**FACTORS AFFECTING DEVELOPMENT OF SENIOR HIGH SCHOOL ENGLISH
LANGUAGE TEACHERS IN CONDUCTING CLASSROOM ACTION RESEARCH
(A Survey Study of Senior High Schools in Jakarta)**

**A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree Master Program of
English Language Education**

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DECLARATION

The researcher declare that this research paper entitled *Factors Affecting Development of Senior High School English Language Teachers in Conducting Classroom Action Research (A Survey Study of Senior High School in Jakarta)* submitted for *Magister Pendidikan* degree is entirely the result of my own work. Researcher fully aware quoted some statements and ideas from various sources. All quotations are already properly acknowledged.

Jakarta,.....2017

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ABSTRACT

Sarbunan, Thobias. 2017. The Factors Affecting Teacher Development in Conducting Classroom Action Research (A Study in Some of Senior High School at Jakarta). Thesis. Faculty of Language and Art, Master Program of English Language Education, State University of Jakarta.

The development of teachers is substantial in acquiring sustainable development to achieve educational goal. The domain of teacher development such as pedagogic skills, research skills and classroom management need to be embedded in professional development program, because some factors whether facilitating or hindering are potential affecting their development. This study aimed to identify the internal and external factors affecting senior high school English Language teacher development in conducting classroom action research which covered; internal factors (facilitating and hindering) and external factors (facilitating and hindering). This study used descriptive survey where the instruments of collecting data covered questionnaire and interview, with 51 teachers of public and private senior high schools in Jakarta. The findings of this study showed that, the dominant factors that facilitated teacher development were teacher colleague motivation, self and family motivation, administration and government motivation. The external factors that facilitated were government policy, school facilities, sub-district and MGMP atmosphere, other duties, syllabus design requirement, the new curriculum in school, and also school semester and government funding for teacher training. Moreover, hindering factors showed factor of school internet access and teacher paired motivation. This research concluded that, the senior high school English language teachers were facilitated to develop their self in conducting classroom action research through internal and external factors.

Keyword: Teacher Development, Classroom Action Research, The Internal and External Factors (Facilitating and Hindering).

ABSTRAK

Sarbunan, Thobias. 2017. Faktor yang Mempengaruhi Pengembangan Guru Bahasa Inggris Sekolah Menengah Atas dalam Melakukan Penelitian Tindakan Kelas (Studi Pada Beberapa Sekolah Menengah Atas di Jakarta). Tesis. Fakultas Bahasa dan Seni, Program Master Pendidikan Bahasa Inggris, Universitas Jakarta.

Pengembangan guru merupakan aspek yang sangat penting dalam mencapai tujuan pendidikan yang berkelanjutan. Dalam hal tersebut, program pengembangan guru mencakup pada aspek kemampuan pedagogic, kemampuan dalam metode penelitian dan manajemen kelas. Karena dalam pengembangan seorang guru, hal ini dapat dipengaruhi oleh faktor internal dan external yang mana mendukung ataupun menghambat. Dalam kaitanya pada pengembangan guru, maka penelitian ini mendeskripsikan faktor internal dan external (mendukung dan menghambat) yang mempengaruhi pengembangan guru bahasa inggris pada sekolah menengah atas (sekolah negeri maupun swasta) di Jakarta dalam melakukan penelitian tindakan kelas. Tujuan dari penelitian ini mencakup pada; yang pertama mengidentifikasi faktor internal yang (mendukung dan menghambat) dan faktor external yang (mendukung dan menghambat). Metode penelitian yang digunakan adalah survey deskriptif dengan menggunakan instrument penelitian yaitu angket dan interview, serta sampel penelitian mencakup 51 orang guru Bahasa inggris sekolah menengah atas (SMA negeri dan swasta) di Jakarta. Penelitian ini menemukan bahwa faktor yang mendominasi untuk mendukung pengembangan guru seperti motivasi dari kolega, motivasi dari diri sendiri, motivasi dari keluarga, dan motivasi dari pemerintah. Pada faktor external, faktor yang mendukung meliputi kebijakan pemerintah, fasilitas di sekolah, lingkungan kerja di tingkat rayon dan pada tingkat MGMP, tugas guru yang lainnya, menyusun silabus, kurikulum baru yang di gunakan di sekolah, serta ujian semester di sekolah dan pendanaan pelatihan bagi guru oleh pemerintah. Sedangkan, faktor yang menghambat yaitu faktor jaringan internet dan teman sejawat guru. Penelitian ini menyimpulkan bahwa pengembangan guru Bahasa inggris sekolah menengah atas dalam melakukan penelitian tindakan kelas, dapat dipengaruhi oleh faktor internal maupun external.

Kata Kunci: Pengembangan Guru, Penelitian Tindakan Kelas, Faktor Internal dan External (Memfasilitasi dan Menghambat).

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Teachers are challenging to enhance their professional development as the agent of changes for educational improvement, through a number of activities such as Classroom Action Research to develop teachers professional and the changes of broader education field.

Jo (2016) professional development consists of the natural learning experiences in order to achieve in implementing of learning experiences through planning of some activities which are affecting the benefit to the individual, group or school, to improve the quality of education. Additionally, through the autonomous and collaboration with the partner that involving teachers review, renew and extend their commitment as the agents of change to the moral purpose of teaching. Besides that, teachers are acquiring and developing of the knowledge, skills and emotional intelligence critically to achieve the development of professional thinking in order to plan and practice with children, young people and colleagues throughout each phase of their teaching lives.

Kazi et al., (2011) teachers' professional development is the potential profession way by the purpose of the ongoing process which

to create of the revolutionary change and new understandings within the schools. Professional development (PD) means that to sustain learning process in enriching and enhancing the professional individual with acquiring of the phase and concurrent demand of information, whilst to engage in profession at any institution. In the area of teachers' professional development is the aim to increase the teaching technique, expanding the subject knowledge, creating responsibility and commitment of collecting the latest information to prepare their students based on the needs of current society.

Furthermore, they stated that staff development program is the process of planning in the development which enhancing the quality of students learning through identifying and clarifying to meet the individual needs of the staff within the content of the society as a whole. Professional development practices are developing not only as new mind set by promoting learning and market one's skills, networking and cultivating the relationships but also it is as self-insight and a range of competencies. The ultimate aim of professional development in schools is to improve the quality of learning and teaching. A school is ensuring the opportunities for the teachers to update the knowledge and skills. It also providing the scopes of reflection and learning which based on the experiences as well as training and development for new roles and also the responsibilities to ensure the effectiveness of the individual as a teacher in the development of the whole school. In order to achieve the needs of

school improvement, teachers are requiring to commit of the change, progress and democratic discussion of current belief and practices.

Allison (2013) justified that the effectiveness of professional development is underlying by some principles such as; first is the duration of professional development which engaging to commit of the significant and ongoing process to allow the period. Second, forcing the engagement to support teacher during the stage of implementation that addressing to the specific challenges of shifting classroom practice for teachers to learn a new strategy and cope with the implementation of the problem. Third is fostering the teachers' initial exposure to the concept, or the other way is engaging teachers through the vary of approaches, so that they can participating actively in constructing the sense of a new practice. Fourth is modeling, that related to the highly effective way to introduce a new concept and assisting teachers to understand of new practice, and the last is the content which presented to the teachers which based on the teacher's discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

Jenny et al., (2010) the implication of educational setting is the professional growth and development which leads to the transformation in practice to adjust of complexes that involving broadly in contemporaneous changes; such as beliefs and values (knowledge), self-concept and identity, relationships (with pupils,

colleagues and school managers), artifacts (including conceptual frameworks, procedures and material equipment), and skills.

Angela et al., (2016) the teacher training courses are commonly regarded as the only solution for teachers' professional development; however, in fact working collaboratively with peers is a resource and an opportunity that teachers are also commonly neglected as the important, and an essential in educational contemporary issues. Therefore, study groups and collaborative study affecting the participants to extend their commitment and be active in their own learning.

Arlene et al., (2008), professional development models in several demands are basically supporting the development as the professional development. In addition, they outline the professional development models at a glance table (on appendix VI) which as a framework to guide our exploration by outlining the key characteristics of each model, including the professional development activities, technologies, underlying framework, and assessment tools.

Adnan (2015) in determining the contribution of teacher competencies (pedagogical, personal, professional and social competence) on the performance of learning. Adnan, noted that one of the pedagogical competences is conducting the action in order to improve the quality as learning which through the reflection, otherwise to affect teacher competence in conducting an action research. He

emphasized that one of the professional competences that teacher fostering to develop are based on comprehending of the principle and interpreting the result of educational research for teaching purposes, and the last indicator is to measure the professional competence that understanding to the concepts and linkage with other sciences, as well as mastering the phases in the research and critically in analysis which is to explore the teaching materials.

Hasan et al., (2014) the quality of education is the prerequisite to support the professional teachers in enhancing people who have life skills and strong of self-confidence to be competitor in global life. The efforts above is related to Indonesian constitution which guarantees to empower and improve the quality of teachers in sustainable. It ensuring the access to the quality of improvement and relevance, as well as good governance and accountability of teachers to encounter of the challenges in local, national, and global level.

The government of Indonesia also needs to foster the continuous professional development (CPD) to cope ongoing changes in effectively to enhance the quality of teachers. In considering to the opportunity for improving their professionalism, furthermore it is guaranteed by the law (UUGD, 2005) in strengthen and promoting the professional development which expecting to reduce the gap of the existing bureaucracy. Indeed, professional development is the way in

assisting teachers to construct their lifelong learning to achieve the better achievement.

Bill et al., (2012) the most significant and broad accomplishment of educational reform in Indonesian is the form of *Rintisan Sekolah Bertaraf Internasional* (RSBI: Piloting of International Standard Schools) which occurring of collaboration between the Department of National Education through the Directorate of High School Development, who introduction the program. The program is based on decree number 20, year 2003, Article 50, Verse 3 (Depdiknas, 2003), said that “the national and/or regional government should conduct at least one education unit (school) at each level to be developed as internationally standardized education unit” (p, XX).

Contrasting to previous reforms, this program was accompanied by abundant investment in school and professional development of the whole school. The implementation of the program is based on nine pillars of reform that include of curriculum, teachers' content knowledge, school-level of competencies, instructional process, assessment practices, human resources, infrastructure, management, and funding (Depdiknas, 2005). Schools were provided with special activities to improve their managerial capacity and human resources, as well as teaching and learning, and to develop their infrastructure and resource maintenance. This is a whole school

approach to reform that targeted in the development of school principals an administration staff, as well as teachers.

The reform is providing for the employment by the school and university as facilitators to assist the school in reformation planning and implementation. Such as in-house training as the program to develop teachers in the preparation for their teaching by effective modeling practices and the use of peer observations and critical feedback. The program is identifying some standards of instruction that aspiring of teaching and learning processes that are interactive, inspiring and with spirit, challenging, motivating the students to participate actively and providing with spaces to be self-regulatory, collaborative, problem solvers, systematic inquiring, self-evaluating and active citizens.

As the background of the studies, this research addressed that the development of the teachers is embedding in professional skill, pedagogic competencies and research skill that teachers are acquiring to develop the sustainable of professional development. In brief, to achieve the professional development which is the prominent way, that all educational stakeholder is requiring to perceives in facilitating from all sector, but in the other hand the professional development was hindered through other factors which is from internal and external. Therefore, this study as a purpose to identify the factors of internal and external (facilitating and hindering) affecting senior high

school English language teacher development in conducting classroom action.

1.2 Research Questions

In order to identify the external and internal factors affecting the development of senior high school English language teachers in conducting classroom action research, this research proposed the research questions, as follow: what are the factors affecting senior high school English language teacher development in conducting classroom action research?

Therefore, this research question is defining into two sub questions as follow:

1. What are the facilitating (internal and external) factors of English language teacher development in conducting classroom action research?
2. What are the hindering (internal and external) factors of English language teacher development in conducting classroom action research?

1.3 Purposes of the Study

The purposes of this study defined in sub purposes:

1. To identify the facilitating (internal and external) factors of senior high school English language teacher development in conducting classroom action research.

2. To identify the hindering (internal and external) factors of senior high school English language teacher development in conducting classroom action research.

1.4 Scope of the Study

The study focuses on internal and external factors (facilitating and hindering) affecting the development of some senior high school's English language teachers in conducting classroom action research in Jakarta. In theoretically, this study potentially fulfilled the knowledge of English Language Teacher in senior high school in conducting classroom action research.

1.5 Significance of the Study

The result of this survey study practically as reflection to the teacher and used to bridge the gap of teacher's classroom action research practice that as one of the barrier in their continuing professional development. While theoretically this study to enhance the teachers concept of classroom action research as the one way to develop their development.

