

English Teachers' Professional Development at Hulu Sungai Selatan, South Kalimantan

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This research is conducted to find out the efforts, supports and also obstacles obtained by certified English teachers in Hulu Sungai Selatan to pursue their professional development. The subjects of this research are 35 English teachers from Hulu Sungai Selatan. Specifically they are teachers from Islamic Secondary Schools (MA, MTs) who have been certified. Questionnaire, and in depth- interview were used to gather the data. The result showed that there are three kinds of efforts done by the teachers to pursue professional development, namely Ongoing development, developing through reading and further study and further development. In addition, the research found that there was a little support given from the headmaster and school related to teachers' professional development. The obstacles faced by English teachers were also varied among others, they found difficulties to access new information and internet since they lived in remote areas, few seminar or workshop hold in HSS and no fund provided to join national workshop or enroll postgraduate study.

Key words: Professional development, Efforts, Supports, and Obstacles

Penelitian ini dilakukan untuk mengetahui usaha, dukungan dan juga kendala yang diperoleh guru mata pelajaran Bahasa Inggris bersertifikasi di Hulu Sungai Selatan dalam melanjutkan pengembangan profesionalisme mereka. Subjek dalam penelitian ini adalah 35 orang guru bahasa Inggris dari Hulu Sungai Selatan terutama mereka yang mengajar pada tingkat Sekolah Menengah Pertama (MA, MTs) dan telah bersertifikasi. Data penelitian diperoleh melalui teknik kuesioner dan wawancara mendalam. Hasil penelitian menunjukkan bahwa terdapat terdapat 3 macam usaha yang dilakukan guru-guru tersebut dalam mengembangkan profesionalisme mereka, yaitu usaha pengembangan yang sedang berjalan, usaha pengembangan melalui kegiatan membaca dan studi lanjutan, serta usaha pengembangan lanjutan. Selanjutnya, hasil penelitian menunjukkan bahwa hanya sedikit dukungan yang diberikan kepala sekolah & pihak sekolah lainnya terkait pengembangan profesionalisme guru. Kendala yang dihadapi guru Bahasa Inggris tersebut juga bervariasi. Seperti contohnya, para guru tersebut kesulitan dalam mengakses informasi baru dan internet karena mereka tinggal di daerah terpencil, minimnya seminar atau workshop yang diadakan di Hulu Sungai Selatan dan ketiadaan dana untuk berpartisipasi dalam workshop nasional atau mengenyam pendidikan pascasarjana.

Kata kunci: Pengembangan profesionalisme, usaha, dukungan, kendala

Teachers have an important role in pupil academic achievement. Studies in different countries find that qualified teachers are a major determinant of student achievement (Darling-Hammond, 2000, OECD, 2001). OECD study (2001), for example, concluded that the ability of education and training systems to respond to growing expectation from the society for a better edu-

cation for their people depends on whether teachers have the ability to deliver the educational content in ways that meet this growing expectation. It is quite common to find that the focus of educational policy makers is to increase teachers' quality. This will ensure that teachers' qualification is adequate while at the same time improving the teachers' salaries and working conditions. This in

turn will attract best people into the profession. Teacher certification is an attempt to reach these ends. In Indonesia, a nationwide program of teacher certification was started in 2006 with a target of certifying around 2.3 million elementary and secondary teachers in 2015. With this large-scaled certification program, all teachers in Indonesia will eventually be certified by 2015.

To be certified, teachers should acquire four key competencies; pedagogical competency, personal competency, professional competency, and social competency. The certification, as formally stated in the law that governs it, has the objective to increase the quality of education. However, the questions still come up after the teachers gained their certification. Do they become better teacher? Do they keep pursuing their professional development and many more. The previous research done by Fahmi, et al (2011) showed that the certification program is not always followed by teachers' better performance in professional development as well as in improving students' performance.

