

TEACHERS' INDIVIDUAL PERSPECTIVE TOWARDS PROFESSIONAL DEVELOPMENT: A NARRATIVE INQUIRY OF EFL TEACHERS IN INDONESIA CONTEXT

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Abstract

In Indonesia, Participation in Teacher Professional Development activities depends on the availability of the programs and the rotation in school (Shinta Sari et al., 2020). A recent study has found some of the essential features of effective TPD are missing in Continuous Professional Development (CPD) program. One of them was that The PKB program has not targeted teachers based on years of experience (Revina et al., 2020). Specifically, Among EFL teachers, there are only some engaging with TPD program are reported to have a positive impact on their professional lives (Cirocki & Farrell, 2019). Therefore, This qualitative research use narrative inquiry, aims to know more about the effective strategies of TPD among EFL teachers and how EFL teachers develop their TPD. The subject of the research was two EFL teacher who has been teaching English language for many years and has a lot of experience in teaching English language throughout their career. The findings from two participants indicates that for over more than 20 years of experience as an EFL teachers both participants realized how crucial Teacher Professional development to learned new knowledge and develop their professionalism from experiences throughout their entire career. By having benefits from developing extensive reading, attended some workshops and joining English community as subject focused learning related with English language teaching and the benefit of technology.

Keywords: Teachers Professional Development, EFL teachers, Narrative Inquiry

INTRODUCTION

Generally, Teachers Professional development (TPD) indicates to the teachers' development which serves a longer-term goal and seeks to facilitate the growth of teachers' understanding of teaching and themselves as teachers. (Farrell, 2005). Second and foreign language teaching provides a career for hundreds of thousands of teachers worldwide, and the vast educational enterprise of English language teaching could not operate effectively without the dedication and effort of such teacher day by day and year by year throughout their careers. As it is state by Mizell that student learning and achievement increase when educators engage in effective professional development focused on the skills educators need to address students' major learning challenges (Mizell, 2010).

In Indonesia, TPD conducted by employing a top-down approach in which teachers as the participants are not involved in the design and preparation. Participation in TPD activities depends on the availability of the programs and the rotation in school (Shinta Sari et al., 2020). Whereas, Hargreaves (1991) stated that Teacher professional development (TPD) must actively provide and support the teacher's voice in order to identify awareness for teachers to confront the assumptions and beliefs that influence their practices. According to the previous study about EFL teachers' professional development, gained from 250 teachers as participants of CPD or PKB (Continuing Professional Development) program in Indonesia context, has

found that, Unfortunately, even though teachers have many enough opportunities engaged in such various activities to develop professionally, only some are reported to have a positive impact on their professional lives (Cirocki & Farrell, 2019). Besides, these problematic issues related to TPD are further compounded by the fact that despite carrying substantial changes, the most recent TPD reform, Pengembangan Keprofesian Berkelanjutan or PKB (Continuing Professional Development) which attempted to solve teachers' deficiency in subject matter proficiency and pedagogical skills was failed to improve teachers' quality of teaching.

A recent study has found out why continuing professional development (CPD) or PKB failed to improve teachers' quality, it is because some of the essential features of effective TPD are missing in PKB. One of them was that The PKB program has not targeted teachers based on years of experience (Revina et al., 2020). However, Farrell (2005) has stated that based on EFL teacher's professional development point of view, there are numbers of areas on their PD that could be identified as a guideline for a successful PD, such as subject-matter knowledge, Pedagogical expertise, Self-awareness, Understanding of learners, Understanding of curriculum and materials, Career advancement. Regarding on those facts about the areas of a successful TPD for EFL teachers, Popova has also demonstrated the key words features of effective teacher professional development should base on subject-focused, linked to teachers' daily experience and activities, lesson enactment/teaching practice, follow-up visits, not in a centralized location, linked to career opportunities and most importantly is should depend on teachers' teaching experience (Popova et al., 2018).

