementation of the supervision program has been done by using individual techniques with the method of class visits, both online and offline. After determining the technique, I did the planning. The planning stage consists of: a) the preparation stage which is done by the teacher when the learning process is about to begin. Next, b) observation stage during class visits, that is with observing the process teaching and learning continues. And the last, c) the final stage of visitation is the headmaster with the teacher holding a discussion to discuss observations results and evaluation teachers. I do this with three stage supervision to make it easier when implementation for next supervision. Thus, the practice of teacher learning can be kept under control and can continue to flourish in accordance with the developing technology.” (Excerpt 16)

In addition, from the result of observation, the teacher also follows teacher performance assessment socialization as an activity associated with supervision programs. It was socialized on 7th September 2021 in the auditorium SMT (Integrated Model School) in Bojonegoro. This activity was opened directly by the head of the education and culture office in the Bojonegoro district. In socialization, the head of the education and culture office stated that:

“The purpose of this activity is the socialization of a teacher’s performance assessment instrument to be a guide that must be performed to pass judgment on a teacher by a teacher senior or assessor teacher.” (Excerpt 17)

Based on the interviews and observations above, show that the activities of supervision play a vital role for teachers. The principal does his job by observing teacher performance using a technique of the individual with method of class visitation through observation and

evaluation. But unfortunately, during this pandemic covid-19, the activities of supervision cannot be done by the school principal directly, because of the teacher's teaching process that is not directly.

c. Self-Development

Self-development which is done is like a workshop or training. Training is associated with the opportunity for teachers to develop professionally to improve the teacher's ability. Furthermore, writing activities also contribute to workshops or training. Therefore, to keep in mind the routine of performing educational and teaching activities, teachers need to add new ideas through training/workshop activities. An effort made by a teacher in order to develop a professional one is with the following workshop/training.

According to the result of an interview on August 5th 2021, the researcher could conclude that the English teacher's effort to follow training/workshop followed upon her own initiative by being cost self-reliant or from school with the offline or online implementation of training. Actually, this English teacher regularly often attends workshops or training. This training or workshop of the following teacher could be independent or own initiatives can also be sent from the institute or schools. The teacher has followed several workshop or training officially or in general about education or writing, some like provided by Bojonegoro district ministry of education and culture programs (Kemendikbudristek), IGI (Ikatan Guru Indonesia), PBG

(Pusat Belajar Guru Bojonegoro), KMO (Komunitas Menulis Online)

and many more, This is confirmed by the teacher who said that:

“I thoroughly like following training, not only following the training is done by the school or official. I also often follow training that is held by public institutions or outside of school institutions. I get information from headmaster school, my friends in the community or some I found out from my social media, or I got it from my daughter from her teacher’s social media. I have often followed training/workshops about education and writing activities from before the covid-19 pandemic to the present day, where in this era all activity is done online. So, the intensity of my training activities has become more active, because of an infinity of times and places. It is also important for formal training, since one of the requirements for a promotion must be at least 30 hours of training, depending on teacher credit points. And the certificate of attendance is also physical evidence following training activities to the requirements of promotion.” (Excerpt 18)

This demonstrates that the tremendous willingness and activation of this teacher in developing her professionalism, which a professional development of teacher’s has become a personal responsibility. The independent personal responsibility which is being able to understand, manage, self-control, cherish and her execution. Proven with this is self-control of the teacher to participate actively in training or workshops based on her own initiative by being cost self-reliant or from school with the offline or online implementation of training. And also, the teacher to participate actively in training or workshops provided by Bojonegoro district ministry of education and culture programs (Kemendikbudristek), IGI (Ikatan Guru Indonesia), PBG (Pusat Belajar Guru Bojonegoro), KMO (Komunitas Menulis

Online) and many more, which provide training about education, writing activities, and other areas of support. This training certainly contributed greatly to the development and increased competence and professionalism of teachers.

d. Teaching activities

Moreover, writing activities contribute to teaching practice. Because of this writing activity, the teacher often found new things that could be used to develop teaching methods for her teaching practices. Either from reference sources when the teacher wrote an article. Or any new idea a teacher gets, when designing a treatise, and that idea can be applied to her learning activity. It is evidenced by the teacher using the learning methods that a teacher writes in her book with the title “Learning” and used in her teaching practice, such as “learning dictation” methods.