CHAPTER II

LITERATURE REVIEW

This chapter discuss about the internal and external factors (facilitating and hindering) affecting the development of teachers in conducting classroom action research, this chapter is divided into teacher development, classroom action research, and the internal and external factors underlying by some theories of teacher development, classroom action research and factors affecting in conducting classroom action research.

2.1 Teacher Development

Heyes et al., (2014) teacher professional development is the opportunity area in refreshing and to enhance their skills through professional life. The professional development is expecting to continue of lifelong process through teachers strain to develop their personal and professional qualities and to improve their knowledge, skills and practice (teaching process), besides that it is leading to empower of teacher's improvement as the agency and the development of their organization and also the student.

In addition, Amy et al., (2011) argued that the quality of teacher is one who has a positive effect on students' learning and development through a combination of content mastery, knowledge of a broad set of pedagogic skills and communications or interpersonal

skills. Quality teachers are life-long learners in their subject areas, teach with commitment to reflect upon the acquiring of teaching. They transferring the knowledge of subject matter and the learning process through credible of communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to organize in broad array of techniques to meet the student needs. Besides that, enhancing the high expectations and supporting the students to achieve the needs. In other hand, facilitating the conducive learning environment and leverage the available of resources from the outside as well as inside of the classroom.

Todd et al., (2014) the high quality of professional development is critical in providing teachers with the essential knowledge and skills to meet educational needs. Unfortunately, minority of them is known about the current state or impact of professional development (PD) in rural schools, or differences in professional development experiences between rural and non-rural school teachers. The perceptions about rural teachers to PD (professional development) is related to the limited access. The significant differences were found in the PD (professional development) format, with a larger proportion of rural teacher's participation which commonly in a single workshop, institute or workshops, institutes with follow up of coaching. The larger proportions of non-rural teachers reported that; first, in their best PD

experience was a college course and second in PD which involving of the mentor, coach, or observer. A larger percentage of rural teachers reported that peer interaction and collaboration that occurring as part of their professional development experience.

Sigrun (2011) described about four types of collaborative activities that appear as crucial in continuous professional development such as: firstly, is teachers are engaging in frequent, continuous, to increase of the concrete and precisely in maintaining their teaching practice. Secondly teachers are frequently in observing and providing of useful critiques to their teaching. Thirdly teachers plan, design, research, evaluates, and prepares teaching materials, and fourthly teachers teach each other through teaching practices.

Louise et al., (2012) claim that professional development was connected to: effective professional development starts with the practice, personal capacity or improving the skill and interpersonal capacity which effectively with colleagues; second, effective professional development challenges in thinking based on the fundamental part of changing practice, it means that in how and why of that practice; third, effective professional development is based on the assessment of individual and school needs (individual needs are relate to both the content of professional development, and also to teachers' personal concerns; personal drivers such as life history,

personal circumstances and professional life phase that affecting teachers' needs at any particular time).

Hence, in brief they stated effective professional development is connecting to the guidance, based on the assessment of individual and school needs, connecting to work-based learning and external expertise, learning of the opportunities that varied, rich and sustainable, using action research and enquiry as key tools, which in active to enhance through collaborative learning and joint to practice the development, also enhanced by constructing the professional learning communities within and between schools, and also it is requiring the leadership to create the necessary conditions.

Laura et al., (2008) examined the teacher quality focuses on four categories of teacher quality indicators such as teacher qualifications, characteristics, practices, and the effectiveness. In addition, the four categories summarized in the ways of teacher quality which commonly defined for policy purposes, which they are frequently linkage to engage and supporting in career-ladder of decision making. Further the teacher's quality can be seen on (p.14):

Figure 2.1: Four categories of Teacher Quality, Laura et al., (2008)

Table 1. Four Lenses for Examining Teacher Quality	
Category	Definition and example indicators
Teacher qualifications	<i>Credentials, knowledge, and experiences that teachers bring with them when they enter the classroom, such as:</i> Coursework, grades, subject-matter education, degrees, test scores, experience, certification(s), and evidence of participation in continued learning (e.g., internships, induction, supplemental training, and professional development)
Teacher characteristics	<i>Attitudes and attributes that teachers bring with them when they enter the classroom, such as:</i> Expectations for students, collegiality or a collaborative nature, race, and gender
Teacher practices	<i>Classroom practices teachers employ—that is, the ways in which teachers interact with students and the teaching strategies they use to accomplish specific teaching tasks, such as:</i> Aligning instruction with assessment, communicating clear learning objectives and expectations for student performance, providing intellectual challenge, allowing students to explain what they are learning, using formative assessment to understand what and the degree to which students are actually learning, offering active learning experiences, subscribing to cohesive sets of best teaching practices
Teacher effectiveness	<i>A “value-added” assessment of the degree to which teachers who are already in the classroom contribute to their students’ learning, as indicated by higher-than-predicted increases in student achievement scores</i>

Syawal (2012) stated that the implementation of continuous professionalism development should be based on nine principles as follows: first continuous professional development should be an integral part of the daily task of the teacher and oriented to the learners succeed. While, the exposure of material as ongoing of professional development activities that essential with the academic material, methods of teaching, research on current educational, technological and or art based on the data and results of students work in an effort to improve the quality of learning. Second, each teacher is entitled to the opportunity and compulsory to develop in regularly, systematically, and in line with the needs of sustainable development profession.

Third, Schools are requiring to provide the opportunity that considered to each teacher in participating of the professional development programs, which sustaining to the minimum number of work hours per year. In accordance with specified in the Minister of State Apparatus Empowerment and Bureaucratic Reform No. 16 of 2009. The district education office or city and or the school have the right to increase the allocation of time which considering to perceive the needed, in avoiding the possible allocation of unbalance development opportunities, then planning the process of continuous profession development program of school based. Fourth, teachers who are unable to improve their competence after being given the opportunity to adhere the program of continuous professional development in accordance to the needs, then it is potential to provide the appropriate sanction with the applicable regulations. On other side the sanctions are declining to engage teachers, that related to the unsuccessful school to attain the teachers need in implementing the sustainable of professional development.

Fifth, teachers should be actively involving in the planning and implementation, which as a source of information on the monitoring activities and evaluation of sustainable professional development programs that guarantee to the changes and contributing to improve the quality of education services in schools. Sixth, continuous professional development is requiring to contribute in realization of the

vision, mission, and values that applied in school, district and city. Therefore, the activity of continuous professional development should be integral to plan the school development. Seventh, potentially to the continuous professional development activities carried out in school or KKG (teacher workshop assemblies), MGMP (the subject teacher symposium), MGBK (the counselor teacher symposium) in sync with other schools, and thereby to reduce of negative impact on educational services such teachers habit to absent.

Eight, continuous professional development should be embodied in teachers professional, so that can be guarantee the recognition of the teaching profession as the employment which dignified and meaningful to the community in social educated life. Nine, continuous professional development is expecting to extend the support of teacher career development in way of the objective, transparent and accountable.

In relation to Indonesian context of teacher's professional development, by some of educational law which is underpinning in this research, researcher summarized that in promoting the development of teachers, they are acquiring to qualified in their background knowledge, then through knowledgeable as a teacher in further, they are facilitated in some program of training that in purpose to improve the background knowledge in education while mentoring with qualified trainer or mentor. Besides that, teachers are facilitated in using of

technology in their training, so that they able to fulfil and updating of educational information through varied of resources such as journal and others related reading literatures.

In depth, teachers are able to improve their research skill through discussing with others partners and also the mentors who are capable in each of education filed. Moreover, in the sustainable process of development, teachers are fostering to improve their professionalism through one of professional development activities such classroom action research. Additionally, to engage teachers in continual development, government providing teachers certification to motivate in their development. In addition, the list of related educational law can be seen on appendix seven.

Faisal (2015), MONE (Minister of National Education) Regulation Number 16/2007, in this regulation one of the obligation was concerned to senior high school teacher problems in conducting an action research as like pedagogical knowledge. He concluded that pedagogical content knowledge is facilitating the knowledge of pedagogy and encompass English teachers' knowledge. Likewise, in assisting to design appropriate learning activities which are suitable with their learners, syllabus, and enriched by appropriate plans, aids, procedures, techniques, and methods. The figure of pedagogical knowledge can be seen on (p.18):

Figure 2.2: Pedagogical Knowledge, Faisal (2015):

Table 5. Samples of pedagogical knowledge	
Pedagogy	
Acquiring learning theories and instructional principles	Applying creative approaches, strategies, methods, and learning techniques
Developing instructional activities	Understanding instructional design
Assessing and evaluating instructional processes and learning outcomes	Developing instructional assessment and evaluation Administering continuous assessment of instructional process and learning outcome
Developing learning material creatively	Selecting learning material that suits learners' development Managing the subject creatively
Making use of ICT	Making use of ICT to interact with other teachers and for professional development
Professional	
Communicating effectively, assertively and tactfully	Communicating learning process and learners' progress to learners' parents and society effectively, assertively, and tactfully

Irma et al., (2104) teachers have in-depth of knowledge and skills in a particular field of science. However, the knowledge and skills are insufficient to determine the ability in resounding their teaching, likewise, in essential to require in teaching skill or pedagogical competence. In underlying Indonesia teacher competence, Indonesian Government Regulation No. 74, 2008 defines that teachers' pedagogical competence is the ability of teachers in learning management of the learners. Pedagogical competence is a specific competence that distinguishes teachers from other professions which determines the ability of teachers to organize learning material, so that it's able to effort learners understanding.

Indeed, pedagogical competence is directly and significantly affecting to the success of teachers in teaching, commitment and job

satisfaction. Therefore, the improvement of pedagogical competence of teachers is urgently needed to be implemented in all parts of Indonesia. Improvement of teachers' pedagogical competence can be done through such training. Indonesian Regulation of the Minister for Administrative and Bureaucratic Reforms No. 16, 2009 defines training as a form to improve teacher's competences. Teacher training are considered in adapting the needs of teachers to improve their competence as professional educators.

Sri (2014) the quality of education in Indonesia remained low that affecting by various factors. One factor that has leverage towards the quality of education is the teacher. In general, the teacher and competence teacher in Indonesia were static prevent to expect. While, from the education qualifications until this present is showing that (2.92) million teachers only around (51 %) or more educated as *S-1* while the rest are unqualified as *S-1*. Additionally, the competence and certification requirements only (2.06) million teachers or about (70.5 %) certification and qualified teacher while the rest are (29.5 %) as much as (861.67) teacher's priority is to qualify by certification, where this certification indicating the level of professional teacher.

Muhammad et al., (2016) teacher is the one of the education component that has duty to assist children learning while in school. The duty of a teacher is not only to transfer of knowledge, but also transferring the value. This means that the duty of teachers not only

limited by cognitive but teachers must be able to stand as educators who teach values, attitudes and skills. This is accordance with Indonesian national education goal in Government Regulation No.20 of 2003, which: Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process which actively developing the potential of learner to acquire the spiritual power of religion, self-control, personality, intelligence, character, skills needed, society, nation and country.

Akhayak et al., (2013) as professional deals with the system approach of instruction including working with the outcome-based curriculum, diagnosing the eagerness of cognitive, affective, style and interest, program design, classroom management, instruction and learning, as well as the evaluation and feedback. Teachers also take a lead of contribution to the high effectiveness of schools as parts of the school resources. While, School resources become as one of the most important contributors to the highly effective in schools among school climate, leadership, decision makings, and outcomes.

Lexically a teacher is defined as "people whose jobs or occupation is teaching." In a simple term, teacher is the one who transferring the knowledge to students. In the same way, the Indonesia Law No. 20, 2003 which concern to National Education system declared that: educators are professionals who are in charge of planning and implementing the learning process, assessing

learning outcomes, coaching, training, and conducting research as well as community service, particularly for educators at the higher education. Teachers are professional educators, because implicitly they volunteered themselves to accept and stand apart of their educational responsibilities mandated by and to the parents' shoulders.

Teachers believe that they fail to fulfill their potential which not considers to incomprehensive the subject matter, but because of unrecognized the students or classrooms needs. This is a reasonable opinion to distinguish between two kinds of knowledge, which are, action system knowledge and subject matter knowledge. The first concerns with skills for planning lessons, making decisions about lesson pace, in visible to explain the materials, and responding to individual differences in how students learn. Whereas, the second is concerns with specific information of teachers need to present the content. In understanding the content and context of teaching as well as learning, that is essential to teachers in order to assist learners succeed in learning with underlining to contextualize of the classroom activities. While, professional competence is the ability to master the subject matter in broadly and deeply. Professional competence is including of expertise in their fields of the materials that to be taught along with the method, in a sense of responsibility and the duty to the other teacher colleagues.