Teacher Professional Development in Worldwide Context

In nations around the world, embarked in deep reform of education are currently become a significant topic discuss. And Teachers Professional Development has become topics that mainly discuss as a major factors for the academic success (Bautista & Ortega-Ruiz, 2015). In the world of Education, Teacher Professional Development (TPD) is closely relate to innovation, Since 1977, expertise has been compiled considerable proof that shows how the development of teacher and the implementations of innovations were tangled together (Hargreaves, 1992). Hence, Teachers Professional development (TPD) indicates to the teachers' development which serves a longer-term goal and seeks to facilitate the growth of teachers' understanding of teaching and themselves as teachers. (Farrell, 2005).

In terms of approaches to professional development, teachers can choose from two main options, labelled formal and informal (Farrell, 2004). The formal approach of TPD involves teachers attending an education programme which follows a set curriculum on a specific topic (Setiawan & Kuswando, 2020). Informal learning is usually self-initiated and self-directed topics of study are chosen because they are interesting to individual teachers, and as a result of day-to-day teaching experiences or informal conversations with more experienced practitioners (Bennett, 2012). The formal approach to professional development can be examine as top-down, while the informal approach can be examine as bottom-up.

Furthermore, Teachers' professional development cannot be denied as one of the factors that influencing the teaching outcome, because good teachers have a major impact on student performance (Gore et al., 2017). In addition, of 171 World Bank projects with education components between 2000 and 2012, nearly two-thirds included professional development to support teachers. Despite the significant resources spent on in-service teacher PD programs, rigorous evidence on the effectiveness of such programs remains limited (Popova et al., 2018).

Teacher Professional Development among EFL Teachers in Indonesia

Indonesia has been battled for over four decades, in order to find out an effective teacher professional development. And yet, the quality of teachers are still remains low, Despite carrying substantial changes, The most recent TPD reform, *Pengembangan Keprofesian Berkelanjutan* or PKB (Continuing Professional Development) which attempted to address teachers' inadequacy in subject matter proficiency and pedagogical skills are also failed to improve teachers' quality of teaching (Revina et al., 2020). A recent study held in 2020 about Systemic Constraints Facing Teacher Professional Development in a Middle-Income Country: Indonesia's Experience Over Four Decades has found out why PKB failed to improve teachers' quality, PKB has several features of an effective TPD programme mentioned in the literature. The PKB programme links TPD participation to the teacher incentive system. It is subject-focused. It is held in less central locations. some crucial features of effective TPD are missing in PKB. One of them was that The PKB program has not targeted teachers based on years of experience.

In addition, research are being held regarding on Teachers' Professional Development for EFL teachers, recent study discussing specific topic about professional development of secondary school EFL teachers, which report the study of continuing professional development experiences of 250 teachers of EFL English teachers in secondary school, the findings shows that Indonesian EFL teachers define professional development in terms of school-based learning, an academic undertaking, a professional pursuit outside school, self-directed learning, and a government scheme. And what needs to be highlighted is that Unfortunately, even though teachers have many enough opportunities engaged in such various activities to develop professionally, only some are reported to have a positive impact on their professional lives (Cirocki & Farrell, 2019). However, even though reforms in the design of effective TPD are still far from being feasible to improve the quality of teachers, research related to TPD still has to be carried out to review what major tasks that needs to be resolved by the members involved in implementing TPD on education system in Indonesia, so that in the future it can bring better changes to the world of education in Indonesia.

Therefore, it is leave a gap on how Indonesian teachers who have many years of experience develop their TPD all this time, considering that Indonesia are still battling over the successful TPD programs over the past four decades. Specifically, among EFL teachers, because nowadays English language has become an important language skill for students to earn. Hence, TPD among EFL teachers is a requirement. And the study of narrative inquiry regarding how EFL teacher develop their TPD could provide insight and guidance for providing effective TPD design in order to meet students need, specifically among EFL teachers in the future. The research regarding to the topic are necessary because even though reforms in the design of effective TPD are still far from being feasible to improve the quality of teachers, research related to TPD still has to be carried out to review what major tasks that needs to be resolved by the members involved in implementing TPD on education system in Indonesia, so that in the future it can bring better changes to Indonesia's educational world.

In order to find out Teachers' professional development towards EFL teachers, focusing on how they develop TPD in teaching English language for EFL learners, an examination of their professional experiences may generate insightful answers to the following research question:

1.How do EFL teacher develop their Teacher professional development (TPD) ?