“It certainly was very useful to my teaching practice, as my development as an educator. And no doubt that my hobby of writing also made it easier for me to deliver learning material, like the writing of the learning materials (RPP), the method of delivery material, and writing application of my plan or the self-evaluation journal. I wrote first, so that the writing could serve as my guide for explaining material to the next generation.” (Excerpt 19)

From here it can be concluded that this writing activity has had a great positive effect on the teacher’s professional development. The more the teacher writes, the more her professional development improves. This is happening because from these writing activities the teacher gets a lot more knowledge from the writing materials that the

teacher wrote, an example from the writing resume materials from a training published on her personal blog. Using the teaching activity plan and the methods of learning that the teacher writes in her treatise, it can make it easier for the teacher to present learning materials on a continuous basis for the next generation.

e. Innovation Work

Based on the result interviews, writing activities contribute to innovation work. A teacher's innovative work is already done when it comes to teaching by making learning media that is used to explain materials in class both online and offline. Furthermore, this work of innovation is also applied as one of the tasks teachers assign to students. One is craft making as the implementation of text procedure. This teacher also added that the work of these innovative works at the time of the pandemic became the most appropriate implement to use during the current Covid-19 pandemic. Since all activities are carried out at home, the delivery of learning materials also depends on innovation's work to make it easier for materials delivery and attention, such as making learning videos and PowerPoint, which are explained by google meet, google classroom, and YouTube. In addition, if the teacher's assignment is about creating innovative work, ask students to make videos related to learning material which have been explained by the teacher. So, with work innovation which most students do to complete their assignment with more time and

space to pour out their creativity. This assertion is based on the following interview with an English teacher, as follows:

“Often, Kak, innovative work I often do during the study of the media. This work of innovation is also what I apply to as one of my student assignments. One is craft making as the application of text procedure”. On this day of the pandemic Covid-19, the work of innovation has a great opportunity to be used for student delivery. Since all activities are carried out at home, the delivery of learning materials also depends on innovative work to facilitate the delivery of materials and attract students’ attention, such as learning video making. With wide time and space to devote their creativity, this innovation is put to good use in online learning as it is today.” (Excerpt 20)

Work Innovation activities which are done by the teacher also show from the teacher, because from her channel the teacher often published learning videos which are used to explain learning material for the students during pandemic Covid-19. Furthermore, the work innovation of the teacher also showed that in learning activities which are done directly in the class on September 14th 2021 to explain Simple Present Tense to the students of the seventh grade. In these learning media from the board is given the name smartboard with a match and arrangement word to be one continuous sentence.

B. Research Discussion

The findings will be discussed in this section, which will be based on numerous theories. Furthermore, the topic is divided into categories based on the research questions that serve as the foundation for this study.

1. Writing Activities Undertaken by English Teacher to Support Her Professional Development

The English teacher engages in some writing tasks to enhance her professional development as a result of the findings. Interviews and observations are used to obtain information from the teacher. The writing activities from the discovery are linked to numerous theories, which will be discussed in the next part.

a. Writing Books

Writing is one of the most expressive and productive language skills available. As expressive as it is, writing is the product of able thought and feeling poured through activity impelling the soft motoric via writing or typing of the hand. Furthermore, it is said to be productive, because it is a process of creating a unit or results of a created unit. It's born inside a written form.⁷⁴ Thus, in general writing can be called the work of results ideas of someone which can be understood by others.

Speaking about writing, in this case, Gie quoted by Sardila classifies the writing on some criteria, one of the criteria is on the basis of its variety, namely: facts (factual) and fanciful writing (imagination). In harmony with the foregoing, Lamuddin quoted by Sardila asserts that writing or work based on the weight

⁷⁴ Vera Sardila, M.Pd, *Strategi Pengembangan Linguistik Terapan Melalui Kemampuan Menulis Biografi dan Autobiografi: Sebuah Upaya Membangun Keterampilan Menulis Kreatif Mahasiswa*. (An-Nida': Jurnal Pemikiran Islam, Vol.40, Noo.2, Juli-Agustus, 2015), hal 113

classifies on some criteria that is; 1) scientific; next 2) Semi-scientific or popular; and 3) non-scientific.⁷⁵ And from two criteria categories that have been explained above, all often we find in literature, even a lot of people already know about these writing criteria categories. From the classification of type of writing above, all the results of treatise from this classification can be created into a book.

Is in harmony with the foregoing, according to H.G. Andriese mentions that the book is information printed on paper that is bound into a single unit. Furthermore, from UNESCO in 1964, in H.G. Andriese, gave the book's understanding as a printed publication, not a periodic, and it has at least 48 pages.⁷⁶ According to Tarigan, there are four basic types of textbooks used in the classification, among other things; 1). Based on subjects or field studies (such as elementary school, middle school, high school), 2). Based on coursework and field studies (such as college), 3). Based on text writing (Contained in each school level), 4). Based on the textbook writer.⁷⁷ From this classification, the reader can know the classification by virtue of its use and benefit.