As one of developing regencies in South Kalimantan, Hulu Sungai Selatan has grown rapidly. This regency is also famous as one of tourists' destination in Indonesia. Many people are interested to learn English for improving themselves. There are some universities offer English education department. This fact also influence the number of English Teacher in HSS. Some of the teachers have been certified. Those findings encourage the researchers to find out the effort, support and also obstacle obtained by certified English teachers in Hulu Sungai Selatan to pursue their professional development. The researcher expect that this proposed study will shed the light on what teachers do after received the certification which improve their living standard economically.

Problem Statements

Based on the description above, the writers formulate the problems of the research as followed;

1. What efforts have been done in order to pursue professional development?
2. What kinds of supports have been given to pursue professional development?
3. What are the obstacles and possible solutions of continuing professional development?

Definition Of Key Terms

1. The term 'professional development' means a comprehensive, sustained and intensive approach to improving teachers' and administrators' effectiveness in raising student achievement
2. English teachers here refers to those who teach English at Hulu Sungai Selatan
Efforts mean activities that the teachers do and follow in relation to English teachers' professional Development
3. Supports means encouragement and assistance (financial support) either from school or government
4. Obstacles means everything that hampers teachers' professional development.

Significance Of Research

The result of this research is expected to have advantages, such as

1. It will serve as information, consideration and input for educational institutions in South Kalimantan, in increasing educational quality and establishing conditions which enable the teachers to improve their professional development.
2. It will develop awareness for English teachers about the importance of professional development and encourage them to develop their professionalism. As teachers play important roles in students' academic achievement, the professionalism of English teachers will affect the quality of the students.

Theoretical Framework

Teachers play important roles in the accomplishment of teaching learning pro-

cess. They pass on knowledge and facilitate the process of education. Teachers have a significance role not only in students academic achievement but also in determining nation's competitiveness. They educate the youth of society who in turn become the leaders for the next generation. Through the development of information and technology nowadays, people actually may learn anytime and anywhere with various media and interesting materials. In fact, this circumstance does not replace the presence of teacher since teachers themselves who ultimately determine the success of the students to acquire the knowledge of subject matter.

In context of teaching learning foreign language, language teachers always become a particular point of interest as the success of language class is often imposed on language teachers. There are a number of tasks that language teachers have to deal, such as designing the material used, preparing proper methods and techniques to learn the target language, conducting appropriate classroom activities for intended audiences and using interesting media for teaching. In addition, language teachers are expected to possess certain characteristics and qualifications to be qualified and professional.

In attempts to probe the issue, there are some discussions on an overview of Profession and Professional, the qualities of professional teachers, teacher competencies, the importance of professional development, kinds of teacher development.

Definition of Profession and Professional

The term profession and professional have been used widely nowadays. To clarify the meanings of the words, it is needed to figure out and differentiate between profession and professional.

In general, profession is defined as a form of honorable employment that requires advanced education and training, and it is respected only for an educated person (Longman: 450). From this description, it

implies that people who are engaged in a profession are expected to have specific knowledge gained from certain study in advanced education. This knowledge may not be available to public in large scale, but it could be of great public use. In addition, Wallace in Prihantoro (2007) describes that any occupation aspiring to the title of 'profession' should complete the following qualities: a basic scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standard of professional behaviours, and the ability to perform some special specified demanding and socially useful tasks in obviously competent manners. Therefore profession should be well rewarded and respected since this can only be practiced after a long rigorous academic study, and requires personal dedication.

The word professional means someone who has great experience and does a high standards job (Longman; 826). In Teachers'law 2005, professional means a person who does particular job that requires skills. These skills and ability should meet high standar quality and certain education or training. Furthermore, Gale and Densmore (2003) mention three aspects related to professional: expertise, autonomy and reflection. In other words, professional is someone who has a comprehensive knowledge of his job gaining from special training, has a good attitude, and has excellent skills that can support him to perform excellent work. Professional is one who is continuously learning and allowed to make decisions in particular situation that are related to their area of expertise, free from outside interference.