METHOD

This research aims to know more about the effective strategies of TPD among EFL teachers and how EFL teachers develop their TPD. The subject of the research was two EFL teacher who has been teaching English language for many years and has a lot of experience in teaching English language throughout their career. The researcher was choosing the EFL English teacher because of the unique experience that the teachers has in teaching English. Therefore, This qualitative research used a narrative inquiry research method to gain a deeper understanding of how EFL teacher who has been teaching English language for years perceived their professional development experiences in order to improved student outcomes.

Clandinin and Connelly (2000) describe narrative inquiry approach as “narrative is both phenomenon and method. Narrative names the structured quality of experience to be studied, and it names the patterns of inquiry for its study. To preserve this distinction, we use the reasonably well-established device of calling the phenomenon “story” and the inquiry “narrative.” Thus, we say that people by nature lead storied lives and tell stories by those lives, whereas narrative researchers describe such lives, collect and tell stories of them, and write narratives of experience” (Clandinin & Connelly, 2000). Because teachers’ stories provide perceptions of what they valued in reference to professional development activities, their contributions to their districts’ professional development plan, how they apply new learning, the role of a learning culture, and the impact of their professional development experiences within their professional world and classroom. The interview guideline as instrument was created by the researcher, it is an in-depth interview which the researcher created the theme and indicator of the research based on Popova et al. (2018) provided empirical support with their findings, which suggested that TPD programmes that match the training to teachers’ years of experience lead to higher learning outcomes.

RESULTS AND DISCUSSION

Results

In this chapter, two teacher narratives offer insightful answers into their individual perspective towards teachers’ professional development based on their subject focused, daily activities, lesson enactment and experiences over the course of their careers. Each of the two participant which both of them are English teacher who have more than 20 years experienced in teaching English language up until now will provided a definition of effective professional development. Described their subject focused knowledge related to develop their professionalism as EFL teachers, described their most and least valuable professional development experiences, indicated the role of their daily activity to increase the TPD, describe the impact on students learning outcomes and explained the barriers faced when applying new learning and teaching method. The narrative text of this research was created from face-to-face interviews and follow-up interviews with the participants to check for the accuracy of the research data.

1. James’s story: joining the English community to develop his TPD

James has been inside of the teaching world since 1993 up until now, which means that he has been teaching English Language for more than 20 years. Also, he was already owned his English course for more than 10 years now. Before that he has been teaching English language in several high school and companies. He often asked to become a private English language tutors for adult learners who have specific needs.

“first time, I read many kinds of books related on how to teach especially English language, and I will also analyze from the character of the students because one class the student has many different characteristics. Because by teaching directly to the students I can analyze the student one by one based on my knowledge”

As the years goes by, James was meeting many kinds of students from a difference ages, needs and characters, and that was make him realize that the needs of developing his professionalism grow into a responsibility, because as a teacher he realized that he has the responsibility to always grow, seeking out new knowledge, and reform his teaching quality in order to meet the students’ needs, the statement was in line with Farrel theory which stated teacher learning as personal construction has led to an emphasis on teachers’ individual and personal contributions to learning and to understanding of their classrooms, and it uses activities that focus on the development of self-awareness and personal interpretation through such activities as journal writing and self-monitoring (Farrell, 2005).

Therefore, James tried to building up strategies to increase his knowledge specifically in English language, other than reading many kinds of books related to English language, James was joined English teachers club, and it has been helped him a lot in order to make him more professional.

“And I think a group discussion with a colleague is very important to have for teachers, because we can analyze which methods is better that we should implemented to the students, we often shares about students behavior during the English course in the classroom and how to manage their behavior so that they want to learn about the subject, in some meetings we will also have discussion about some current issues related to teaching English language, the group also become a place where we can share our knowledge or increase our knowledge through some conversations using English language to increase our speaking skill.”

which it was in line with the previous study by Hammond (2017) which stated that the effective methods of teachers professional development among teacher should be focused on the content, active learning and develop collaboration, supports from experts, the evaluation about teacher profession and sustained time.