⁷⁵ Vera Sardila, *Strategi Pengembangan Linguistik Terapan Melalui Kemampuan Menulis Biografi dan Autobiografi: Sebuah Upaya Membangun Keterampilan Menulis Kreatif Mahasiswa*, (An-Nida': Jurnal Pemikiran Islam, Vol.40, No.2, Agustus, 2015), hal 113113

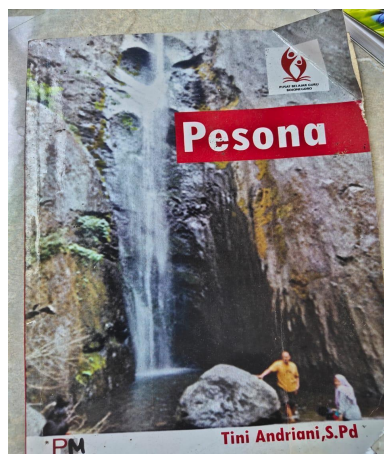
⁷⁶H.G.Andriese, *Pengelolaan Penerbitan Buku*. (Pusat Grafika Indonesia, Departemen Pendidikan dan Kebudayaan, 1993)

⁷⁷Hendri Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1990)

One activity of a teacher's writing is creating books. According to the contents of the book, the type of book is differentiated into ten sports, among other things; 1). Novel, 2). Encyclopaedia, 3). Anthology, 4). Biography or Autobiography, 5). Diary/Journal, 6). Guidebook, 7). Photography book, 8). Atlas, 9). Comics.⁷⁸ The English teacher has also published a vast variety of books. Among them are; links to classroom learning, extracurricular activities at school, teacher travel activities, books on productive tips during the covid-19 pandemic, and some of the book anthologies created with groups writing teachers' or organization of teachers which have been followed. And also, the teacher has cooperated with the publishers of books and writing organizations that can also publish her books. like the several books that have been published by the teacher with the titles, namely; *learning, persona, Berbagai Pengalaman Mengajar, Catatan Hati Seorang Guru, Outdoor Learning SPENDAKA CAMP, PBG Membahana (Antologi Pusat Belajar Guru Bojonegoro), Menolak Menyerah (Kisah Kami di Masa Pandemi), Belajar dan Berlatih Menjadi Produktif dalam Pandemi, and Melodi tak Berbunyi.*

This is some pictures of books that were created by the teacher:

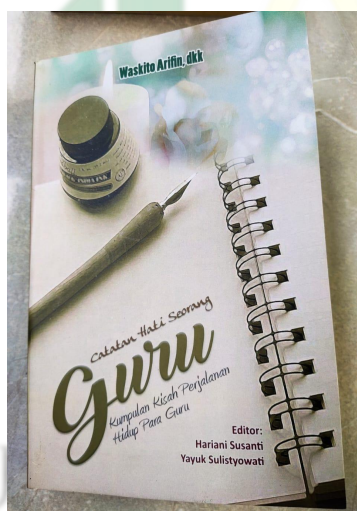
⁷⁸H.G.Andriese, *Pengelolaan Penerbitan Buku*. (Pusat Grafika Indonesia, Departemen Pendidikan dan Kebudayaan, 1993)



Picture 4.1 The Teacher Created aBook by the teacher with the title “Pesona”



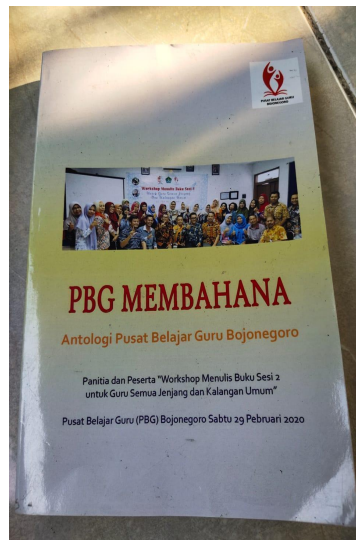
Picture 4.2 An anthology created with IGI group



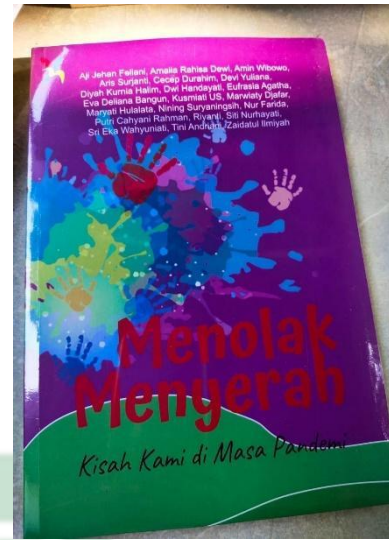
Picture 4.3 An anthology created by the teacher with her group