Indeed, they defined ten competencies of teachers that covering: first, mastering the materials; second, managing the teaching and learning programs; third, managing the class; fourth, using media or source; five, mastering the foundations of education; six, managing the teaching and learning interactions; seventh, assessing students' achievement for the benefit of lessons; eight, knowing the functions of guidance and counseling of the services in schools; nine, understanding the principles of learning; ten, interpreting the results of educational research for teaching purposes.

Haniatin (2016) teacher's competence that influences the performance of teachers in class are covering: first, the field of study or material; second, interpreting the characteristics of students; third, controlling the management of learning; four, to take control of the methods and strategies of learning; five, mastering the assessment of student learning outcomes. While, in etymological, pedagogy comes from the *greek*, *paedos* and *agogos* (*paedos = children and agogo = delivering or guiding*). Then pedagogy means teaching the child. The guidance is inherent in duty as educator, the teachers and parents. Hence pedagogic means that all of the work done by educator to guide an adult human, and children to be mature. Competence pedagogic is the ability to manages of the students learning which covering the understanding of students, design, and implementation of learning, evaluation the results of the study, and the development of

students to actualize in the various potential of the students based on national education standards.

Competence pedagogical is crucial to determine the success of the learning process which directly coherent to the ability of learning management which covering the learners, planning, planning the implementation, learning the outcomes of evaluation and the development of learners, which in brief the competence is covering of: first, mastering the characteristic of learners; second, mastering the theory of learning; third, developing the curriculum; fourth, runs classes; five, using the information of technology; six, developing the potential of the learners; seven, communicate effectively; eight, carried out the judgments; nine, utilize the results of assessment for the benefit of learning; and ten, conducting the reflective.

In accordance, there are several basic standards of teacher competences such as first, teachers are requiring to comprehend the materials; second, teachers are able to manage the learning and teaching; third, teachers are able to use, select the media and the source of teaching; fourth, teachers are able to comprehend the philosophy of education; five teachers are able to carry out an evaluation; six, teachers are able to carry out the service assistance and extension programs; seventh, teachers are able to make school administrators; eight, teachers are able to carry out the act of classroom research.

Mustafa (2013) teaching profession is a professional description which requires resilience, competitiveness and good leadership skills. These descriptions are deriving from the individual talent and abilities. Good teachers are related to those who are expert in teaching subject content and able to manage personal, teaching aids and classroom effectively. Teachers who have undergone by the training should possess the competencies based on the theoretical knowledge, practical training and soft skills.

Cipto (2015) competence is the product that accepted in stated of employee contributions for their services to the company. All forms of competence payments or benefits given to the employees and emerge from their work. The total competence of all employees is providing the rewards in return of the affect in their services. Competence is measured by using intrinsic and extrinsic measurements which includes: first, the financial rewards; second, inter-personal rewards and sense of completion; third, recognition and autonomy; fourth, the promotion, achievement, and growth.

Therefore, an individual's performance can be seen from such factors: first, loyalty; second, performance; third, responsibility; fourth, honesty; five, collaboration; six, initiative; seventh, leadership. Besides that, the criteria for good performance are: first, quality; second, quantity; third, timeliness; fourth, effectiveness; five, monitoring requirements; six, interpersonal influence. Personal performance can

be measured by: first, knowledge of the work; second, consideration; third, the ability to organize; fourth, attitude.

The task of the teacher in the learning process can be grouped into three main activities. First phase is covering to develop teaching program such as the annual program of curriculum implementation, semester program, lesson plans program, planning of teaching programs; second phase is covering in presenting or teaching implementation: delivering the material, using the teaching method, use of media or source, managing the class or teaching and learning interactions; and third phase is covering in accomplishing of the study evaluation: analyzing the results of the evaluation study, reporting the results of the evaluation study, implementing the improvement and enrichment programs.

Neila et al., (2012) viewed from teacher quality improvement (TQI) program, by acquiring good quality of education, it is expected to the future generation of Indonesian that will be able to cope with the challenges of development to ensure the welfare, progress and prosperity of the nation. Teacher quality improvement program is an important strategy to improve the quality of education. One initiative that has been developed to improve teacher competencies is TQI Program, a program which conducting to train teachers with teaching competencies. The program consists of training and mentoring the

participants to implement new approaches, which are significant, affecting their student's motivation in learning.

In coherent to TQI program, pedagogy is related to teaching method that puts into consideration of student's psychological development. Teachers who are understand the level of psychological development of their students will be able to find the best teaching technique and utilize the best teaching media in order to motivate. Similar to personality and social skills competency, teachers who have excellent pedagogy competence will be able to engage the learning process.

Besides that, training is a planned process which aims to modify attitude, knowledge, skill, and behavior through learning experience to achieve effective performance in activity or range of activities. In order to ensure the training program in leading to optimum results, it is facilitating by the modules, the instructors and supporting facilities that need to be standardized as well. Virtuous modules without credible instructors will not bring optimum results. Similarly, virtuous modules and credible instructors will not lead to optimum results, without supported by virtuous training facilities, such as comfortable room, LCD, sound system and training kits. Therefore, by training program and virtuous of facilitate factors, teachers are expected to improve their competencies in three areas of

competencies which referred to personality, social skills, and pedagogy.

Shih et al., (2015) said that in demonstrating the effectiveness of pre-service and in-service teachers to collaborate with each other, it is influencing the advantages of collaboration as mutual learning and providing the professional support. Despite, collaborative professional development (CPD) of mentor teachers and pre-service teachers in a specific school which dealing with technology integration, has been infrequently examined. In an internship, mentor teachers are considering as a sample model for teaching by pre-service teachers. Teacher in education has long adopted the apprenticeship model in mentoring, which reflects the hierarchical relationship between mentor and pre-service teachers.

Whereas, defining mentoring in teacher context as complex social interactions in which mentor teachers and pre-service teachers are construct, negotiate for various professional purposes and in response to contextual factors. Mentors and pre-service teachers can develop teaching expertise collaboration while doing common substance in a school environment. Unlike in traditional apprenticeship, the new relationship between mentors and interns is adequate to extend their interactions.

In the collaborative mentoring approach, mentors and pre-service teachers cooperate by sharing the knowledge of expertise,

discussed the content of the subject and reflected on teaching practices. Pre-service teachers and mentors learn from each other, subsequently improving their ability to identify and explain their teaching practices. Meaningful and collaborative relationships between pre-service teachers and mentors are facilitated in focusing to dialogue on teaching and learning. The eagerness of mentor teachers to discuss their individual challenges is essential to converse with pre-service teachers.

In English teaching sides Pintipa et al., (2012) the practicum is considering as an integral component of teacher education program. The professional teaching practicum is to facilitate and enhancing student teachers' knowledge, skills, and experiences, which the essential in opportunity to continue of academic and professional growth. During the teaching, professional practicum and the student teachers are able to gather actual teaching experience. Although English teacher education program is providing the practicum and teaching professional internship for all teacher candidates, but it is found that the English teacher candidates still lack of professional knowledge and skills. Additionally, through accepting the method of educational and practicum research is the way to study student teacher's opinion. Recent researchers have investigating the pre-service teachers' opinion about their authentic teaching performance. For example, found that examined students' voice while performing

their teaching professional practicum is the key to develop teaching profession.

Indeed, Pintipa said that the partnership between teacher candidates, mentor teacher, and university supervisor is able to support the candidates in relation to be effective in professional development. Despite, acquiring the discussion and also feedback of three partners (teacher candidates, mentor teacher, university supervisor) is conceivably in fostering the understanding of the problems and the barriers which affecting pre-service teachers' in effective professional development, while problem solving guideline and strategy to prepare pre-service teachers in developing their effective sustainable of professional development. However, it is found that English teacher candidates quiet lack of professional knowledge and skill; such as classroom management, the management plan of learning, and performing classroom action research. Pintipa also provide the overview of professional development guideline for partnership in practicum placement of English teacher candidates that can be seen on appendix eight.

Indeed, there are several theories that underpinning teacher professional development such as Steven (2013) the theory of professional development views from social learning perspective believes that, the way of teachers choosing and constructing the behaviors is influenced by the extent to which they believe and will be

successful with a course of action in a particular context. While underlying from student center perspective, they believe that learning is involving of constructing, creating, inventing and developing our own knowledge. Ryan (2015) from theory of planed behavior to the research context, teacher behavioral intention (modifying as a result of professional learning) is mutually determined by his or her attitude, subjective norm and perceived behavioral control. Besides that, how hard they will try, and how much of an effort are planning to exert, which is in order to perform the behavior.

You (2014) in perspective of foreign language teacher's development, based on the theory of Connotation of Foreign Language Teachers' Professional Development, constructing the words of "professional" has multiple meanings. In terms of teachers' professional development, it means that teachers' as personal growth in their professional life, such as improving the confidence, skills, and effort to extend and develop the discipline knowledge. In terms of the most positive significance, teachers' professional development is comprising of supplementary content. The growth means that the change and development, which including of four elements: the consciousness of the development, the positive and open attitude, the accumulation of knowledge and the development of the skills.

In addition, the process of professional development: in the latest teacher and educational literature are covering of two terms,

"reflection" and "development." In the connotation and the denotative concept of these two terms, they are able to define in the overall orientation of the language teaching and learning nature, which means that "reflection" and "development" is not only intended to change the learners and teachers, but also will assistance the teachers to convert from the transformation in the traditional course into the active agents in the future common situation.

Furthermore, You added from the Structure of Foreign Language Teachers' Professional Quality, teaching belief is refers to the education teaching conception that the teachers select, approve and determine in their profession. The conception of the foreign language teaching is including the beliefs in the nature of the foreign language teaching, the beliefs in the characteristics of the foreign language learners and the nature of learning foreign language, and also the beliefs of the disciplinary value and the like. Teachers' beliefs can restrict their behavior, and influencing to the teaching behavior more than teachers' knowledge. The teachers' beliefs have the significant impact on their study and growth.

Indeed, You added from perspective Construction of Professional Foreign Language Teaching Practice that including of three main point as follow; first is the construction of the skills that shielded on skill of teaching design, skill of communicative and cooperative, skill of organizing and monitoring, the quality of education

skill, and research skill. Second is the construction of practice the content that shielded on the classroom teaching practice, in-charge of teacher practice, investigation and study practice, and establishment of the portfolio on teaching practice. Third is construction of practice criteria that shielded on the requirements for basic skills, teaching plan, educational technology, assessment of the lesson, lesson of lecture and also the requirements for the ethics.

Kathryn and Mark (2006) added from psychology theory, these psychological theories underlining to the growing of sophistication and capacity to move beyond of the self as mature learners. These understandings of adult development and learning which supporting to the professional development research, which suggests that teachers' self-affirmation and self-actualization needs are the key aspects of their personal learning and professional development.

2.2 Classroom Action Research

The process of professional development is certainty put in line of all teacher duty, in order to forces the changes in whole process of education and also to enhance their professional standard. But in fact, the processes of professional development encounter several factors that affecting in conducting classroom action research, as one of teacher professional development activities likewise the policy of the government to the teacher also the educational institution.

Joyce et al., (2012) they highlights' classroom action research is a form of research where teachers are acquiring in order to improve and understanding their practice. Whereas they found that to improve professional development using action research, is a value in facilitating and assistance all teachers to reflect on the practice of improvement. Besides that, to assist the adjustment and classroom action research implementation through promoting of the unique goals at their particular sites.

Based on Pip (2011); action research is certainty conducting in formal and informal sectors. In education field, action research was developed mainly by academics in higher education, which indicated to the useful way of working in professional education, in particular to education field as a teacher. They were initiated to inquiry, clarified the steps that involved, and also the principles which underpinning of action research; such as the need for democratic practices, maintenance and respect for the individual, and the need for disciplined enquiry. Action research is currently prominent as a part of teacher professional education in education management and organization studies, social and health care work, and other professional contexts.

Furthermore, Pip enlightens of the needs in professionals learning are an appropriate form, to support the maintenances as part of an understanding and also to generate the new knowledge. New

knowledge can obtain to extend effectively through dialogue with others who are interested in mutual of the learning process. While, the dialogue is consistent in mutual and shares to the value among the participants.

He stressed that, the methodology of action research means that practitioner evaluate what their act and importantly to check constantly what particularly the action is employed. Moreover, some critical question to assist practitioner which focusing in developing the research topic; the following questions such as what issue that interested in researching, why do practitioner in essential to research this issue, what kind of evidence that can gather to this research, what can practitioner do, what will practitioner do, what kind of evidences which related to collect as the data to the purpose in showing that it has an influence, how will explain that influence, how will they confirm of the judgments to make reasonably fair and accurate, and how will change the practice in the light of evaluation.