A. James’ view on subject focused knowledge related to his teacher professional development

In addition, there are four skills that becomes the main focused in the English language learning, such as reading, writing, listening and speaking skill. And related to those four skills of the important subject in English language learning, James specifically mentioned that it is crucial for him to always implemented speaking skill because most of the students he taught often ask him that they want to improve their speaking skill, James also have specific reason why he considered that speaking skill hold as a crucial aspect for him in teaching language learning. Because he stated that

“The most important for me, is to always implement speaking skill, because if you want to learns English language, of course the goals that you want to have

is to be able to speak English language, so, it is very important for me to always implemented speaking in my teaching course, whenever I had a chance to build a communication with my students, I will always encourage them to speak using English language”.

As Shteivi and Hamuda Stated that Speaking is the main skill as the part of the language learning because it shows people’s language measurement. Hence, compared to other skills, such as writing, reading, and listening. Speaking is the main skill (Shteivi & Hamuda, 2016). Furthermore, speaking is important for the students to master because it can make the students can communicate easily (Nazara, 2011). Which is why, James often encouraged his student to speak using English language during his class and do not afraid of making mistakes.

B. James’s view on his own experience and daily activity towards TPD in teaching English language

James state that when it comes to teaching he needs to have many experience as much as he can with the students in the way to make him have bountiful understanding on the students characters, with many experience he was able to dive into his students characters to prevent some teaching methods and strategies that goes straight as developing his professionalism as well.

“I’ve been learning many things throughout my experience. Somehow, when meeting a lot of students which have many kinds of different characters, it makes me feel motivated to always find out some new teaching methods or strategies on how I’m going to implemented the subject related to english language. By getting close with the students and become familiar with the characters, it make you learn about how things are going to work out in the teaching process”.

However, James’s statement regarding how important the experience for him was also in line with one of the theory which suggested that TPD programmes that match the training to teachers’ years of experience lead to higher learning outcomes (Popova et al., 2018). the formal activity towards Teacher Professional Development such as workshops, conference, teacher’s training to develop his professionalism as a teacher, James revealed that after he joined with several English community back then when he was really eager to develop himself as a teacher, his colleague on the English community often held some workshops, conference, and ask him to joined teachers training.

As for the daily activity, James mentioned there were two daily activity that really help him to develop towards teacher professional development as an English teacher, the first one is the advance of technology does really help him throughout his entire career as an English teacher. The second daily activity towards developing his TPD James mentioned that reading many kinds of book related to English language was become a daily activity for him, because reading books was actually James hobby ever since he was a children. He often spent time with reading English books about linguistics, grammar, oxford dictionaries and many other things

“So, I often bought many kinds of books about english language, I read books almost every day, I also will find out different vocabularies that I recognize its new or I kinda forgot about the meaning of it, so I seek out through dictionaries, oxfords and merriam webster dictionary. So, reading english language books

becomes my daily activity. I like finding out some new knowledge about english language”.

Freire specifically mentioned that the actual act of reading basically become a wider process of human development and growth (Freire, 1983). Which means that the development of human are depends on their reading competence.

C. James’ view on Improve TPD throughout his experience in EFL teaching practice

However, event though the formal ways to develop teacher professionalism was through some workshop, conference and teachers’ training, based on his own experience James has a strong believe he found that things like workshop, training, and conference will not really advantageous for him if he does not have many experience directly with the students,

“Because to me, attending some workshops, conferences, and training will be meaningless if I don’t have many experiences directly with the students. because It is not an easy things to apply a general methods that will suited for most of students in the classroom, in order to do that you need to analyze first, you need to get in touch with the students and to know what they are really needs and wants, then see on how will they reacted with my teaching methods”.

To the contrary with James’ statement, It is unfortunate that some research has found that in Indonesia some TPD program are failed to improve teacher’s teaching quality, which later the result found on the research why is the new reform of TPD program in Indonesia called continuing professional development (CPD) or PKB was failed to improve teachers teaching quality, it is found that some essentials features are missing in the CPD program and one of them was that The PKB program has not targeted teachers based on years of experience (Revina et al., 2020).