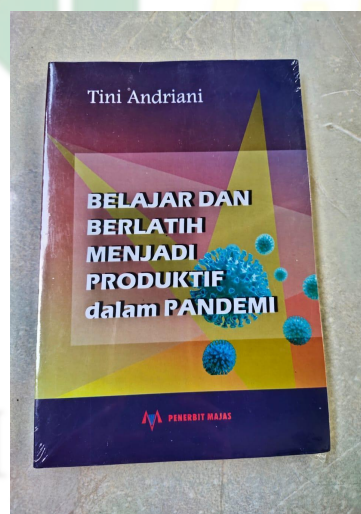
Picture 4.4 An anthology created by the teacher with other teacher with other teachers in this school



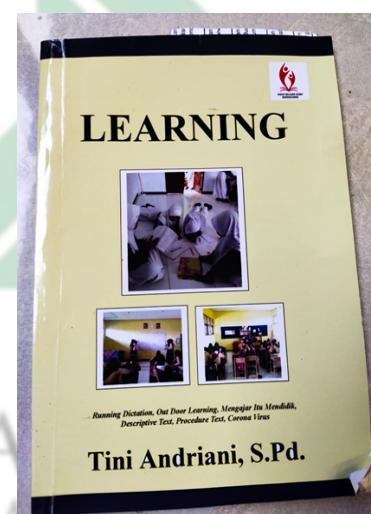
Picture 4. 5 An anthology created by the teacher created the teacher with PBGB group



Picture 4. 6 An anthology by the teacher with her group



Picture 4. 7 The Teacher Created a Book "Belajar Berlatih menjadi produktif pandemi"



Picture 4. 8 An anthology created by the teacher in group

Writing books can start with five activities stages; 1) reading and studying a book that has been declared passed by BNSP; 2) establishing a framework; 3) searching material; 4) developing

material; and the last 5) editing.⁷⁹ With these 5 stages of activity, it can guide a teacher to become a book writer, so that the teacher is no longer confused as to what activity to do when writing, and the next steps to completion. That way, the teacher can be more settled and guided in creating a treatise in a book.

On the other hand, every book has its advantages and disadvantages. Excessing every book is the part that the reader expects to benefit from. However, actually a lack of books is a new inspiration for a writer. Knowing from every book's advantage and lack enables the writer to exploit them, with new treatise one could be produced as the enhanced of the treatise old. Having found a book lacking, the writer can formulate his/her skeleton or mind set to create a new book by the same object discussion of the previous book. Mujianto stated that a materialized framework of the table of content is essential for book material to be written coherently and completely. When the framework is ready in place, the writer may search for written or reference material that can come from books, journals, or print media to authenticate data. It is all right for a writer to exploit internet sources, but should be owned by formal institutions and

⁷⁹Janner Simarmata, *Kita Menulis: Semua Bisa Menulis Buku* (Medan: Yayasan Kita Menulis Press, 2021), 30.

credibility.⁸⁰ And if it can be practiced by many people, especially by a teacher, it can be assured that there will be many professional teachers who are superb in writing and teaching.

Besides, there are stages for a teacher to make it easy to write a book. There are also obstacles that detain the teacher from carrying out book writing. As stated by Sukarno, said that there are seven obstacles teachers face in writing activities, among them; lack of motivation to write, time constraints, a lack of comprehension of writing techniques, lack of knowledge of technology, there were no reference books, a lack of activities of the teacher work group, and the last lack of support from school.⁸¹ But in contrast to the obstacles this English teacher felt were, it is her physical condition. Because a few weeks earlier, the teacher didn't feel good in her health and the teacher must have enough breaks to restore her health.

Moreover, the means and infrastructure of writing are one of the resources that become the measure of success of writing and require an increase continuously along with the development of science and quite sophisticated technology. Writing means and infrastructure are not same, The means are all facilities (tools,

⁸⁰Gigit Mujiyanto, *Piranti Kohesi dalam Wacana Tulis Guru SMA/SMK Muhammadiyah Kabupaten Malang* (KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya, Vol 3, No 2, 2017) 123-134

⁸¹ Sukarno, "Kendala dan Upaya Pengembangan Keprofesian Guru Sekolah Dasar Melalui Kegiatan Penulisan Karya Ilmiah" (Paper presented at Prosiding Seminar Nasional Inovasi Pendidikan, Semarang, 2016), 601.

supplements, and ingredients) that are directly used in writing processes, both moving and stationary so that the attainment of writing purposes can run smoothly, regularly, effectively, and efficiently, such as: computers, Wi-Fi, reference books, lamp, electricity, etc. The infrastructure of writing is that facility which indirectly bolsters up to sustain the writing process, such as: room, yard, atmosphere of environment, motivation of writing, etc.⁸² The emphasis on that insight in its nature, the means is by direct and the infrastructure is by indirect in the process of writing.