Bornface et al., (2013) concludes that action research can be interpreted as follow: first it is a stems from practical questions that arise while engaging in practice, second it is undertaken by the practitioner in a specific education setting; third it is assumes that the natural surroundings in which the problem occurs is the best place to study the problem, four its driving the goal in solving the actual problems, five it is requiring the local evidence to support the claims,

six it is employing of numerous and appropriate qualitative methods to solve the problem at hand, seven it is accordance to the practice which being researched and the process of researching, eight it is involving the reflection by the action of researcher as well as the group of colleagues, thus action research is related to both an individual undertaking, a partnership and its sample is unrepresentative but typical.

Farzaneh et al., (2015) action research refers to appraise the ideas in practice as a means of improving and increasing the knowledge of the curriculum, teaching, and learning. Define action research as bridge of the gap between research and practice to overcome in perceived an inadequacy of research which affecting in the improvement of practice. Meanwhile, some researchers have dismissed this kind of action research as impartial for some teacher that might be expected to conduct as a strategy for professional development.

Indeed, Bornface et al., (2013) viewed action research as a tool to construct the knowledge and they said that action research has been defined as, “the study of a social situation to improve the quality of action.” In education, action research “lies in the drive to improve the quality of teaching and learning as well as the conditions under which teachers and students process in schools.” It is referring to a form of perception, which is using to judge an on-going process or to

judge the outcome. In traditional beliefs, the theories are generating in universities and other centers of higher learning, while schools only exist for the practical application of the theories.

There is clear separation of theory and practice in this traditional belief. However, in action research, and the phenomenological philosophy, which the teacher can create or construct own knowledge or theory through reflecting in and on his or her own action. In action research, the teacher is confronting with a situation where the problem is attaining to probe and solved. The process of probing is the process of creating knowledge because through probing, it is constructing the tools for the creation of knowledge; and through solutions that emerge, it is creating the new perceptions that constitute of new knowledge, theories and hypothesis or propositions.

Moreover, they said action research is basically about creation of new knowledge. It is not in reverse to apply the existing theory or wisdom but it is constructing the new knowledge to solve an existing problem. This knowledge is creating through systematic classroom research in the case of education. Frequently, the classroom challenges are the problems and investigating over a period of time to analyze and interpreted. Action research as knowledge base, and it is contributing to professional knowledge, which including the pedagogical content knowledge, subject content knowledge,

integration of subject content knowledge and pedagogical knowledge (methodology), knowledge of and insight into learners' ideas about subject matter, for example some pre-concepts.

Professional knowledge base also entails of the knowledge about the learners (theoretical base), knowledge about learning (theoretical knowledge, research based knowledge, wisdom of practice base which is tacit, knowledge about effective teaching (research base), conditional or contextual knowledge (theoretical, wisdom and practice, philosophical), which is to understand of the operational parameters. Indeed, knowledge is generating at various stages of the study. The following summary is the stages during which knowledge is generating as follow: first, during data generation; second, during data presentation; third, during data analysis; four, during validation of data; five, when drawing up conclusions or insights; six, when suggestion in the areas to further investigation; seven, when researchers are publicizing their findings.

In view of English language teaching, Frank et al., (2008) the view of professionalism demands to the comprehensive knowledge of what the action and processed, potentially supporting by research where appropriate. While in the area of knowing the action, which relate to the proceeds on the problems of a philosophical and political nature and also it is requiring to examine with consistency and objectivity. In the area of action process, it is requiring of the expertise

collaboration, which affecting to the circumstances that related to individual actions or approaches which adopted by the teachers. This required scientific trial in methodical documentation to the culture of specific contexts, and extending to universally applicable results.

Classroom research carried out by teachers because as potential way in conducting scientific research which providing teachers with an appropriate of research orientation, but this research needs to be clearly distinguished from the description, analysis and corrective action that characteristic of action research is associating to the classroom problems in a professional context. Both forms of research are rigorous in their own terms, but while scientific research have the objective of generating the knowledge and action research has the objective of preserved the students learning and also teacher's practices.

Carrie and Salika (2011) agreed that an action research process is providing teachers with an authentic opportunity to apply the strategies to propose in the reading method course and reflecting on their own practice, and also as model in acquiring to investigate the phenomenon which occur in the natural environment of their classroom. The reflective practices of teacher researcher are multiyear because teachers are engaging in self-study and to examine their own practice; they conclude that using action research projects as part of self-study process assisting teacher's development to the

better understanding of their own teaching. Mohammad et al., (2012) argue that language teachers, who are engaging in action research, they are able to develop of professional judgment and autonomy, encouraging new teaching strategies and inferring in different way of generating the knowledge.

Govinda (2012) action research is an effective to develop the reflective, critical skills and as opportunity to construct of positive contribution to precede the school improvements and change. Action research examining the practice, which is fostering the changes of teacher's autonomy to improve the outcome of practice. Action research essentially is exposure of the procedure to construct the concrete problem in encounter of actual situation. This means that ideally, the process is constantly monitored over the varied periods of time and by a variety of mechanisms (questionnaires, diaries, interviews, and case studies, for example) so that the result of feedback is interpreting into modifications, adjustments, directional changes, redefinitions, as necessary, in short it is conveying about lasting benefit to the ongoing process itself rather than the future circumstance.

Additionally, Jo (2016) defines one of continuing professional development model is action research that relevant to the classroom and enable teachers to investigate with different practices, especially with collaboration research. Kimberly (2013) said there are approaches of inquiry that can improving teacher professional

development which included action research, practitioner research, methodological accuracy, collaborations of practitioner research, the task risk and reflecting, and also teacher knowledge. In brief, she concludes that as teachers or educators, need to collaborate with other teachers so that they can provided an input of experience on how practitioner research can informed, affirmed, and sustained their classroom practice, also give them the range of practices in their profession.

Baranko (2009) teaching in the form of reflection-in-action which involving through thinking about the action, setting the problem of the new situation, conducting an action research on the spot of solving the new problems and also set the research in which to determine the change of situation. While in reflective practitioners', the approach improvisation is important than deliberate and determining the planning to solve particular problem. Indeed, Action research is a form of collective, self-reflective inquiry that participants in social situations are undertaking to improve such as: first is the rationality and justice of their current social or educational practices; second is the understanding of the participants to the practices and the situations in which implemented. Groups of participants can be teachers, students, parents, workplace colleagues, social activists or any other community member with a common concern and to motivate in determining the mutual concern. The approach of action research is succeeded, only when it is collaborative and achieving

through the critically which examining the action of individual group members. The description of action research process or action learning process can be seen on appendix nine.

Moreover, action learning in brief is learning from the concrete experience and critical reflection on that experience; through group discussion, trial and error, discovery, and learning from and with each other. It is a process by which groups of people (whether managers, academics, teachers, students, or 'learners' generally) are addressing to the actual workplace issues or problems, in complex situations and conditions. In line of action research, which involves reflection through construction of personal knowledge, through self-reflection that facilitating to improve professional development. Reflected-in-action is motivating to develop of personal theories in action. Indeed, action research as a research paradigm which is the purpose to generate new theories and knowledge of practice. Anne (2010) said action research as part of the general reflective to teacher movement, but it precedes the possibilities for reflection-in-action and reflection-on-action to further domain of research. It also creates the opportunities to link teacher's inquiries with public academic theories. Ana define the framework of continuum of reflective teaching practices, which can be seen on appendix ten.

Hence, Bornface et al., (2013) the term of reflection is deriving from the Latin words "*flecto*" and "*flex*" which mean, "*bend*". It is

related to the context of research work, “bend” means to interpret an experience in order to find the meaning. Furthermore, reflection is the processes of experience which consists of the total response of the person to the situation or event (what one thinks, feels, does and concludes at the time and promptly advances). The situation in this context is teaching and learning. Reflection is thus an important of human activity, in which an individual recapturing his or her experience, reflect, reconsiders and evaluates. Reflection is a mental activity, which concerning with the data analysis, data interpretation and it is related to the stages of the action research cycles. Reflection is thinking critically of one's beliefs and actions. Then reflection as a detailed evaluation of an experience's that has focus on strengths, weaknesses, opportunities and threats. Some researchers refereed as the SWOT (strengths, weaknesses, opportunities and threats) analysis. The definition operationalizes in reflection into activities that constitute to reflection.

They said the practitioner who are engaging in reflective practice exhibits in particular attributes of the professional practice. A reflective practitioner: examining, framing and attempting in which to solve the problems of classroom practice, which aware of and questioning to the assumptions; hence, values in order to convey in part of teaching, also attentive to the institutional and cultural contexts in teaching, which takes part in curriculum development and also

involving in school of changing the efforts to takes responsibility to own professional development.

They assert, “reflection is a mental process with purpose and or outcome that applied to relatively complicated or unstructured ideas for which unobvious solution.” Several academics use some metaphorical language like “*to ruminate*” to describe what reflection entails. The reflection process has basically three components. These processes are returned to experience, attending to the feelings and re-evaluated experiences. Returned to experience in which to recollect of the significant events.

The initial of experience is replaying in the mind or recounting to the others. The reviewed of an experience is enables to the emergence of details which were ignored at the time of the experience or only noted in passing. Re-evaluated experience is the process of four stages which are; association, integration, validation and appropriation. Association is related to new data that which is already known. New data can challenge the researcher both intellectually and affectively. Reflections at this stage, can lead one to discover the attitudes which formerly consistent to the new ideas and feelings, that earlier knowledge needs to modify in accommodating of the new ideas.

Integration is particular relationships among data. There are two aspects of integration; firstly, it is pursued of the nature

relationships that have been identified through association. The second aspect is drawing conclusions and appeared at insights into the material, which one is processed. Indeed, reflection is practically an end in itself but as a means to consider of being refined the action. Refined the action may include of; a new way of doing something, the clarification of an issue, the development of skill, and the resolution of the problem. Similarly, refined action is essentially an outcome of reflective practice.

Farzaneh et al., (2015) concluded that teachers should be able to construct their own theories of practice based on the particular context of their classroom, particular students, goals, and socio-cultural environment. In other words, teachers can redefine the curriculum and its content, interpret and transformed the curriculum in the way of creating manageable learning for the learner. Moreover, they stated what teachers think and act at the classroom level as the purpose in determining of what learners learn in the classroom. However, it is potential to use the teachers' regular practices to gain understanding and improve those practices at the same time. Action research enables teachers to explore teaching practices, reflect on the action, and increasing an effort to improve simultaneously to meet their learners' needs. It also assistances teachers to examine their own theories and beliefs about their teaching, diagnose problems and weaknesses and provide the solutions and plan. Meanwhile, for

language teachers, action research is an approach to collect and interpreted the data which the procedures are crystalizing and as repeating cycle. On the other hand, beliefs and attitudes which teachers comprehend about the different aspects of teaching process are also as the important variables which are significant in constructing the teachers' practices of EFL classrooms.

Jesper (2009) define action research is the purpose to explain the practical problems while increasing scientific knowledge. Action research can be defined as constant process which involving the researchers and practitioners who are able to deal with an action on particular cycle of activities that including problem diagnosis, action intervention, and reflective learning. Thus, action research can be characterized in three goals that interchangeable as follow: to understand, support, and improve: First, the understanding is based on interpretations of practice. Second, to support practice that can be simplified and generalized these interpretations to the engagement in planning of normative propositions or artifacts such guidelines, standards, methods, techniques, and tools. Third, change and improving the practices through different forms of social and technical intervention. José (2007) condense that regarding to the reflection and action in professional practice, then consider to teachers as reflective professionals, which including the concepts of action-research, teacher researcher and teacher training. Those professional activities

are interrelated to the reflection and research which in purpose to professional development.

Bornface et al., (2013) the concept of teacher as researcher is continuously shifting in which the teachers are engaging in systematic inquiry. Action research is systematic, self-critical and intentional inquiry by teachers that it is completed in community. Teachers are learning in purposely through research, so that every lesson should be inquired for the teacher. While, in each classroom it is attempt as laboratory in which practitioners generating the knowledge, subject in the curriculum content and the experience of the problem that as an empirical examination. Through action research teachers are solve the problems of current concern, therefore action research is a form of operational or applied research.

Kalpana (2012), said that action research approach has given an evidence-based and as a grounded to implement the changes in the factual direction, so that both teachers and students are able to practice the value of research outcomes. The term of classroom action research is varied. According to Tan (2010), he refers to classroom action research as educational research. That research can be done through the ordinary of teaching and learning activities. When an argument is concerning to the classroom concept between teacher and students, thus it is arising an opportunity to the teacher in identifying and conceptualized the problems through the research.

This kind of research is called action research. Action research can be done on the personal level and shared among colleagues in the same department as well as in a private group. The finding and outcome of the research can be published in education journals. Besides that, the research which is conducting as a classroom activity by the participation of students will lead to stimulates the learning process.