In addition, James also mentioned that when it comes to the teaching learning process he was try the best for him to always improve his TPD as long as he still an English teacher. However, the improvement of a teacher could also become impractical if the students cannot receive the teaching methods really well.

“Well, I cannot analyse exactly that my teaching strategie was bad or not, because when it comes to the teaching learning process, there are not always depends of the teacher you see... It also depends on the students who receive that teaching methods”.

Therefore, there will always some things that James needs to analyze first when he wants to apply some new teaching methods for his students.

D. James’ view on how to develop his TPD through his teaching practice

After engaging with some TPD activities throughout his career as an English teacher, makes in wonder on how he applied what he was got from developing his professionalism, because before James would like to analyze what he got in response to his teaching methods for the students, it is important for James to get in touch with his students first in the way that he can analyze the situation that he faced or how the characters of the students.

“For example, when I was teaching conversation about greetings. I saw that the student used to greets their friend when they are meet each other on their daily activities, so I will ask them to make those conversations on how greetings you friends into an English language. I’ve learned many things from my experience you know, the way the students behave, how their reactions when they learn about new subjects, and how to build up communication in order to getting close with them”.

And it turns out that James also got many inspirations on his teaching method from the advance of technology and his English community as well, years and years joining that English community makes James realize how important it is to have some community that could makes you able to improve your English language and a place where they can share knowledge and practice to have a conversation using English language, from that idea, James often ask his students to have a daily conversation with their friends, create an environment where they can talk using English language.

2. Sarah’s story: the values of experience, students and motivations to improve her professionalism.

After experience for over 24 years in teaching English language, Sera had taught English language, in several companies, high school event university, in the beginning of her career, Sarah tend to have multiple opportunities in attending some workshops, especially when she was a lecture, she was also receiving multiple chance to attend some conference related to English language teaching, she attended some workshop almost on a yearly basis. But, she was always decline some workshop that she thinks will not really provide her or benefits her with some new knowledge and skills. Even so, she was also valued every experience of teaching English language because she has a strong believed of teacher professional development as a life-long learning process. Therefore, she doesn’t want to miss a chance to improve herself as a teacher.

A. Sarah’s views on subject focused knowledge related to her teacher professional development

On every meeting of attend some workshops, Sarah always remind herself that what she do and what she will get from the workshops are going to have many effects on her teaching activity, therefore, she always make sure that she pay attentions really well during the workshops. She was realized that she was lack of knowledge about the teaching world and she need to make sure that she got enough opportunities to learn in several workshop and trainings, as in line with Sarah statement, regarding to teacher’s education, Farrell specifically mentioned that teachers learning encourages teachers to explore their own beliefs and thinking processes and to examine how these influence their classroom practice. Processes used include self-monitoring, journal writing, and analysis of critical incidents. (Farrell, 2005).

“At the beginning of my career regarding on how I develop my professionalism as a teacher, I was always attend some workshops and conference, especially when I was a lecture, I have like so many opportunities engaging with some workshop on yearly basis, because you know, it is important for me to have many knowledge about the education world specifically English language, but, I often decline some workshops or training that will not have benefits for me or I already

know that, Because it is just pointless to me. To attend to those kind of workshops”.

Therefore, Sarah will always make sure that the workshops she attended was really meaningful and will provide her with the new knowledge that she need, because some workshops tend to be meaningless and have some unnecessary topics that will not really useful to develop herself as an EFL teacher.

Related to develop herself professionally Sarah also mentioned that she really loved reading books, any kind of book that will provide here with some new knowledge and skill she will want it to have on hook with it, because for Sarah, reading books was not just some kind of positive hobby that she likes, it was also a therapeutic thing for her, this statement collide with Nutall (1982), mentioned that the enjoyment of reading has a greater contribution than any other kind of motivation in language learning.

B. Sarah’s view on her own experience and daily activity towards TPD in teaching English language

However, even though Sarah has countless times of attending some workshops and conference, she was still really valued the experience of meeting directly with the students, keep in touch with them personally was Sara’s way on how to build trust and bonding, in that way she will really know what was her students’ problems and what makes them did not receive her teaching method or the subject that she taught, Sarah really values her experience of become a teacher.