And, so did with the support for writing activities of this English teacher. The writing activities of the teacher are also supported by adequate school infrastructure, such as there are computers for every teacher and smooth Wi-Fi internet access. Moreover, the English teacher writes books together with another authorship/teacher in her school, and the teacher also can meet with some teachers who have similar interests in MGMP or forums which the teacher joined. The teacher can continue to create opus and teach easily online without worrying if the teacher doesn't bring their personal laptop. Moreover, the means of exes were also very adequate. No matter how much the cost is, if the teacher is interested and wants to follow the workshop or

⁸² Mona Novita, "Sarana dan Prasarana Yang Baik Menjadi Bagian Ujung Tombak Keberhasilan Lembaga Pendidikan Islam". Nur El-Islam, Vol 4, No. 2, Oktober 2017, 98

wants to follow the workshop or wants to publish the book again, it's easy enough for the teacher to do it.

b. Writing Article

The article is one of the journalistic opinions that discuss an actual or controversial matter. Articles are produced for publication in both online and print media (in newspapers, magazines, bulletins, etc) and for the purpose of conveying persuasive, educational, and entertaining ideas and facts.⁸³ From this we can see that writing or reading articles can furnish us with a wide range of information that can be very useful and helpful to both the writer and the reader.

Articles are divided into two kinds, one on the basis of the purpose and the other on the basis of the content. The first will discuss based on the objectives. Based on its purpose, the article is divided into five types. With a difference in purpose, the structure and manner of delivery differ from one another. Here's the explanation; 1). Description's article, in this type of article sets out the basis for what can be directly observed. The description article presents a picture of something as real as possible so that the reader can imagine it. Descriptive writing is easier to do deductive or from common to special. Thus, the initial paragraphs may be developed as an introduction to or

⁸³M.Rianda. "Jenis-jenis artikel" open projasaweb, (<https://projasaweb.com/jenis-jenis-artikel/>, accessed on 28 November 2021)

identification of the subject. Then, the discussion gradually declined and focused on the real topic. The topic is described in detail, complete, and manner.⁸⁴ Also, there are a few more articles that will be explained further.

In addition, 2) Narrative's article, the narrative article is a written form that conveys something in the form of a series of events that take place in a single continuum of time. The structure of the article consists primarily of orientation, complications or conflict emergence, and resolution. Next, 3) Exposition's article, an exposition's article is an article that conveys information on a matter by presenting a logical argument or support of evidence, example and reason thus adding to the reader's knowledge and insight. And also, 4) Persuasion's Article, the word persuasion can be interpreted as an invitation or a charm. When related to an article, it is a reference work that is intended to encourage or discourage the reader from doing something. 5). And the last is argumentation's article. The argumentation article trying to give views, an idea or a theory about the cause and effect of an event. Delivery involves objective and logical facts.⁸⁵ In this way, the reader is expected to help to appreciate the view of the content of the writing being presented.

⁸⁴ Ibid.

⁸⁵ M.Rianda. "Jenis-jenis artikel" open projasaweb, (<https://projasaweb.com/jenis-jenis-artikel/>, accessed on 28 November 2021)

In turn, about the types of articles based on their content. Actually, it appears that there are various types of articles that can be written. But here would only explain the four most common types, namely; Firstly, Popular scientific articles, the content of popular scientific articles is the results of research or study, which are done scientifically. In this type of article, the results of this scientific research are rewritten in a lighter language. And next. Secondly, Opinion articles, of the types of articles available, opinion articles are in a sense a very subjective kind. To write opinions, free writers present their opinions on an issue, whether it is the pros and cons. But of course, such freedom would still have to be based on valid facts and data. It is also necessary to consider social norms, such as by being on an offensive tribe, racial, religious, and between classes.⁸⁶ Then there are two types of articles again, that is;

Next, thirdly, tutorial articles. As it is called, tutorial articles that contain guidelines and ordinances make or do something. This type of article can be used in a wide range of written material in complete and in detail. If there is more than one way, all these ways can be explained. In writing tutorial articles, the author should give the steps. Such as, how to plant a banana tree in the agricultural sector or how to replace the car oil itself in the

⁸⁶M.Rianda. "Jenis-jenis artikel" open projasaweb, (<https://projasaweb.com/jenis-jenis-artikel/>, accessed on 28 November 2021)

automotive sector. Furthermore, fourth, Review article. In the review article, a writer comments on a product on various sides. Starting with their producers, specifications, and how to use a product. This type of article is usually intended to give information to the reader or reference before using a product.⁸⁷ So, from the foregoing, we can see that there are various types, whether articles based on their purpose and on their content.