In other words, Shedeh (2011) appealed that action research refers to teachers who are conducting classroom research in way to seeks, clarify and resolve the practical teaching issues and problems. Also, stated that the word of research is refers to a systematic approach to carry out the investigations and to collect the information that designing to illuminate an issue or problem and to improve classroom practice, whereas the word of action is refers to taking practical action to resolve classroom problems. Besides that, action research is a self-reflective, critical, and systematic approach to explore own teaching context.

Mehdi (2013) teacher-researcher movement (also known as practitioner-research) was developed in English language teaching as the extending to the autonomous of inquiry, and ordinary to empower teachers through their involvement in classroom-research, also to engage classroom teachers for further enrichment with educational research and teaching as an evidence-based profession. One of the fundamental argument underpins this drive is concerning to the

benefits of teachers' professional development. Furthermore, teachers' engagement in and with research are conveyed to the pedagogical decisions which are informed by comprehensive research evidence, and further beneficial effect on both teaching and learning.

In Kimberly (2013) the terms teacher research and action research are often used as synonyms in defining teacher research as a self-reflexive process that is systematic and critical inquiry in real act. In referring to teacher research, it is providing the similar definition but with less emphasis on the public which means to the systematic and intentional inquiry that carried out by teachers. Action research terms often used as a synonym for teacher research which has been labeled as movement.

Kara (2012) action research also known as teacher inquiry, it is a strategy in systematic, intentional study of practitioners' practice. In general, the process begins with teachers are determining an inquiry question that emerges from their practice and developing of research plan for data collection through such mechanisms such as journals, student work, interviews with students, and field notes. It also involves teacher's analysis of the data in relationship to the question, in order to develop a picture of their learning and take an action to implement what they are learned. The process typically concludes with teachers sharing the results of their work with other professionals.

Marie (2016) stated that action research (AR) applied in different ways and entitled by different terms. Hence, they conceived AR patterns such as: action science (AS), participatory action research (PAR), community based participatory research (CBPR), action learning (AL), appreciative inquiry (AI), living theory (LT), and participatory action leadership action research (PALAR). While, several definitions of participatory action research (PAR) were provided by several researchers. However, the definitions are varying according to the traditions and users.

Kara (2012) action research is widely recognized as an influential tool to professional development; it can improve teacher practice and teacher professionalism, lead to positive educational change, expanding the knowledge base in teaching, and provide the platform to teachers' voices in educational reform. Kimberly (2013) defines action research as a process that uses collaboration, which to collect the problem solving in changing the organizations and environments, which means in conducting action research on the point of obtaining to the political, social, collaborative, situated, self-reflective, and exposures the features. This are focusing on the features of action research and the author's particular attention to exposure and self-reflection in the approach to action research.

She said that the link of action research and teacher research are action research as research's in which practitioners, and regularly

an outsider researcher, collaborate in research designed to address the educational problems. Action research has been described as a tradition, which links the processes of inquiry to solve the problems. One of the important aspects of action research is action researchers collaborate with the people which they inquired. According Kazi et al., (2013) they summarized the different between traditional research and action research, and the figure can be seen on appendix eleven.

David (2016) advocated that research is a systematic process of inquiry which consists of three elements or components: first, a question, research problem or hypothesis; second, data; and three is analysis and interpretation. Classroom-based or classroom-centered research refers to the procedure, which being conducting in classrooms. Classroom-centered research is impartial, that the research centered on the classroom as distinct from, for example, research that concentrates on the inputs of the classroom (the syllabus, the teaching materials) or the outputs of the classroom (learner achievement scores). It is simply to attempts in investigating of the process inside of the classroom when learners and teachers involve together.

Further, he discussed about the ground of research tradition that consist of two types, first is naturalistic tradition called quantitative research that aim is to test the strength of different variables on one another through experiments of different kinds. While naturalistic

tradition called qualitative is to obtain insights into the complexities of teaching and learning through uncontrolled observation and description rather than to prove that method *X* works better than method *Y*, or that course book *A* is better than course book *B*. Thus, in classroom-based research, researchers typically investigate the influence of different methods, materials, teaching techniques, such types of classroom in delivering language learning. At the end of the process, they are tested, and the test scores are analyzing statistically when necessary needed to determine whether any differences between the scores, are due to the different teaching method or are which is the matter of chance.

In fact, the quantitative and qualitative distinction can refer to three different aspects of research. These are the designing (whether the study is based on an experimental or not experimental design); the form of data collection (whether the study yields in quantitative or qualitative data); and the type of analysis (whether the data are analyzing statistically or interpretively). These three elements are provide into two pure of research designs: the psychometric (experimental design, quantitative data, statistical analysis) and the naturalistic (no experimental design, qualitative data, and interpretive analysis).

Eillen (2000) thus, classroom action research is significant method to the teachers in developing their professional. Action

research is the process in which participants examine their own educational practice with systematically and carefully, used the techniques of research. Eillen stated there are five stages in classroom action research inquiry as follow the identification of the problems, data collection, interpreting data, act on evidence and evaluate the result.

She also argued there are four types of classroom action research such as individual teacher research, collaborative action research, school-wide action research, and district action research. Eillen concluded that action research provides the certain potential benefits to education environment, the benefits are focus on school issue, teacher professional development, collegial interaction, potential to impact school change, reflect on own practice, and improved communication. The further figure of action research types can be seen on appendix twelve.

Shehdeh et al., (2011) acknowledged the significant of action research in language teaching is covering on eleven significances, as followed: first, to develop teaching and learning practices in classrooms; second it is practical, manageable and can be carried out by a single classroom teacher or in collaboration with other colleagues. Third is action research conducting by teachers which contributing of the change and re-defined the traditional role of teachers. Fourth is action research encouraging teachers'

understanding of the teaching process and enhancing the problem solving of knowledge and skills. Fifth can revitalizing our teaching and lead to the positive adjustment in our teaching practices. Sixth increasing teachers' awareness of the difficulties that complex in their jobs or in teaching and learning.

Seven is action research encouraging the efficiency of professional development in part of teachers. Eight it is facilitating teachers to develop in wide range of effectiveness and focusing on teaching materials. Nine it is developing teacher's research skills, enhancing their self-esteem and facilitating their awareness of students' needs. Ten, facilitating teachers to clarify their observation, analyzing and reflecting on the problematic areas in their teaching. Eleven it is also reinforcing the spirit of team and collaborative work among the teachers of the mutual subject. Moreover, they are capable in sharing the experiences and solutions of the problems that encountered in their classes.

Indeed, action or collaborative action research is developing to be crucial for language teachers. Teachers are acquiring to encourage of their practices in conducting such a type of research. Teacher's inquiry is needed to be involved as a part of in-service training workshops, to educate on how conducting action research individually and collaboratively. Furthermore, the component of action research

required to be incorporated in the teacher training courses and the programs at the undergraduate as well as the graduate levels.

Anne (2010) action research has several purposes which covering; first, means oriented (goal); second, means ends oriented (learners and education outcome); third, is theory oriented; fourth is institution oriented (contribution of research); fifth is society oriented (the values or benefit of research); and the last is teacher oriented (teacher professional development). Hence several classroom procedures in action research such as group discussion, pair-work discussion, surveys, interviews, simulation, role-plays, role-exchanging, diaries, dialogue journal writing, projects, posters session, and learner to learner correspondences.

Anna (2009) indeed, in context of second language classroom, classroom action research also has several purposes in second language classroom, on the first purpose is to find the solution, second is underpin and investigate the curriculum innovation, third is to provide vehicle by reducing the gaps between academic research findings and practical classroom application, fourth is facilitating the professional development of reflective teachers, fifth is to enhance teachers understanding of research skills and knowledge in conducting research, sixth is to enhance the development of teachers 'personal in practical theories.

Furthermore, several theories that in purpose to strengthens' the point of view in the concept of classroom action research. Janet (1995) believes that action research proceeding in a spiral of steps, which is composed of planning, action and the evaluation of the action result. Moreover, in order to understand and change the certain social practices, social scientists have to collaborate with practitioners from the real social world in all phases of inquiry.

Liz et al., (2007) emphasized the importance of both reflection and action, and also the requiring of repressing actively in participating to the research process through dialogue, rather than objective information. Besides that, the priority of knowledge's and understandings are simultaneously to take apart in creating people due to motivate and also knowledge production which consistently driven by and as a part of human interest.

. Louis et al., (2005) argued that action research is a process in which practitioner study the problems scientifically, so that they can evaluate, improving, steering the decision making and practice. Indeed, conducting action research is to plan, act, observe, and deep reflect in anxious, systematically, rigorously than in common to determine the actual life. Moreover, action research is equally transforming the individuals on the culture of the groups, institutions, and society. The group culture can be defined in terms of the characteristic substance and forms of the language and discourses,

activities and practices, social relationships and organization which constitute with the interactions of the group. Thus, action research as a form of self-reflective inquiry of participants that undertaken to improve their understanding of practices in context of maximizing the social justice.

Bob (2003) defined the theory from perspective of data analysis, underlined that data analysis are interpreted like take notes (on the content of the interviewers which referring to data collection procedure), codes (sort the data into categories, and the properties of categories, which are relevant to the concerns of the people; sample, in the situation being researched), memos (writes notes on the possible links between categories). While, these activities which related to data collection such as note-taking, coding and memo which supporting in simultaneously. While teachers are exploring of the classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning and also to convey the change in classroom practice. In other words, it is the way which teachers are encouraging themselves and the students to overcome the specific problems which encountered in the course of language teaching and learning.

In chorus, Farzaneh et al., (2015) classroom action research is involving of diagnosis, action and reflection, which focusing on practical issues that have been identified by participants, but these are

problematic, the other hand its potential to change, through facilitating the idea of change that fundamental in using of action research. In addition, they assert that the driving force behind action research is motivation that encouraging for the change or innovation in developing to the understanding of participants in social processes and strategies improvement. Then the process of teacher-researcher is engaging to achieve these changes which the process grounded on the spiral of action research cycles which consist of four major phases, there are: planning, acting, observing and reflecting which lead to further questions and inquiries.

Moreover, the key of educational development at any level lies in the improvement of teaching. Language teachers are the core of an effort in language education and learning. Their action in classrooms as reflection of the understanding and believe about the issues that related to their professional practices. Next, some teachers hold beliefs which empowering to decide the crucial decisions on the changing of traditional classroom practices. In further, teachers are able to create an innovations and changes in education; especially they employed in reflective practices and receive the right of professional support for their efforts, and affecting their concerned with developing their own professional competence, while assists other colleagues to improve and creating the change of curriculum.

Indeed, they highlight that, in maintains the action research is acquiring an extension of the teachers reflective practice, but the demand and influences are conceivably leads to effective outcomes. In other hand, action research is involving the investigation to the values of believed and the practices which engaging while carried out an activity of teaching. In addition, they underlying that in language teachers' view, most research articles are indirectly related to current classroom situation and the needs. They also regard research as activity that frequently conducted by "experts" and in particular contexts like laboratories.

2.3 The Internal and External Factors Affecting the Development of Senior High School English Language Teachers in Conducting Classroom Action Research.

This part is defined into internal factors and external factors (facilitating and hindering) affecting the development of senior high school English language teachers in conducting classroom action research. By underlines related theory to the internal and external factors affecting development of teachers in conducting of classroom action research.

Sripatham (2013), Thailand English language teachers' encounter several factors that fossilized in their teaching activity, it found that English language teachers proficiency as follow; as (91.2%) of the teachers are bachelor degrees, while (8.8 %) have a master

degree in ELT, the minority of teachers are novice teachers, over a half of them in service are more than fifteen years and their workload such as (16 to 20) hours per week excluding the administrative tasks, over (55%) of the teachers had less than three days of professional development experiences, while only (14%) of them had more than ten days of professional development experience during the past of two years.

Meanwhile, Cher et al., (2014) found that teachers are encounter the internal and external factors, in internal factor such as time constraint, workloads, the time line of unorganized workshop, lack of information to the workshop program and miscommunication, lack of facilities, lack of pedagogical knowledge, need for sharing among their colleagues', and unfamiliar with student centers classroom. While external factors such as lack of the program implementation which referring to the component such as peer coaching, action research and also lack of observation experiences. George and Emmanuel (2015) found that although several programs are conducting by government such as workshop, in-service training, conferences, and seminar; these activities show contradictory result that addressing to the teachers' professional development. Additionally, professional development training program is unavailable in government board which followed by lack of funding and school sponsor.

George et al., (2014), stated the external factors that affecting teacher professional development such as teachers were unable to attend the external events on a regular basis, while their school is certainty to pay the events, inherent teacher that involving in such events they encounter in rearrange of their lesson schedule, moreover disadvantage of external training is addressing to the individual of teacher's needs, beside that learning is unrelated to the current situation in teacher's classrooms, teacher receive the knowledge from the trainers, but in the other hand, they affecting of insignificant chance to take apart of decisions about the training. While Chow et al., (2010) found that the factors such the role and duty of Hong Kong teachers are covering to the lack of research skill, and time constraint.