In teaching learning English, teaching English is not a matter of transferring the knowledge, but also making the students become competent users of the target language. According to Shulman cited in Prihantoro (2007) there are seven basic knowledge that are important for language teachers. They are as follows:

- a. Content knowledge, this refers to the teachers's knowledge of the subject, this includes the teachers' own proficiency in the language, and the degree of knowledge the teachers have about the formal aspects of English linguistics knowledge such as syntax, phonology, morphology, semantics, etc.
- b. General pedagogic knowledge, this knowledge relates to the practical activity of teaching such as classroom management, methodology, etc.
- c. Curriculum knowledge, this refers to knowledge about particular materials used by the teachers and educational systems.
- d. Pedagogical-content knowledge, consisting the way the target language may best presented and learnt and how these relate to approaches, methods and techniques in language.
- e. Knowledge of learners and their characteristics, this aspect is related to learners' learning style and strategies. This knowledge will make teacher aware of how learner's behaviour in the classroom will effect their learning.
- f. Knowledge of educational context, this refers to how the socio-cultural and institusional context will affect learning and teaching.
- g. Knowledge of educational ends, purposes and values and philosophical and historical issues, this refers to the study of sociology, philosophy and history of education.

From these concepts of knowledge, teachers should know how their understanding of the subject matter affects the quality of their instruction. Moreover, teachers need to know how they transform their language knowledge into a form that is comprehensible to students.

Teacher Competencies

As a professional, teachers should meet the necessary academic requirements and

be able to improve their qualities and demonstrate their competencies. Nowadays, teachers competency has been identified as one of the key factor to the performance of the students. So, improvement in teacher quality has emerged a high priority in government policy. Indonesion government has introduced the Teacher Law to improve the welfare of the teacher and the quality of education in Indonesian schools. The Teacher Law attempts to deal with defining the competencies required by the teachers and linking these aspects to their performance. There are four essential competencies required of teachers:

a. Pedagogocal Competency

Teachers with pedagogical competency should be competent in understanding their students, designing and implementing learning methods. They are capable in evaluating study results and developing profesionally.

b. Personal Competency

This is strength of the personality of the teacher as a mature and outstanding person who sets an example to be followed by students. They should have personal competency that involves the aspects of having an an adult personality and character worthy of imitation and leadership qualities and having an ability to nurture each individual student

c. Professional competency

This is the wide comprehensive mastery of the subjects to be taught to students using appropriate instructional methodologies and learning strategies. Professional competencies involve theoretically and practically mastering subjects, having knowledge about teaching methods and the ability to implement the effectively. They should have about learning methods and processes and the ability to guide students towards quality learning activities. Teachers have professional knowledge and understanding of individual and group learning behavior and the ability to use this in the learning and

guidance process for the benefit of students. Teachers also should have the ability to evaluate students' study results/achievements objectively.

d. Social competency

This is the ability of the teacher as part a social group to communicate effectively and efficiently with students, fellow teacher, students' parents and the nearby community. Teacher should show good behavior with a good attitude and personal in social intercourse at school and in the community. Teachers have good moral value and have ability to respect other people, particularly their students.

The Importance of Professional development

Dealing with the importance of improving teachers' qualities and competencies, to be professional teachers requires a long-life learning. In their book *Pursuing Professional Development: The Self as Source*, Bailey, Curtis and Nunan (2001) have quoted from Dale Lange (1990) who defined professional development as "a process of continual intellectual, experiential, and attitudinal growth of teachers" (Bailey et al, 2001, p.4). Moreover, Johnston et al (2005) in Qomaria (2007) describe it as "how experienced teachers continue to grow professionally by extending their understanding of their work. Professional development is not about workshop and courses, but it is the heart of developing habit of learning that are likely to be more powerful if they present themselves day after day". Professional development is not just an activity. It is a mind set or philosophy that brings about a fundamental principle of the process of education. When teachers may see themselves as a professional who have expertise, autonomy and reflection, they become empowered to do their activity as a kind of informed decision making. By their expertise, they make critical judgments, evaluate and assess what they have already done to make an improve-

ment. Hence, teacher empowerment is crucial in their professional development.