An article can be published via a blog or WordPress. Blog is a container for anyone who wants to create writing. For teachers, having a blog is advisable. There are so many things a teacher can write in a blog. And there is the importance of teachers having a blog, namely; 1) increases knowledge, because writing on a blog or other, of course many require reference; 2) Class memo. What teachers can write on their blog is a note during teaching a class; 3) medium of communication school tools for teacher and students. A blog is one way to communicate online by a teacher with his/her students; 4) teacher performance assessment (PKG). For a civil servant teacher, having a blog becomes a plus for a teacher's performance assessment; 5) a learning medium. Blog created by teachers can also become a medium for learning; 6) Practice of writing scientific works and place for publication works scientific. By blogging, this is a teacher's way of

⁸⁷ Ibid.

publishing his/her scientific work.⁸⁸ Thus, one can know there are many benefits when a teacher has a blog account and can use it in teaching learning activities, especially at the time of the covid-19 pandemic now. Because by using a blog, teachers can more easily share the lesson materials with the public, especially with students. And a blog can be a place to collect treatises the teacher has created, so that can be reference and information in a long period of time.

Furthermore, based on the observation on the teacher's blog account, the teacher published on her blog has included a wide range of discussions, based on an article that was published by the teacher, seeing from the purpose the article split into five types, such as; stories of creation, which belongs to the type of description article. And travel stories and personal life stories, which belong to the type of narration article. Next, recipes of foods or beverages, which belong to the type of exposition based on the type purpose of the article, and the tutorial article type if based on the content. After that, there are also motivational words, which belong to the type of persuasion based on the type purpose of the article, and the opinion article type if based on the content. In addition to some previously said topics, the teacher also wrote about the material resume from the training teacher

⁸⁸Husni Hasan – Aulia Rahman, "Pelatihan Pembuatan Blog Sebagai Media Pembelajaran Bagi Guru Sejarah di SMA Negeri 1 dan SMA Negeri 3 Langsa". Jurnal Vokasi, Vol 1 No.2, Oktober 2017, 100.

follows, so this belongs to the type of argumentation based on the type purpose of the article, and the review article type if based on the content. And also a few short stories that are not yet published by the teacher in a book, but she is published on her personal blog account. And many more are related to daily life and inspirational stories that the teacher presents in the typical word and easy understanding of all generations.

In addition, if the teacher is writing an article based on the findings of this study, the teacher is writing an article that tends to be fiction or nonfiction. And also, the teacher wrote articles from several types of writing that were differentiated into two different types, namely based on purpose and on content. On the other hand, in previous research, the researchers only looked at scientific publications. With a discussion between them; the quality categories of scientific literature, the kind of scientific articles, and the examples of scientific articles. And he also explains about the way to create scientific literature systematically, which can be started from titles, name of author, abstract and keywords, introduction, research method, research result and discussion, conclusion and the last is bibliography.

2. The contribute of writing activities toward professional development an English teacher's

Writing is an essential activity for a professional teacher. Sutamo stated that writing is a good way to manifest, to explain and to express ideas, concepts, brainchild and thoughts to writing.⁸⁹ Furthermore, Tarigan said that the writing activities are an activity of pouring ideas in written language as a medium of delivery.⁹⁰ And also, Atar excerpts from his book stated that the writing activities are a creative process of transforming ideas into written symbols.⁹¹ So basically, writing is a creative activity by putting ideas in written language, which uses symbols as a delivery medium. So, The writing activity have a very wide range of coverage, not only about to need to be done in order to obtain credit for a promotion or for certification through a portfolio, but more so should be done in order to improve the quality of class management, the quality of services to learners, and the teacher's own increased professionalism.

Prayitno stated that the writing is creating a work of art that explores a particular problem by using codes of science. The rules of science mean scholars suggest that scientific works use grammatical methods in discussing the problem, presented studies by raw language and appropriate grammar, and subjects by scientific empirical, logical, empirical systemic, clear and consistent.⁹²

⁸⁹Sutamo. *NS, Menulis yang Efektif*, (Jakarta: SagungSeto, 2008), 10

⁹⁰Hendri Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1990)

⁹¹ M. Atar Semi, *Menulis Kreatif*, 2017. Hal 14

⁹²Prayitno, Harun Djoko. "Pembudayaan Penulisan Karya Ilmiah", (Surakarta: Muhammadiyah University Press. 2001)

Therefore, it is safe to say that writing is one of the most crucial aspects of education, which is to explore the still existing education issues, which need to be known for causes and solutions. And this can be done by writing research that begins with research and observation, which is then published in a scientific script. So, writing has immense advantages for an educator, especially a teacher if he or she could become a writer.

Moreover, one of the recommended activities for shaping critical and creative learners is writing activities. By writing, students will be accustomed to building an idea at once and can communicate it coherently. However, the teacher is a person who is trusted and followed by her students, so naturally before inviting students to get used to writing, the teacher must get used to it first to do writing activities.⁹³ In other words, the teacher should be able to role models for students in writing activities.