2.3.1 The Internal Factors Affecting Development of Senior High School English Language Teachers in Conducting Classroom Action Research

I. The Facilitating Factors

Kimberly (2013) concluded that the challenges for practitioner research such as acquiring the varieties of knowledge in teaching and curriculum, exploring their sense of self as teacher, gaining awareness of their students which including the knowledge of their students' perspectives and learning needs, clarifying their personal theories of teaching, gaining the awareness and appreciation to the

processes of inquiry, reflection, action, and change as roles of a professional teacher.

Xinyan (2014) agreed that factors are affecting such as the sense to achieve of interest and curiosity, contribution to society, sense of responsibility, scholarly pursuit, and autonomy. In side of productivity factors such as self-efficacy, age, social network, research support, teaching load, faculty size and culture. Patricia et al., (2007) claimed that factors affecting teachers such as teacher's opportunity in developing their knowledge, professional development, collaborative inquiry, the self-efficacy of teaching, teacher thinking and instruction. John (2012) defined factors affecting teachers of internal side as follow the autonomy, being valued, being trusted, being listened to learning time, teaching and planning, collegiality, initiative, creativity, contact with pupils to extent the innovation and research.

Maqsood et al., (2012) there are many factors affecting teachers job performance such as aptitude, attitude, subject mastery, teaching methodology, and personals' characteristics. Furthermore, factors are affecting teacher's job performance on seven performance dimensions, which covering; relations with students; second, preparation and planning; third, the effectiveness in presenting of subject matter; fourth, relation with other staff; fifth, the improvement; sixth, relations with parents and community. Ristiyanti and Wiwik (2014) found that the internal factors affecting teachers such as the

level of teacher education background, the frequency of teacher participation in writing scientific training, the level of work service period and the prosperity of each teacher.

Jaja et al., (2015) stated in general, the internal factor that facilitating covered four factors such as; first, teacher performance as like the efforts, abilities and directions; second is superintendent' supervision, which refers to assist an effort that addressing to the teachers in performing of professional duties that affecting the students learning improvement. Third, the factor of principle leadership; and fourth factor is working motivation.

II. The Hindering Factors

Mahbub (2014) found that most of Bangladesh teachers are skeptical of research knowledge. According to Thomas (2011) teachers are difficult to time management. Meanwhile, Eliane (2009) accorded that the challenges are facing during fieldwork is researchers 'attempts to resolve them, and their hesitations of critical reflections process which tend to omitted in published the articles. In other study, Mary (2008) found that teachers in Cyprus mostly lack of research inquiry knowledge, so that they tend to passive in workshop activity. Besides that, they are challenge in language use because this country use Greek language as second language, it becomes challenge to mix their own language to Greek language and also lack of confidence, internal motivation.

Terry (2013) identified the internal factors that challenging in their research practice such as teachers attitude that refers to their teaching experiences and background knowledge of research. In Jean (2010) the challenges of teachers in conducting research such as the different perspective of research, lack of research references and research knowledge. Mehdi et al., (2013) concluded the challenge is the time restriction because they encountered of teaching and learning schedule, so that teacher is difficult to conduct research and they lack of research knowledge.

Heeralal (2014) the internal challenges such as time constraint, lack of experiences, motivation, and lack of professional development. Tichaona et al., (2013) stated the factors such as lack of interest in conducting research, frequently absent in work hour, lack of research knowledge, research experiences and family problems. According to Anne et al., (2104) said that teachers are lack of motivation and attention in class. They were often distracted and unmotivated of the activities that presented. Then they distressed to change the teaching plan and adopted others plan. While, in first workshop of action research, teachers felt demotivated and frustrated because pupils lack of learning curiosity, autonomy and perseverance.

John (2012) defined the hindering factors like dissatisfies such as the challenge, feeling of uncontrolled, lack of time, isolation from colleagues, prescribed of inflexible curriculum, bureaucracy, testing,

policy initiative overload, pressure to meet targets, lack of parental support, poor of student behavior and stress. Samiya et al., (2014) said that teachers are lack of knowledge to infer the research topic and also lack of confidence to conduct research. Vivienne et al., (2009) teachers are lack of self-study group.

Maqsood et al., (2012) claimed that the hindering factors such as motivational, fairness in grading and teacher's attitude toward the students. Muhammad et al., (2012) stated factors are affecting as follow socio-status of the teacher, economic-status of the teacher, self-confidence, and examination stress. Cynthia (2011) educators at all levels such as teachers, principals and superintendents are requiring to embrace of the necessity to be lifelong learners and low of self-awareness to motivate in changes. This factors are occurring of each individual which comfortable with what they are using to act so that they can handled the roadblocks. The roadblocks are based on distress of the change and the anxiety of failure, lack of understanding of the need to change, uncertainty, and having to learn something new.

Otherwise in Indonesia context, Lilies (2014) concluded the internal factors such as self-motivation, time management, academic writing techniques, and techniques of data collection also lack of technology. Surnani (2015) found that teachers have job responsible, low of interest, high reluctant, lack of knowledge and writing

experience. Besides that, teachers are affecting of unmotivated in conducting research, incapable to analyze the problem, and teacher believes that research is impractical. Achmad (2013) conclude the internal factors likewise lack of writing interest among the teachers, lack of motivation to provide scientific publication, so that they were unable to write scientific papers and influencing to develop the idea of paragraph, grammatical error, spelling error, while some of teachers are challenging to the bureaucratic process that decrease their motivation before practice and most of them are challenging to comprehend research methodology.

Mukrim (2012) found the internal factor derives from school communities and lack of classroom action research knowledge. Asep (2011) concluded the internal factor is unmotivated of teacher's participation in workshop because most of them are located in remote area. Sandra et al., (2011) said teachers are lack of opportunities to participate in classroom action research workshop and difficult to infer the problem of research topic.

2.3.2 The External Factors Affecting Development of Senior High School English Language Teachers in Conducting Classroom Action Research

I. Facilitating factors

Mukrim (2012) claimed the external factor is collaboration with colleagues from other school. Zoe et al., (2009) some factors are

facilitating likewise the access and encouragement to involve in the job training, the support in engaging with multiple communities of practice, interpersonal support, balance between project outputs and researchers with own professional development, ongoing research commitment to the future beyond the end of the project.

Michael et al., (2007) agreed that factor affecting such as in recognizing and rewarding to the faculty members who successfully in integrating their teaching and research, established the faculty development programs in both teaching and research at the school or college level which including the ways in integrating of two domains, promoting the involvement in research for a broad spectrum of undergraduates, verified the contact between the researchers and their advisors, recognizing and rewarding of faculty performance in form of scholarships and applied the same to the performance standards.

Moreover, encouraging the faculty members to use inductive teaching methods (e.g., inquiry-based, problem-based, and project-based learning); providing the faculty development programs that prepare in the same way, recognizing and rewarding those who use the methods effectively; and assessing the effectiveness of the methods in integrating of research and teaching. At the institutional level, recognizing and providing the reward to academic departments and programs that adopt some or all of the preceding measurement in

order to allow the requirement of their proposal evaluation criteria that a subset of the measurable impacts on undergraduate education.

Sarah et al., (2012) found that the factors affecting such as the strategic context that the practice of development elements as the drive of the project which facilitating schools work towards the curriculum to achieve the excellence goals. The schools are supporting from linking the practice of the outcomes to extend the strategy of education; second is the funding for this project that viewed as a catalyst to their development practice. While external workshops facilitating the staff from different schools and as the key aspect of the project. However, site-based coaching replaced these workshops to reduce the costs. Further factor is participation and listening that implied to encourage the first knowledge to construct and revise, also the teaching as iterative which exploring and the ending of this process is constructing of teacher revitalization.

Second is ownership and involvement which means enables teachers to develop as pedagogical leaders. Third is involving other partner which means the teachers are engaging in research to inform the enquiries into their own practice. Besides that, the collaboration of academic researchers and practitioners are enables to share the knowledge in transforming the practice. Fourth factor is resources and systems which related to the people, time, finances and teaching instruments.

Sulo et al., (2012) facilitating factors such as research fund, time allocation to research, academic qualification, and research environment. Mikail et al., (2016) view from defined research problem, they found that several factors are facilitating in this area such as; first criteria to identify research problem, resources to identify research problem, criteria in analyzing the research problem, criteria of assessing the research problem, and the theory of practice balance in research problem.

Ekrem et al., (2013) also viewed from defined research problem, which the continuous discussion need to be foster with scientists so that the information and experience can be exchanged while academic events such as symposium, conference, meetings which undergo to sustainable of new opportunities. Meanwhile, the study topics are allowing in way of researchable and feasible to consider the time and specialization requirements. While other factors such as defining the research topic and problems, individual factors such as the areas of interest and specialization are acquiring to be considered. In selecting the research problems should be contemporary, authentic and beneficial to the discipline, and trends in the discipline which should be followed.

II. Hindering Factors

Catherine et al., (2015) the factors such as lack of funding and resources, motivation or justification, logistic, the access to potential

participants, and participant motivation. Sergio (2011) concludes the external factors such lack of mandatory training in research ethics and the responsible to conduct research, identification and management conflicts of interest, enforcement of current regulations, research ethics committees (minimum, competence, independence, informed consent process, logistics and infrastructure), weak or inexistent institutional accountability, economic disparities and access to healthcare and also the governance.

Mahbub (2014) acknowledged that external factors such bureaucratic process, lack of research knowledge and purpose, geographical circumstances which influencing to the gap of teaching experiences and educational qualification also the school tradition, beside that lack of school facilities. Eliane (2009) said the external factors such as the challenges of an effort during the fieldwork of researchers, and their uncertainties of critical reflections on the process so that it is influence to demotivate in publishing the articles.

Mary (2008) the external factors are consist of the individual and group interviews with teachers during the phase of action research, some reasons to demotivated teachers' to build and imposed the knowledge are covering: lack of specialization and lack of information about research data in the field of language performance; school environment was failed to support research activities; parents control over curriculum content and delivery pace; and lack of self-

confidence which regarding to the correctness and the efficiency of their initiatives. The authority, supervisor, parents, evaluators which related to measure the students and teachers' success or failure, without any concern for teachers and students' emotions, beliefs, and original thinking.

Terry (2013) factors are affecting such as the responsible which often to increase the state or district mandated of curriculums, challenging of the significant barrier to the development of environmental education in the classroom, the curriculum mandate of the school, liability, money, resources and time were the prominent affect. Mehdi et al., (2013) stated that external factors are requiring to inaccessibility of research (there are unavailable access to the particular of research papers). In context of English teaching, teachers are affecting to complexity of research papers, while another point that emerging from the analysis of teachers' problems in engaging the research. The complexities of teacher's qualification in research and generalizing of research findings which the teachers restricted to recognize the similarities across different teaching sites, teachers' lack of control between classrooms, schools and educational contexts, and the quality of academic researchers. Other experienced was the teachers raised in concerning of the academic research qualities.

In same way, Heeralal (2014) said that the external factors for example the availability of resources, class size, learner discipline,

inflexible of curriculum, assessment pressure, textbooks facilities, budget, safety and health of learners. Tichaona (2013) said that, factors are affecting such as lack of funding, library resources, commitment and motivation in conducting research, adequate theory in the area of being researched on and unavailable of workshop.

Karen (2008) founded that teacher are challenges to conduct action research, such as time; the priority to develop the plans of prior action to the implementation, library, and meeting with school-colleagues to collaborate. Second is the area of focus or formulating the research question; identification the topic of inquiry and the development of relevant research question. Third is data analysis or interpretation; incapable to analyze and interpret the data. Fourth is writing the journal; time schedule to write and submit regular journal entries. Fifth is logistics; difficulty to practice the implementation of time lines, the access of computer technology, classroom management is hindering by imposing externally. Sixth is resources; lack of resources to support the implementation of the plan. The last is lack of school-based support.

Flavia et al., (2013) argued factors are affecting such as a lack of training in research methodologies, academic writing abilities were required to conduct and research publication; and lack of knowledge about the use of the effective instructional methodologies, and high-quality of curriculum. Those challenges are hindering by low salaries,

minimum incentive for faculty to invest of the significant time in improving of pedagogy or curriculum and focus of research. Besides that, the Government of Indonesia lack of public funding for higher education and there are few indications show that such as in funding levels are expected to change, despite the recognition of higher educations were prominence to Indonesia's social and economic development.