There are some advantages of teachers' professional development. Bailey et al (2001) have listed the importance of professional development. The most obvious one is through professional development teachers can acquire new knowledge and skills such as learning new techniques or new materials. Teachers can also keep up with change and stay abreast of the latest issue in the education field. Other importance of engaging in professional development is to increase power and prestige within the context of teaching as a job. Above all, the most important reason for continuing professional development is to bring about better teaching and learning. In order to bring more effective result, it is suggested that professional development be viewed/treated as teacher own choice (Bailey et al, 2001). The teacher internal motive is often more influential than external force such as from the government or institution rule.

Perhaps it is necessary to look at how other countries conduct professional development program for teachers. In England for example, prospective teachers must complete ITT (Initial teacher Training) and obtain a Qualified Teacher Status (QTS) by meeting the required standards. The criteria which must be met can be classified into three inter-related categories: 1) professional attributes, 2) professional knowledge and understanding, and, 3) professional skills. In addition, all newly qualified teachers (NQTs) with QTS must undergo an induction program which lasts over three school terms. Induction is a personalised programme of professional development with monitoring and practical support by an induction tutor (Jimbo et al, 2009). In Japan the efforts to promote professional development of English teachers also has been done by developing national guidelines for professional competencies and the implementation of the teacher certification renewal system (TCRS).

In Indonesian context, teacher professional development has been conducted through a series of programs. The most popular one is certification program for teacher, which aims to develop teacher competency in the subject they are teaching. This is in line with *Peraturan Pemerintah* No. 19/2005 article 28 regarding National Education Standard, which stated that educators must have academic qualification and competency as learning agent. The competencies required are furthermore mentioned in UU No. 14. about teachers and lecturers. Those competencies are pedagogical, personality, professional, and social competence. All teachers must consider this if they want to develop themselves.

Types of Teachers' Professional Development

Teacher professional development is a kind of ongoing process. Therefore, a professional should develop themselves by doing some activities that may improve their professionalism. There are a number of possible opportunities of continuing professional development. Basically there are two kinds of professional development, formal and informal. Formal or intentional professional development is described as "the intentional efforts to facilitate the empowerment of individual educators, teams or organizations and the improvement of curriculum, instruction, and student assessment with the ultimate goal of improving student learning. In other words, intentional professional development requires awareness, effort, specific plan, assessment and evaluation. Formal professional development includes studying and working toward a higher degree through qualification or certification programs for higher teaching qualification and continuing study on a post-graduate course, attending courses, or participating in workshops, trainings or conferences.

On the other hand, there are some possibilities that an educator grows professionally through unplanned trial and error in the classroom, or having casual conversation

with other teachers. Other examples of informal professional development are building networks among teachers in local areas, participating in teacher group discussions, or keeping a teaching journal.

Penny UR (2012) has classified three main categories of teacher professional development, they are as follows:

a. Ongoing development

Ongoing teacher development during work at school is important not only for teachers's progress and professional advancement but also job satisfaction. This is easily available as it is within teacher's own teaching routine and teaching experience. Teachers may do some discussions with other teachers in their institution or have feedback from their students. These are some activities related to ongoing development.

Personal Reflection

The basic way for teacher professional progress is being a reflective teacher. Teachers may develop through exploring classroom processes. Teachers need to reflect on what is happening in their lesson, what they are doing and why. This reflection mostly takes place inside the classroom, but occasionally outside it. Thinking about a problem, why something was successful or rethinking about their lesson plan. Although it is simply a matter of reflecting on what is happening in teachers' lessons, this activity can help teachers up to a certain point. However, spontaneous reflection will be easily forgotten, so self-analysis and reflection on the process of teaching can be done by keeping teachers own journal.