“I think because I really do love my job as a teacher, there are something that meeting my students, keep in touch with them, to be able to know them close makes it easier to analyze what is the problem the I dive into, and how I’m supposed to do with my teaching strategies or the method that I should use, because as a teacher, to be able to understand student’s characters and analyze the situation that I will face in a certain classroom”.

As in line with Tsui, that experienced teacher like Sarah, exhibit differences in the way she perceive and understand what she do, some of these Differences, such as, a richer and more elaborate knowledge, ability to integrate and use different kind of knowledge, a desire to investigate and solve a wide range of teaching problems, a deeper understanding of students and student learning, Awareness of instructional objectives to support teaching, Better understanding and use of language learning strategies, Greater awareness of the learning context, Greater fluidity and automaticity in teaching (Tsui, 2003).

Regarding to the daily activity that Sarah have to improve her teacher professional development, she mentioned several things like googling kind of English educational game, search from some fun teaching methods for English language learning via YouTube, and often time she was also really enjoy reading books just like James positive daily activities to improve his TPD as well.

“I used to watch many kinds of video on You-tube about fun teaching methods for English language learning during my free time or I will googling several things that I still don’t understand about english language. However, reading books was just still my essential things to do on the daily basis, like, I really have a addictions to buy books, to the point where if I have to choose between buy

some new stuff for my personal needs or books, I will, without hesitate to choose books”.

The reading books activity does really give many benefits in developing her professionalism. She believed that by reading books, specifically related to English language, will improve not only grammar, vocabularies and writing skills, it also will help them to improve any other important skill like listening and speaking. Which in line with the Following recent study that Extensive reading in a foreign language proved not only increase the vocabulary, and become better writers. But also, reading extensively helps increase oral fluency such as listening and speaking abilities (Anindita, 2020).

C. Sarah’ view on Improve TPD throughout his experience in EFL teaching practice

In regard to her experience in teaching English language, Sarah, has meet many kinds of students from difference educational background, as an English teacher as well as an owner of her English course. Sarah often met with high school students and college students with some specific needs of learning English language. However, she revealed that she was felt some challenges to provide the materials for the students with some specific needs.

“Well, I have been in the teaching English language world for almost 20 years now, and of course I have been meeting many kind of students’ characters and needs, especially when I start to have my own English course, many of the students often request to learn English language for a specific needs”

However, by meeting many kinds of students with have some specific needs does help Sarah to improve her teacher professional development throughout her teaching practice as and EFL teacher in order to meet her students’ needs. These statement was in line with Mizell theory which stated that student learning and achievement increase when educators engage in effective professional development focused on the skills educators need to address students’ major learning challenges (Mizell, 2010).

D. Sarah’ view on how to develop his TPD through his teaching practice

With Sarah’s experience of engaging with some workshops and conference related to teaching English language, it was help in the beginning of her career as an EFL teacher to provide her with some new teaching methods that she could applied to her students. Other than that, she also valued every experience that she has with her students and having some positive activity such as reading books, browsing to the internet, accept the challenges to teaching English language with students who have some specific needs. Hence, all of those activities around Sarah successfully help her to build up her professionalism as a teacher.

“Well, regarding to the ways how I practice what I learn regarding to develop myself as an EFL teachers. for example, if I will teach about grammar like simple past tense or simple present tense, there were this application game called Duolingo I used to play it together with my students, as to provide them with some fun activity to teach English grammar, or we often play some game like Simon’s said game. There are many English language songs and game that pick up from my workshops meeting or browsing it through the internet and I tried to applied it to my students”.

Sarah also wanted to make sure that every time she applied some new teaching methods to her students, she first, should really understand on what she actually done. As in line with Tsui theory that Experienced teacher like Sarah tend to get understand more deeper regarding to the knowledge and teaching strategy that she should use inside the classroom (Tsui, 2003).

Discussion

Nevertheless, the brief stories of how James and Sarah develop their Teacher Professional Development come to the conclusion which all of James and Sarah statements above once again prove that the effective teacher professional development was should be based on years of teacher experience. In contrast with the recent research which found that many EFL teacher event though they have such countless opportunities in engaging with some TPD activity, it is unfortunate, that only some are reported to have some positive impact in the teaching practice (Cirocki & Farrell, 2019).