Lilies (2014) conclude that the external factors are including lack of book references, unable to writing scientific paper, ineffectiveness of teacher forum like (*MGMP/subject teacher symposium*) and lack of information about writing scientific paper workshop. Surnani (2015) stated that the external factors such as lack of support among colleagues, counseling, and teacher duty as administration. In Achmad (2013) agreed that external factors are covering lack of knowledge about scientific research technique, difficult to find the advisor in discussing about research, lack of literature support which indicating of minimum library facilities and the bureaucratic process that undetailed to explain the concept of scientific writing in order to achieve the credit point.

Ristiyanti and Wiwik (2014) found the external factors are the amount of salary and allowances, the facilities of teaching media, the leadership of principle, the frequency of the development activities and the community services participation. Mukrim (2012) claimed the

external factor is collaboration with colleagues from other school. Asep (2016) said the policy of national government of Indonesia is unrehearsed to the system in regularly to maintains of teacher's performance after passing the certification, in provincial level the government was unable to insurance of the training program for in-service teacher level that the percentage in (0.4%).

Sandra et al., (2011) found the external factors such as in action research workshop teachers are lack of the opportunities to practice action research during the workshop program and some of group presentation are reluctant to present which affecting of the workshop that only focus in theory rather than to practice, and lack of sufficient action research module. Desak et al., (2015) concluded that the external factors likewise lack of experiences in conducting classroom action research, lack of classroom action research theory and knowledge of research methodology, lack of cooperation among teachers and principle, unavailable workshop and counselor in sharing of research experiences, job load, and time constraint.

Furthermore there are several theory underlying the factors affecting development of teachers in conducting classroom action research, based on Karen (2008) believes that classroom action research is potential to foster teacher development, which is especially beneficial in view of research that has shown a range of constrained factors such as lack of content participation, confidence

and experiences in teaching science that prevent many teachers from teaching science using inquiry-based and constructivist learning approaches. Besides that, the views of action research as a conceivable solution to the problem of inadequate research, to inform the classroom practice and effecting the positive change in school.

Munisi (2010) action research defines as a spiral of steps which is composing in planning, action and fact of the result findings. Burden theory (1980) he believes that the characteristic of teacher development such as knowledge of teaching activities, knowledge of teaching environment, changing the image of teaching, professional insight and perception, approach to curriculum instruction, motivation to competence level, and effort to acquire of new teaching method.

Ian et al., (2011) from theory of developing students' research skill stated that students need to plan and carry out their own investigation and reflect on the research process. Students' reflection on their process and overall quality of the research is needed to enhance in deeper understanding of research. The word '*research*' used in different contexts. Frequently it is representing of the content that referred to the body of knowledge which related to the meaning of research that students need to master, whereas in other contexts it is used to refer of the process in which student participate when they carry out the research.

Further, the research process is iterative in nature and comprising of individual features which covering: first, posing in academically oriented questions; second, collecting the evidence in responding to the questions; third, formulating the explanations from evidence; fourth, connecting to the explanations of academic knowledge; and fifth, communicating and justifying the explanations. In implementing the research, it is cognitively complex and critical, by the reason of conceptual, procedural and contextual knowledge which is in order to require of decision making, as well as certain skills and attitudes towards in attentive implementation that in proper to data process, consistent reasoning, and critical evaluations.

Carolyn (2000) in theory of cognitive constructivism believes that in constructing the framework of research program on teachers' beliefs, it is acquiring the inquiry coordination of cognitive constructivist and sociocultural perspectives. In further, research on teacher thinking, including teachers' pedagogical content knowledge and beliefs about inquiry, also as a stem of cognitive constructivism. Which, derived from cognitive constructivist perspective, knowledge is not independent of the knower; knowledge in understanding is related to the physical and the abstract of the objects in our experience. For example, there is not one true definition to the existing of inquiry which is discovered, but an understanding of inquiry is constructing by individual participants. Additionally, knowledge is adaptive; the worth

of knowledge is not determining in its degree of truth, but in viability. Those knowledge forms of inquiry which are practical in classroom practice that will become constructing in forms of inquiry.

Besides that, Carolyn view from sociocultural theory, a sociocultural lens can be applied to research on inquiry-based instruction by examining on how teachers implementing the inquiry within the cultural context of their local situations, and how tools, language, and social organizations are using by the teachers and interpreting by the students. Studies on how students appropriate and used of the tools during inquiry-based instruction, how they negotiating in the meaning with peers, and how they are creating of the science identities, which determined by the knowledge based on the value of inquiry. A sociocultural lens applies to both which influencing on the participants in research studies, as well as the contextual, collaborative, and social organization of the research itself. In acquiring collaboration with teachers, it is requiring as considered to cultural factors in their environment, including the constraints to inquiry such as time and resources.

In same line, the theory of cultural models of meaning representing the idealized or typical realities. Humans react to language and actions based on their cultural models. The cultural models are necessarily affecting on communication in the classroom, as teachers and also organizing the students interact. Similarly,

cultural models affecting on researchers', teachers' understandings of classroom instruction and reform of initiatives. The construction of cultural models facilitating the research by outlining the effort in authentic communication among researchers, students, and teachers.

In coherence to transformational model of teaching reform theory, stated that transformational model of science teaching reform should be applied including the elements such as recognizing the importance of teacher beliefs, which acknowledged that teacher's experiences in influencing by the tensions of changing the process, encouraging the teacher reflection, and constructing the interactive environments to foster the conceptual connections.

Chantal (2010) in perspective of theory induction, they believe that, the developments are regarding to the induction programs which stem from the 1980s – 1990s. Moreover, several scholars emphasizing that the importance of comprehensive induction programs for beginning teachers mainly for two reasons. First, an induction program is important to sustain the professional development of beginning teachers. The beginning teachers are fostering in preparing by pre-service education, but an important part of what teachers have to learn which is only be learned while in regular teaching process. In classroom, beginning teachers are acquiring to effort their knowledge and skills into practice, to

encounter the issues that uncommon addressing during their pre-service education.

Indeed, from research perspective, the believes which constructing from the view of teacher induction evolution by emphasizing on instruction that related to support, which requiring to be successful in classroom practice. Teacher induction was typically viewed from a deficit model: beginning teachers are inferring as incapable individual to perform all of the appropriate tasks, and an induction program is facilitating to bridge the gap. This implied that the attention was mainly focused on organizing and managing the instruction, and also developing the instructional routines.

CHAPTER III

METHODOLOGY

3.1 Research Design

This chapter explains the research design methodology, data, data sources, and data analysis procedures to comprehend the process of this research.

This study used survey design to identify the internal and external factors (facilitating and hindering factors) affecting the development of senior high school English language teachers in conducting classroom action research. Hannah (2011) stated that survey method is measurement process that involves in asked the questions of respondents through collected information of small number of people to be representative of a larger number of people.

Indeed, this research used cross sectional survey design that one of the two types of survey, beside longitudinal survey design, Creswell (2012, p.377- p. 378.). Creswell said that cross sectional design examines current attitudes, beliefs, opinions, or practice, and researcher can collect data at one point in time. In short, the purpose of this survey design was to describe or identify the internal and external factors (facilitating and hindering).

Related to this research which was to describe the factors affecting the development of teachers in conducting classroom action research, Nigel, Nick and Amanda (2009) stated that survey is a traditional way to conduct research, so that survey particularly is used for non-experimental design that seek to describe reality.

3.2 Population and Sample

Population was defined as the group or units that occurred of the characteristic or interest which related to research design, and the sample was a subset of population which representative of research design. Indeed, the population of this research design was senior high school teachers in Jakarta, while the sample was senior high school English language teachers.

3.3 Data and Data Source

The data of this research were the answers of questionnaire and interview, fulfilled by 51 respondents of English language teachers, in Jakarta. These data entailed of internal and external factors (facilitating and hindering). The data source was senior high school English teachers, the teachers (respondent) of this research were included 51 teachers of private and public senior high school in Jakarta and the list of school is shown on appendix two.

3.3.1 Sampling Technique

This research was used convenience sampling in purpose to meet of the research purposes which covered factors affecting the development of senior high school English language teachers in

conducting classroom action research. Hence, Etikan, Musa and Alkassim (2016) said that this sampling technique is a type of nonprobability or nonrandom sampling where members of the target population are meet to the certain of practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate in which related to the purpose of the study. In other words, they said that it is also referred to the researching subjects of the population that are easily accessible to the researcher.

3.4 Data Collecting Procedures

The data was collected throughs delivering the questionnaire which covered of paper-pencil through the respondent's checklist; while interview data used face to face and self-completed by the respondents of this research. The data of questionnaire and interview is provided on appendix one. The questionnaire form used Liker scale ranging from 5 (strongly agreed), 4 (agree), 3(slightly agree), 2 (disagree), 1 (strongly disagree).

3.5 Validity and Reliability

The scientific measurement for research instruments that used in this study covered validity and reliability; validity was to measure the research instruments that covered content validity, construct validity and criterion validity. In other words, the instruments were validating by an expertise who was the academic advisor through revising in several times, then supported by related study and theory that coherence to the research topic and also for the instruments.

Further, the instrument constructed by valid scale and criterions which reliable based on the characteristic of respondents, the research topic and research purposes. While, reliability was the step to acquire stability, equivalence and homogeneity to each indicator of the instruments which used in preliminary study in administered at different times to the same respondents and standard which equivalent to provide the same result.

In pilot study, the instruments were tried out to the teachers who had the same background to the research respondent. In this phase, it showed the validity criterion of research instrument was acquired same standard to the research instrument. Means that, the research instruments were reliable and valid to conduct in this research. Statically, the validity of research instruments was measured through Pearson formula, while reliability was used Alpha Cronbach's formula to determine the value of variance in each research instruments criteria, total variance and reliability. The following data validity of research instrument can be seen on appendix three.

Validity measurement used Pearson formula was explained as follow, which:

N (total respondent): 51

$\sum X$ (**x** total score distribution on **x** distribution): 193

$\sum Y$ (**y** total score on **y** distribution): 7881

ΣX^2 (total degree of x distribution): 775

ΣY^2 (total degree of y distribution: 1233603

ΣXY : (sum across to the total degree of x distribution values to the total score): 30320

$$\begin{aligned}
 r &= \frac{n \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{n \cdot \Sigma X^2 - (\Sigma X)^2\} \{n \cdot \Sigma Y^2 - (\Sigma Y)^2\}}} \\
 &= \frac{(51 \cdot 30320) - (193 \cdot 7881)}{\sqrt{\{(51 \cdot 775) - (193)^2\} \{51 \cdot 1233603 - (7881)^2\}}} \\
 &= \frac{1546320 - 1521033}{\sqrt{(39828 - 37249) (62913753 - 62110161)}} \\
 &= \frac{25287}{\sqrt{2276 \cdot 803592}} \\
 &= 0.591
 \end{aligned}$$

In short, based on the validity measurement used Pearson formula it concluded that, r -value: 0,591, while r -table (n) was the number of measurement items: 20, α ($alpha$): 0,05 = 0,2814, means that r -hitung > r -tabel,

Reliability of research instruments statically measured on three phase; the value of variance in each research instruments criteria, total variance and reliability. The following measurement as follow:

I. Value of variance in each research instruments criteria:

$$\begin{aligned}
 S_i^2 &= \frac{\Sigma X^2 - \frac{(\Sigma X)^2}{n}}{n} \\
 &= \frac{775 - \frac{193^2}{51}}{51} = 0.88
 \end{aligned}$$

II. Total variance:

$$\begin{aligned}
 S_t^2 &= \frac{\Sigma X^2 - \frac{(\Sigma X)^2}{n}}{n} \\
 &= \frac{1233603 - \frac{7881^2}{51}}{51} = 5048.61
 \end{aligned}$$

III. Reliability:

$$\begin{aligned}
 r_{11} &= \frac{k}{k-1} \left(1 - \frac{\sum S_i^2}{S_t^2} \right) \\
 &= \frac{41}{41-1} \left(1 - \frac{34.57}{309.0} \right) \\
 &= 0.910
 \end{aligned}$$

3.6 Data Analysis Procedures

The analysis procedures of the research instruments result were covered:

- I. Editing: in this phase the results was cross checked to the questionnaire and interview result.
- II. Coding: this phase in order to categorize the result based on the scale of questionnaire and the same answer of interview.
- III. Tabulation: this phase was analyzed the result of research instrument that was coded, and displacement to the table in further analysis which the result of questionnaire measured through statistical in described of the frequency distribution that covered the range (maximum and minimum data), class interval distribution that refers to; lower limit, upper limit, absolute frequency and relative frequency. Next, displayed into histogram graphic that covered average, variance (average squared deviation of values from mean that symbolized of, **S²**) and variance (standard deviation which square root of the variance that symbolized of, **S**).

The detail procedure of data analysis described on appendix four.