Teachers need systematic journal writing which is more productive. Teachers can write in a notebook, or in a computer document, recording event, plans, reminders, thoughts or ideas. This journal can be reread later to con-

tribute to further reflection and learning. This also forces teachers to work out exactly what they mean and what to do next.

Collaborative discussion with colleagues

Having colleagues will give some benefits as teachers can do many things together like cooperative or collaborative development, peer teaching, and peer observation, teacher's group, teacher's association, and the virtual community. In cooperative development, teacher can discuss about what they are doing and what happened then. They may have some discussion about their problems and the probable solution, they may also share about their successes as sharing good ideas is helpful to everyone, so other teachers will find same opportunities to do so. From peer observation and peer teaching, teachers may help each other in understanding and practice of the teaching learning process. They teach and observe their peers and after that they give each other feedback, so they can learn and develop together.

Teachers's group is a group of teachers, usually in the same school who meet together in the regular basis to discuss any issues and problems which may arise in their classroom. They may identify areas for development which are most relevant to them. Teacher Association provide many opportunities for teachers to develop their professional through joining the conferences, meetings and workshops. Beside that, Teacher Association usually offers teachers to write and share their teaching experience through submitting paper or a workshop.

In the internet world, virtual community can be used by teachers to participate in electronic discussion groups and using the internet to access language teaching and learning website and electronic journals.

Student Feedback

Asking for feedback on teaching from students is fairly unusual as perhaps teachers have a fear of losing face or undermining their authority in the classroom. However, students are an excellent source of feedback. They usually have a clear idea of how well they are learning and why. Furthermore, they appreciate being consulted and often make serious efforts to give helpful feedback. This can be done by asking students to answer oral questions or written questionnaire, and writing the students letter asking for their responses.

b. Development through Reading and Further Study

1) Reading Professional Literature

Teachers actually have opportunities to learn about language teaching and learning, methodology, theories and related fields from the books and journals. Teachers may also access easily through internet. To avoid time-consuming problem and unreliable references, the most useful way to use the internet is to find references which may have been recommended by colleagues, lecturers or teacher trainers. In addition, teachers can subscribe to journals, articles because regularly reading periodicals will keep teachers understanding and knowledge improved every time.

2) Continuing Study and Training for Higher Teaching Qualification

Acquiring higher teaching qualification is a kind of formal professional development. Many organisations offer their own specialised courses for different teaching sectors such as CELTA (Certificate in Language Teaching for Adults), TKT (Teaching Knowledge Test) from Cambridge ESOL. Furthermore, teachers may think of going forward

to study Master's or Doctoral level for pursuing their professional development.

c. Further Development

This part suggests some ways in which teachers can make a contribution to the field through sharing their own ideas, innovation or research with others

1) Sharing Techniques and Methods

Sharing a practical classroom innovation, a techniques, or a bit of material in a conference and giving some workshops are a progress stage to pursue teachers professional development.

2) Materials Writing

Another way of contributing to the profession is by writing English teaching materials, such as coursebooks, and a wide range of supplementary materials, handbooks suggesting ideas for classroom procedures or lesson plan.

3) Action Research

Action Research is defined as 'teacher-initiated investigation which seeks to increase the learners' understanding of classroom teaching and learning and to bring about change in classroom practice' (Richard and Lockhart 1992:12). This classroom research is conducted by teachers on their practice to improve the way they teach. In doing classroom research, teachers should collaborate with their colleagues in evaluating their practice. Harmer (2007) mentions some benefits from classroom action research that teachers may improve their aspects of teaching practice as well as a mean to evaluate the success or appropriateness of certain activities and procedures. Since action research offers collaborative work, teachers become open to

someone's criticisms. Teachers are also more confident, autonomous and able to know the learners better and it can be used as the reflection of teaching learning process.

Research Method

1. Research Method

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, *when*. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions)

2. Research Location

This research took place in Hulu Sungai Selatan, Kandangan. This place is chosen based on some considerations as following:

HSS is a developing regency that has grown significantly. There are some universities are developed there, some offer English Education Programs. There are also some tourism objects that invite international foreign visitors to come. In addition, the researchers do some workshops with English teachers therethe researchers do some workshops with English teachers there.