Because both Sarah and James was proved that even as the years goes by, they are still eager in order manage their self to engage with many kinds of teacher professional development activities such as workshop, training, and joining some English community program. Therefore, it is in line with Hargreaves theory stated that Teacher development then, must actively listen to and sponsor the teacher's voice, establish opportunities for teachers to confront the assumptions and beliefs underlying their practices, avoid faddism and blanket implementation of favored new instructional strategies, and create a community of teachers who discuss and develop their purposes together (Hargreaves, 1991).

1. Their subject focused knowledge related to their Teacher Professional development

Both James and Sarah comply that engage with some subject focused knowledge related with English language learning because they were meeting many kinds of students from a difference ages, needs and characters, and that was make them realized that the needs of developing their professionalism grow into a responsibility, because as EFL teachers they realized that they have the responsibility to always grow, seeking out new knowledge, and reform his teaching quality in order to meet the students' needs, the statement was in line with Farrell theory which stated teacher learning as personal construction has led to an emphasis on teachers' individual and personal contributions to learning and to understanding of their classrooms, and it uses activities that focus on the development of self-awareness and personal interpretation through such activities as journal writing and self-monitoring (Farrell, 2005).

As for the focused knowledge between the four main skills in English language learning such as Reading, writing, listening and speaking skills. James and Sarah specifically mentioned that it is crucial for them to always implemented speaking skill and encourage the student to engage with Extensive reading activity because Sarah specifically mentioned that she believe reading and speaking become the most crucial skills in learning english language. James also have specific reason why he considered that speaking skill hold as a crucial aspect for him in teaching language learning.

- **The beneficial of Extensive reading in a foreign language.**

Both Sarah and James identified to have the same reading habit by reading many kinds of books related with English language learning as their daily activity which indicate the beneficial of

Extensive reading in foreign language helped them for develop her professionalism as a teacher, Following by a recent study that proved not only increase the vocabulary, and become better writers. But also, reading extensively helps increase oral fluency such as listening and speaking abilities (Anindita, 2020).

And it inspired them to encourage their students to build up reading habit and feel the benefits of Extensive reading as it connected with Day and Bamford theory that specifically demonstrated to provide the ten principles of a successful extensive reading, such as the reading material is easy, a variety of reading material on a wide range of topics is available, learners choose what they want to read, Learners read as much as possible, The purpose of reading is usually related to pleasure, information and general understanding, Reading is its own reward, reading speed is usually faster rather than slower, Reading is individual and silent, Teachers orient and guide their students, The teacher is a role model of a reader. These 10 principles have been widely accepted in ER literature and language teachers apply them to examine ER practices (Day & Bamford, 2002).

- **Speaking skill as a crucial skill in English language learning**

James and Sarah also mentioned that speaking skill was such a crucial English language skill, both are comply, that the goals of learning English is to be able to speaking in English language. James specifically mentioned that it is crucial for him to always implemented speaking skill because most of the students he taught often ask him that they want to improve their speaking skill, James also have specific reason why he considered that speaking skill hold as a crucial aspect for him in teaching language learning. As Shteiwi and Hamuda Stated that Speaking is the main skill as the part of the language learning because it shows people's language measurement. Hence, compared to other skills, such as writing, reading, and listening. Speaking is the main skill (Shteiwi & Hamuda, 2016). Furthermore, speaking is important for the students to master because it can make the students can communicate easily (Nazara, 2011). Which is why, James often encouraged his student to speak using English language during his class and do not afraid of making mistakes.

2. Their own experience and daily activity towards TPD in teaching English language

James state that when it comes to teaching he needs to have many experience as much as he can with the students in the way to make him have bountiful understanding on the students characters, with many experience he was able to dive into his students characters to prevent some teaching methods and strategies that goes straight as developing his professionalism as well. Sarah also mentioned even though Sarah has countless times of attending some workshops and conference, she was still really valued the experience of meeting directly with the students, keep in touch with them personally was Sara's way on how to build trust and bonding, in that way she will really know what was her students' problems and what makes them did not receive her teaching method or the subject that she taught, Sarah really values her experience of become a teacher.