Being a role model to students in the writing habit, it should be done by teachers not only in the class. More than that, a good role model must be practiced at all times in the teacher's daily life. Moreover, nowadays, when everyone can easily publish their writings, the teacher's role as a role model in writing is increasingly expected. In principle, in personalizing the profile of Pancasila students who think critically and creatively, the teacher is the

⁹³Bagus Priambodo, "Guru Seharusnya Menjadi Teladan dalam Kebiasaan Menulis" JELITA, (<http://lpmpjatim.kemdikbud.go.id/jelita/guru-seharusnya-menjadi-teladan-dalam-kebiasaan-menulis/>, accessed on 2 December 2021)

spearhead. In addition to being required to produce learning model innovations, the teacher must also be able to become role models for their students. Because, once again, the teacher is the one who should be trusted and imitated by the students.

Referring to *Permenneg PAN and RB* (Ministry of State Apparatus Utilization and Bureaucratic Reform) Number 16 in 2009, article 11, Verse C, about the components of sustainable professional development by the teachers, includes; Self-development, scientific literature and innovative works.⁹⁴ So, the career development of a professional teacher is obligatory for writing scientific work. But it can also be supported by different types of writing besides the writing of scientific writing, like writing learning books, or writing teachers' companion books.

Furthermore, the results of the finding assert that this teacher's writing activity profoundly contributed to her professionalism and affected her teaching practice. This is demonstrated by the teacher's assertion that writing is one of the professional development activities that teachers participate in writing articles or books, both scientific or non-scientific articles. evidenced by the teacher's statement that one of the activities teachers engage in professional development is writing. Writing activities to affect her teaching practice. Because of this writing activity, the teacher often found

⁹⁴Peraturan Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009, Pasal 11 A, Ayat C.

new things that could be used to develop teaching methods for her teaching practices. Either from reference sources when the teacher wrote an article. Or any new idea a teacher gets, when designing a treatise, and that idea can be applied to her learning activity. It is evidenced by the teacher using the learning methods that a teacher writes in her book with the title “Learning” and used in her teaching practice, such as “learning dictation” methods.

In addition, writing activities contributed to professional development of English teacher’s with several programs, namely; certification program, supervision program, workshop/training, teaching practices, and innovation work. First one about certification programs, with the result of document analysis in the form of certificates, this English teacher follows the pattern of certification activities with PLPG (Teaching and Training the Teacher Profession). With this program, the teacher must meet some requirements, such as: study material deepening, workshop or training, teaching practice, and competence test to be awarded the teacher certification program, to be declared as a professional teacher in the fields of study English education. The education and practice of the teacher’s profession (PLPG) aim to improve competence, professionalism, and determine the graduation of certification participants teacher’s, who have not yet reached the minimum graduation rate on the portfolio assessment.

And the second program is a supervision program, A supervisor is one in charge of determining the success of the education arrangement. The supervisor can do various approaches to improving teacher professionalism, one of them in the supervision program, The headmaster who as a supervisor does his supervisor's with three steps, like on the statement of the results interviews in section finding before, which is: a) the preparation stage which is done by the teacher when the learning process is about to begin. Next, b) observation stage during class visits, that is with observing the process teaching and learning continues. And the last, c) the final stage of visitation is the headmaster with the teacher holding a discussion to discuss observations results and evaluation teachers.⁹⁵ However, the implementation of the supervision program with three stages above cannot be made by the headmaster directly during pandemic covid-19, because there are no activities learning which are done in the class. The activities learning just can be done online, with the headmaster joining and following on meetings, learning via Google meets, and checking Google classroom from every class or from every subject.

And, the third program is self-development with workshop/training. The training/workshop this English teacher followed was vast and varied. The teacher has followed several

⁹⁵Tini Andriani, Interview, SMPN 2 Kedungadem, 5th August 2021.

workshop or training officially or in general about education or writing, some like provided by Bojonegoro district ministry of education and culture programs (*Kemendikbudristek*), IGI (*Ikatan Guru Indonesia*), PBG (*Pusat Belajar Guru Bojonegoro*), KMO (*KomunitasMenulis Online*) and many more. Furthermore, the training/workshop activity which is followed by the teacher both online and offline, the researcher can be easier at knowing how the teacher participates in training as activities to develop his profession.

In addition, the fourth program is about innovation work. The teacher's innovative work is already done when it comes to teaching by making learning media that is used to explain materials in class both online and offline. Furthermore, this work of innovation is also applied as one of the tasks teachers assign to students. One is craft making as the implementation of text procedure. This teacher also added that the work of these innovative works at the time of the pandemic became the most appropriate implement to use during the current Covid-19 pandemic. Since all activities are carried out at home, the delivery of learning materials also depends on innovation's work to make it easier for materials delivery and attention, such as making learning videos and PowerPoint, which are explained by google meet, google classroom, and YouTube.