3. Subject

Subject of this research are English teachers from Hulu Sungai Selatan. Specifically They are teachers from Islamic Secondary Schools (MA, MTs) who have been certified. From 16 Mts and 3 MA in HSS, there are 35 English teachers who join this study.

4. Data

The data needed are the effort, support and obstacle faced by English teachers in Hulu Sungai Selatan to pursue their

professional developments. These data gained from the result of questionnaire and in depth-interview.

5. Technique of Data Collection

The instruments used are questionnaire, and in depth-interview. The purpose of the questionnaire is to gain the data about teachers' background, experience, and effort to improve professional development. The in-depth interview is used to cross check all data obtained from questionnaire and also to dig deeper about the issues about the support and obstacle in pursuing the professional development.

6. Data Analysis

After the data are collected, the researchers classified them based on the problem statement and then analysed them qualitatively so that all data can be used to answer the probing questions systematically.

Findings And Discussion

1. Efforts to pursue Professional Development

To get the data about the teachers' effort in pursuing professional development, the researchers distributed questionnaire to 35 certified English teachers followed by interview to some teachers.

In seeking professional development, one cannot rely on their teaching experiences. Therefore, teachers need to do something if they want to be a professional teacher. Theoretically, there are some ways to pursue professional development such as joining a workshop or seminar of related subject, enrolling in post-graduate study, comparative study, peer observation teaching, writing in academic journal and joining professional association (MGMP). They are categorized into three aspects namely, Ongoing development,

development through reading and further study and further development. The result of the research is as follows;

a. Ongoing Development

Ongoing development during work at school is important for professional advancement, from the questionnaire and interview, it is found that the respondents did these following activities;

1) Personal Reflection

Most of respondents, 80% or 28 teachers answered they did personal reflection toward their teaching, thinking about what have happened in their lessons, thinking about the strengths and weaknesses of their teaching, the reasons and how to do it differently and make it better. However they did this reflection spontaneously that is easy to forget

Actually personal reflection can be done by more organised ways such as keeping journals which record teachers' thought about their teaching and their students, or by recording themselves during teaching process.

2) Collaborative Discussion with Colleagues

From 35 respondents, all of them said that they have ever done informal discussion with their colleagues, they share their problems and successes to their peers in the same school. Most of them said about the benefits of doing this activity such feeling comfortable, finding a solution to the problem, and finding a new teaching idea. In spite of this, the frequency of collaborative discussion is limited due to a number of teaching hours.

3) Peer Observation

Peer observation is one of many ways to help teachers improve their teaching. Feedback from other colleges is very important so that teachers can see their teaching and do something to make it better. Unfortunately, when being asked about this, none of the teachers do peer observation. They said that it is not part of school regulation so that they did not want to be bothered by doing it. Another reason is that they do not feel comfortable when other teacher see them teaching and then criticize them. They do not want to be criticized.

4) Students Feedback

It is fairly unusual for teachers to ask their students for feedback on their teaching. This is also similar to this research. Although the respondents agreed that feedback from students would be useful to improve their teaching, all respondents said that they never ask for any feedback from their students because they have a fear of losing face and undermining their authority

b. Development through Reading and Further Study

1) Reading Professional Literature

All respondents answered that they read many reading materials. However, reference books about teaching English are very limited in their school libraries and a public library. They also tried to find current issues in teaching English through the internet. Nevertheless, the access could be time-consuming and the information may not be very reliable such as the information from blog.

2) Enrolling in a related Post-graduate Study

Out of 35 participant in this study, it was found that only one person who was doing post-graduate study but not in related field of study. This person is studying bahasa Indonesia instead. She said that she has to go to Java or at least Palangkaraya for master degree in English education. Due to that reason, she chose to study Bahasa Indonesia.