Those statement was in line with Tsui theory that Experienced teacher like Sarah tend to get understand more deeper regarding to the knowledge and teaching strategy that she should use inside the classroom (Tsui, 2003). It leads to Sarah's activity before she wanted to applied new teaching methods, she will brainstorm every single aspect that could help her to applied the new methods to the students. She also often picked up some songs and educational games related to

English language learning from the internet as a fun teaching method to help her deliver the English materials that she taught. Also, As for their daily activity, having reading habit and the benefits of advance technology, prove to be help them in developing their Teacher Professional Development.

3. Improving their TPD towards their experience in EFL teaching practice

James and Sarah were proved that as an EFL teachers, they always eager to learned new knowledge and develop their professionalism from experiences throughout their entire career. By having some positive daily activities like reading books, attended to some workshops related with English language teaching as a hobby and the benefit of technology. Both Sarah and James were thrilled, that they could develop as EFL teachers, indeed experience in teaching over more than 20 years were also really help James and Sarah to be more understood about the students' characters and the teaching situations that they should face. Therefore, those positive activities like James and Sarah have, does really help them to develop towards his Teacher Professional Development and it is linked to one of the effective TPD features from Popova, which state that the effective TPD should as well linked to their experience and their daily activities (Popova et al., 2018).

4. Their view on how to develop their TPD through their teaching practice

Their statement about the teacher should realize their responsibility to improve Teacher Professional Development by having some positive daily activities, subject focused learning and should have many experience as much as they can in the teaching field were in line with the findings from the recent research found that some crucial features are missing in the TPD program in Indonesia such as, subject-focused, It is held in less central locations, The PKB program has not targeted teachers based on years of experience, has not followed up teachers with post-training activities, has not incorporated teaching practice through lesson enactment, and has not built upon teacher existing practice (Revina et al., 2020).

Because Popova specifically mentioned that building on what teachers already know and their daily experiences is a critical feature of an effective TPD. Also, the key features of effective teacher professional development should base on subject-focused, linked to teachers' daily experience and activities, lesson enactment/teaching practice, follow-up visits, not in a centralized location, linked to career opportunities and most importantly is should depend on teachers' teaching experience(Popova et al., 2018).

Therefore, even though for over four decades, Indonesia are still battling to reform some new Teachers Professional Development program that will not failed to improve teachers quality, James and Sarah prove that with years of experience, having positive activities like reading books and the advantages of technology, also, joining some subject focused workshops and conference as well as joining some English community to improve his subject focused knowledge happened to be essential to develop James and Sarah professionalism as EFL teacher.

CONCLUSION

As it is state by Mizell that student learning and achievement increase when educators engage in effective professional development focused on the skills educators need to address students' major learning challenges (Mizell, 2010). It is unfortunate that some research has found that in

Indonesia some TPD program are failed to improve teacher's teaching quality, which later the result found on the research why is the new reform of TPD program in Indonesia called continuing professional development (CPD) or PKB was failed to improve teachers teaching quality, it is found that some essentials features are missing in the CPD program and one of them was that The PKB program has not targeted teachers based on years of experience (Revina et al., 2020).

The findings from two participants indicates that for over more than 20 years of experience as an EFL teachers both participants always eager and as the years goes by they realize that they have responsibility to learned new knowledge and develop their professionalism from experiences throughout their entire career. By having benefits from developing Extensive Reading, attended some workshops and joining English community as subject focused learning related with English language teaching and the benefit of technology.

Because Popova specifically mentioned that building on what teachers already know and their daily experiences is a critical feature of an effective TPD. Also, the key features of effective teacher professional development should base on subject-focused, linked to teachers' daily experience and activities, lesson enactment/teaching practice, follow-up visits, not in a centralized location, linked to career opportunities and most importantly is should depend on teachers' teaching experience (Popova et al., 2018). Therefore, in the future, research related to Teachers professional development program for EFL teachers based on what teachers' belief and needs are necessary to provide a new reform for TPD program in Indonesia.

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