Furthermore, the work innovation of the teacher also showed that in learning activities which are done directly in the class on

September 14th 2021 to explain Simple Present Tense to the students of seven grade. In these learning media from the board is given the names artboard with match and arrangement word to be one continuous sentence. In addition, the teacher also created a learning media, which is called Crossword. This learning media of study has been created like a crossword puzzle game.

The teachers are required to continually develop professional development to improve their teaching ability and the ability to write, such as scientific works. Writing as a component of language skills requires the expertise of a person in using a written form for the purpose of communication, such as the ability to write requires logical, articulate, and attractive ideas. In addition, if the teacher is writing an article based on the findings of this study, the teacher is writing an article that tends to be fiction or nonfiction. And also, the teacher wrote articles from several types of writing that were differentiated into two different types, namely based on purpose and on content. On the other hand, in previous research, the researchers only looked at scientific publications. With a discussion between them; the quality categories of scientific literature, the kind of scientific articles, and the examples of scientific articles. And he also explains about the way to create scientific literature systematically, which can be started from titles, name of author, abstract and

keywords, introduction, research method, research result and discussion, conclusion and the last is bibliography.

From here it can be concluded that this writing activity has had a great positive effect on the teacher's professional development. The more the teacher writes, the more her professional development improves.



CHAPTER 5

CONCLUSION AND SUGGESTION

The conclusion of the research findings and previous debate are discussed in this chapter, about the teacher's professional development activities, and the case study of the writing activities done by the English teacher. Furthermore, this chapter contains a researcher's recommendation for all teachers about activities which can do to professional development on a continuous basis, and also for reference to the future researchers who might be interested in discussing the same issue.

A. Conclusion

This research was carried out to determine whether teacher professional development and practices: a case study of an English teacher writer. To answer the research question of the current research and interviewing English teachers about the writing activities undertaken by an English teacher to support her professional development. The researchers found that the writing activities which have been done include writing books and writing articles. The writing activities undertaken by the English teacher to support her professional development are writing books both fiction or nonfiction, and writing articles about scientific or non-scientific treatise. The teacher stated that with writing activities that could be her professional development, especially on the writing of books relating to learning in class. With the

writing of a book containing learning in the class, teachers can keep on exploring the proper media which can be used to explain the materials in class from finding the sources of information used in the book discussion which was created.

Furthermore, the teacher is also writing articles and being published on her personal blog and WordPress account as writing activities undertaken by an English teacher to support her professional development. The teacher published on her blog or WordPress account has included a wide range of discussions, based on an article that was published by the teacher, seeing from the purpose the article split into five types, namely; some story related with daily life of the teacher about some tricks and tips doing something which included the type of description article, some travel stories which included the type of narration article, recipes of foods or beverages which belong to the type of exposition, motivational words which belong to the type of persuasion, and also the material resume from the training teacher follows, so this belongs to the type of argumentation. And still many more which the teacher presented concerning her treatise in the blog account with typical words and easy understanding to all generations.

The second result is about the contribution of writing activities to professional development by an English teacher. The writing activities of the teacher profoundly contributed to her professional development and affected her teaching practice. Writing as one of the professional

development programs that is very important and suitable to do by the teacher, such as; certification program, supervision program, self-development with workshop or training, teaching activities, and innovation work, which some of these professional development activities which have been done by the teacher are based on decisions by the Director General of Primary and Secondary Education, of the national department (2005).⁹⁶

Furthermore, the writing activities affect her teaching practice. Because of this writing activity, the teacher often found new things that could be used to develop teaching methods for her teaching practices. Either from reference sources when the teacher wrote an article, or any new idea a teacher gets, when designing a treatise, and that idea can be applied to her learning activity. From here it can be concluded that this writing activity has had a great positive effect on the teacher's professional development. The more the teacher writes, the more her professional development improves.

B. Suggestion

The researcher proposed recommendations to the English teacher for Junior High School and the next researchers. The following are some of the points:

1. Suggestion for the teacher

⁹⁶Direktorat Jenderal Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional, Tahun 2005

The English teacher is expected to be even more active in carrying out the teacher's professional development activities, especially in writing activities. Because the findings of the research have shown that writing activities performed by this teacher need to be maximized again. Teachers also are expected to always increase self-motivation and self-competence with continued professional development, so that competence already possessed can always increase and grow concomitant with the development of era and technology, although a teacher's time is also much to be spent on teaching.

2. Suggestion for the future research

From the limitations of the subject and the location in this research, with only one English teacher and one public school. So, for further research it is suggested to multiply and expand the respondents who would be the subject of research, so that the research would be more complete and wider.

Furthermore, the research is not yet comprehensive, the data gathering being used in this study is just with interviews, observation and documentation. Therefore, for necessity future research is expected to be able to add a questionnaire, if the subject of future research is more than one respondent, so that the research can be more detailed and accurate.

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