3) Joining a Workshop/ Seminar

Attending workshop or seminar to pursue professional development is not only common for teachers but also practical. However it was not the case for English teachers in HSS. When they were addressed with the question about whether or not they join a seminar or workshop for the last one year, 83% teachers or 29 respondents answered they did not join any workshop or courses at all. They mentioned the reason because no workshop and courses for their related subject in HSS and it is difficult to follow seminar/ workshop out of town due to time limitation. Some of them answered that they are certified teachers and they need no workshop or seminar anymore.

c. Further Development

1) Joining Professional Association

90% of the teachers participated in this study said that they joined professional association called MGMP. MGMP meeting is held every other weeks. However, they did not attend the meeting regularly. They said that MGMP is good and give new knowledge, but, they chose to do something

else instead of attending MGMP meeting.

2) Sharing Techniques and Methods

English teachers of HSS are seldom to hold workshop or seminar by themselves or their association. The workshop usually was conducted by other institutions. They did share the techniques and methods in teaching English informally through regular meeting at MGMP.

3) Writing in Academic Journal

This study found that writing in academic journal is one of the ways in professional development that is the least to do by the teachers. All the teachers participated in this study never write any article nor publish it in an academic journal. They said that they are not used to writing article or writing the research report let alone publish it.

4) Action Research

Doing action research will help teachers to develop awareness of their teaching and improve their professionalism. Based on the answer given by the teachers participated in this study, most of them did classroom action research last year as it is the program from Kemenag in HSS area. They have already done two cycles, however, this classroom action researches did not finish. After doing two cycles, they did not know what to do and how to analyse the data gained. The supervisor for the CAR pointed by the program also did not give any valuable input to finish the CAR. As a result, none of the teachers did proper action research.

5) Comparative Study

When being asked about comparative study, most teachers answered that they never join a comparative study in a sense that they compared what they do in their teaching job with other school or teachers during last year. If the school where they are teaching hold a comparative study (they call it a study tour) to other schools, it is not a real comparative study. It was only a tour and usually for the administration purpose only.

2. Supports given to pursue Professional Development

The second question probed in this study is about the support given to the teachers to increase professional development. The support here can be from the head master, and school. The research found that there is no support given from the headmaster and school related to teachers' professional development. The teachers said that the headmaster never ask them about how the teaching process in class. What the headmaster concern is that the attendance of the teachers. As long as the teachers come and teach, the headmaster would not say anything. Moreover, there is no rule applied in school which can stimulate the teachers to boost their professional competence such as peer observation or doing research. If the teachers want to join the workshop or seminar they must pay themselves. School has no fund allocation to send teachers to workshop or seminar.

3. Obstacle and Possible Solution of continuing Professional Development

There are some obstaclea in continuing professional Development found in this study such as:

- a. Some of teachers are teaching in remote areas, finding difficulties to access new information and internet – there should be a comprehensive policy on human resources especially working condition
- b. There are not many seminar or workshop hold in HSS and with 24 hours obligation to teach, it is hard for teachers to go to other town to join workshop – there should be involvement from government institutions to support MGMP to hold seminar on language teaching
- c. No fund provided to join workshop or enroll in postgraduate study - there should be support from other institutions to give teachers scholarship , invite them to conference.

Conclusion

There are three points gained from this research as follows:

1. Efforts done by English teachers at HSS to pursue Professional Development are classified into three kinds, namely, ongoing development such as doing personal reflection, cooperative discussion, peer observation and having students feedback, second, developing through reading and further study by joining conferences and in-service courses and the third is further development by joining professional association, sharing techniques and methods, writing journals, and doing comparative studies or Classroom Action Research.
2. Supports given to pursue Professional Development
The result showed that few supports given from the headmaster and school related to teachers' professional development
3. Obstacles of continuing Professional Development
The obstacles faced by English teachers were also varied among others, they

found difficulties to access new information and internet since they lived in remote areas, few seminar or workshop hold in HSS and no fund provided to join national workshop or enroll postgraduate study.

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