CHAPTER IV

FINDINGS & DISCUSSION

This chapter discusses the findings and discussion of the research which are about factors affecting the development of senior high school English language teachers in conducting classroom action research, which either facilitates as well as hinders teacher development. This part presented the research finding of the research questions which covered the internal and external factors which facilitate and hinder affecting the development of senior high school English language teachers in conducting classroom action research; the finding presented; in first point (4.1) was facilitating factors (the answer of questioners and interview) and second (4.1) was hindering factors, supported by the figures of each result, while the figure of interview result and interview transcription can be seen on appendix five.

The general findings of this research result of factors affecting the development of senior high school English language teachers in conducting classroom action research can be seen on figure (4.1) of internal factors which has eight sub factors of motivation as follow sub district, government, administration, self, family, colleague (other school), principle and colleague (in school).

While on figure (4.2) of external factors which has eight main factors and also in each main factor which covered several sub factors, as follow; first is, school or government policy (school policy, government policy, government policy of the research funding, school policy of teacher's credit point, government policy of teacher's credit point, government policy of teacher's certification). Second, school facility (the facility of literatures sources in library, internet facility in school, computer facility in school, the available of air conditioner in each school rooms and the entire of school facility). Third, teacher profession atmosphere (in school level, sub district level, district level, province level and MGMP level). Fourth, teacher's profession mandate (as room teacher, as subject teacher, as principle, as administration, as vice principle, designing syllabus, school supervisor or examination supervisor, as counselor and other mandate).

Next is curriculum (curriculum mandatory from government and the used of new curriculum in school). Sixth, national or school examination (the preparation of national examination, school mid-term and school semester examination). Seventh, training (research training in school level; in sub district level; in province level; in national level, research training is funding by school; funding by government, research training mentoring by qualify trainer or mentor, the available of internet access in research training and the available

of research module or related reading resource in research training).

The last is teacher's mastery of their discipline skill.

In brief, in internal factors of motivation showed that; the rank of facilitating factors percentages as follow first sub-district motivation (62.7%), government motivation (86.3%), administration motivation (90.4%), self-motivation and family (96%) and also colleague; from others school motivation (100%). While, hindering factors covered principle motivation (51%) and colleague; in school (53%), the following figure is describing the rank of internal factors percentage as follow:

Figure 4.1: The Rank of Internal Factors (Motivation)

Percentage

No	Factors of Facilitating	Percentage
1	Sub-district motivation	62.7%
2	Government motivation	86.3%
3	Administration motivation	90.4%
4	Self-motivation	96%
5	Family motivation	96%
6	Colleague motivation	100%
No	Factors of Hindering	Percentage
7	Principle motivation	51%
8	Colleague motivation	53%

External factors which covering of seven sub factors that significantly facilitating such as; school or government policy showed in credit point of government policy (86.3%), credit point of school policy (94.1%), teacher certification policy (94.2%), school policy (96.1%) and government policy (96.1%), school policy in providing the budget to teacher in conducting CAR (96.1%), government policy in providing the budget to teacher in research (96.1%).

School facility factors covered such as; library (74.5%), computer set (86.3%), whole school facilities (98%), the facility of air conditioner (100%). While hindering factors only in internet access (94.1%). Besides that, teacher's profession atmosphere factor showed in all sub factors are significantly facilitate, those factors as follow; province level (94%), sub-district level (96.1%), school level (98%), district and MGMP level (100%).

Teachers profession mandate showed significantly facilitate, from sub factors of; homeroom teacher (54.9%), subject teacher (62.7%), school or exam supervisor (92.1%), school counselor (84.3%), principle (84.4%), administration (94.1%), vice principle (99.9%), others duty (100%) and design syllabus (100.1). Curriculum factor covered such as; the obligation of new curriculum by government (84.3%) and new curriculum that used in school (100%).

National or school examination factor showed significantly facilitate that covered; the preparation of school mid-term (60.8%), the preparation of national exam (80.4%) and the preparation of school semester exam (100%). Teachers training factor also showed all sub factor are significantly facilitate, that factors covered; research training in national level (50.9%), research training in school level (70.5%), the literature sources or module of research training (70.5%), research training mentoring by qualify instructor (74.5%), research training in sub-district level or rayon (92.2%), the training program funding by school (94.1%), research training in province level (96%), research training facilitating by internet access (98%), research training funding by government (100%). In last main factor of teacher's background knowledge showed (96.1%)

Inherent, the finding of external factors in brief showed that among of the factors, only factor of school facility which teachers were facilitating and also hindering, so that in the rank of percentage among the external factors finding, can be describe on the rank of average percentage, as follow:

Figure 4.2: The Average Percentage of External Factors

N o	External Factors	The Average of Percentag e	Facilitatin g	Hinderin g
1	School and governme	94.1% - 96.1%	✓	✗

	nt policy			
2	School facility	74.5% - 100%	✓	91.1%
3	Teachers profession atmosphere	94% - 100%	✓	✕
4	Teachers profession duty	54.9% - 100.1%	✓	✕
5	The new curriculum obligation by government	84.3%	✓	✕
6	The new curriculum that used in school	100%	✓	✕
7	National or school examination	60.8% - 100%	✓	✕
8	Teachers training	50.9% - 100%	✓	✕
9	Teachers background knowledge	96.1%	✓	✕

Next in interview findings, the facilitating factors of internal showed that (16%) of the respondent's answer stated that they motivated by self-motivation, the requirement for attainment of their **S1** bachelor, profession duty, improving their knowledge and to solve classroom teaching learning problems. While (16%) respondent answer stated that they in once to twice time are conducting classroom action research. Besides that, (37%) stated the role as a teacher is important in conducting classroom action research, and

(42%) said the relationship of teacher's duty in conducting classroom action research are as job partner, the mediator of students and researcher, teachers as researcher, observer and evaluator.

External factors, teacher's profession atmosphere is facilitating in conducting CAR (27%), (34%) about the school policy they stated that the policy is facilitating in conducting CAR. Further, (34%) stated that they facilitated by research training, MGMP (subject teacher's symposium) and the training of scientific writing. Moreover, (35%) stated that teacher's duty is facilitating in conducting classroom action research, as (36%) said that the preparation of national examination is manageable so that teachers facilitating in conducting classroom action research. In school facility about (37%) said the facility is facilitating in conducting classroom action research. Indeed, (39%) said the curriculum in school facilitating to conduct classroom action research.

Whereas, the hindering factors of interview result showed that, internal factors; as (9%) said teacher's role is hindering in conducting classroom action research, (14%) said teachers duty is hindering, (35%) they unmotivated in conducting classroom action research and (35%) said they are hindering of the funding, experiences, unavailable of specific policy or role to conduct CAR, time restriction, school facility, unavailable of mentoring session, lack of research knowledge, as pre-service teacher and job loaded.

External factors showed the hindering factors in conducting classroom action research are; as (12%) said the curriculum factor that affecting in teaching method such as inadequate, the loaded of teaching schedule and curriculum that teachers applied is complicated. As (14%) said the factor of school facility is hindering such as internet access, computer set (printer), the acquirement program of school facility that insufficient to teaching and learning circumstances, literature references and library. Further, factor of national examination as (15%) teachers said when prepared that exam, they encountered of time management, (16%) said teacher's duty is hindering which affected by time management and loaded of others duty, while (17%) said the factor of school policy is hindering such as the bureaucracy process. Moreover, (17%) teachers are hindering in conducting CAR which affected by infrequently to participate in MGMP, research training and also the training of writing scientific paper. Indeed, as (24%) said the teacher professional atmosphere is hindering which affected by the lack of school appreciation to teacher's performance.

In accordance to the description of research findings above, the next part defined into the dominant factors of internal and external (facilitating and hindering) the development of senior high school English language teachers in conducting classroom action research,

the findings of dominant factors covered point (4.1 and 4.2). which are the research findings of questionnaire and interview answer.

4.1 Facilitating Factors Affecting Teachers Development in Conducting Classroom Action Research

Internal factors of motivation which is consist of eight sub factors; self-motivation, family motivation, teacher colleague motivation, principle motivation, teacher peer motivation, administration motivation, sub-district motivation and government motivation. While the dominant of internal factors facilitating the development of teachers in conducting classroom action research covered self-motivation and family motivation (96%), colleague motivation (100%), administration motivation (90.4%) and government motivation (86.3%) and can be seen on (p.94). Whereas on the interview results of scientific writing training or research training showed that, the internal factors which facilitating the development of teachers in conducting classroom action research, is the teachers' duty about (42%), and the can be seen on (p.94):

Figure 4.3: Factors Facilitating Teachers Development in Conducting CAR

Figure 4.4: Facilitating Internal Factors of Interview Findings

Further, the external factors facilitating the development of teachers in conducting CAR are showed on eight main criterion which first school or government policy that consist of (7 sub factors), second school facility that consist of (5 sub factors), third teachers profession atmosphere that consist of (5 sub factors), fourth teachers

profession duty that consist of (9 sub factors), fifth curriculum that consist of (2 sub factors), sixth national or school examination that consist of (3 sub factors), seventh training that consist of (9 sub factors) and teachers knowledge skill that consist of (1 sub factor).

The external factors which dominantly facilitate such as: first factor of school or government policy showed the dominant factors are point one to four which one is school policy, second is government policy, third is school policy in providing the funding to teachers in conducting CAR, fourth is government policy in providing research funding to teachers in conducting CAR which all of the sub factors are (96.1%) the figures can be seen on figure (4.5). In addition, the dominant factors of school facility which covered of sub factor point five which is the entirely facilities in school (98%) and sub factor point four is the facility of air conditioner in school (100%), while the figure can be seen on page (p.96).

Figure 4.5: The Dominant Factors of School or Government Policy

Figure 4.6: The Dominant Factors of School Facility

Factor the dominant facilitating factors of teacher's profession atmosphere such as on sub factor point one which profession atmosphere in school level (98%), profession atmosphere in district level (100%) and profession atmosphere in MGMP or subject teacher symposium level (100%), the figure can be seen as follow:

Figure 4.7: The Dominant Factors of Teachers Professional Atmosphere

The factor of teacher's duties showed the dominant factors of sub factor point four which is vice principle (99.9%), sub factor point six is to design syllabus (100.1%) and sub factor point nine is other duties (100%). The figure can be seen as follow:

Figure 4.8: The Dominant Factors of Teachers Duties

The dominant factors of curriculum showed on both sub factors of the obligation of new curriculum by government (84.3%) and new curriculum that used in school (100%). While in factors of school or national exam, showed the dominant factors such sub factor point one is national exam preparation (80.4%) and the sub factor point three is school semester preparation (100%). Indeed, the factor of teacher's background knowledge is (96.1%) besides that, in interview showed on point six of school facilities is (37%). The figure can be seen on (p.98).

Figure 4.9: The Dominant Factors of Curriculum, National or School Exam, Teachers Background Knowledge and Interview Result of School Facilities

4.2 Factors Hindering Teachers Development in Conducting Classroom Action Research

The hindering factors of Internal to the development of teachers in conducting classroom action research which showed the dominated factors of teacher colleague (in school) motivation (53%), while in external factors which the dominated of school internet access (94.1%); in interview result the external factor showed the dominant hindered was teachers job atmosphere (24%). The figure can be seen on (p.99).

Figure 4.10: Hindering Factors

4.3 Discussion of Findings

Further, this part discussed of related previous study and theory that is related to this research which is factors affecting the development of senior high school English language teachers in conducting classroom action research (CAR).

In relation to research question and the purpose of the study that described internal and external factors affecting development of senior high school English language teachers in conducting CAR, in internal factors Joyce (2014) stated teacher is motivating by among other things such a good salary, personal growth, development and sense of belonging or security, pride in the teaching profession, good working environment and conditions. In coherent, in the field of motivation by consensus.

In same line, Joyce (2014) stated that motivation in relation to all organizations should aspire to meet the goal. Employees required to be valued, be part and as a parcel of the organization. Also, the sense of ownership in relation to the employees is essentially overcome, in which conducive leadership style which considered to stimulates the employees' performance. Likewise, as one of the essential way that related to construct respectable employee relations that foster informal and interpersonal groups at work, and also acceptable compensatory schemes and salaries. Actions to satisfy employees' needs, is increasing the qualities of work life were considered to require in covering each practice of the organization. In deal with that motivation as support to organization that seeks to effectively succeed.

Muhammad and Sabeen (2011) sated motivation itself affected by some factors such as personal or social factors, classroom environment, socio economic status, student's behavior which examining the stress, rewards or incentives, self-confidence or personality of teacher. Means that, those factors either transformed as facilitating factors or hindering factors directly influence teacher in development.

Abdul and Anne (2014) explained that the word of motive, motivate, motivation or '*motivity*' is the power of initiating or producing movement. Originally derived from the Latin word '*movere*', this

means ‘to move.’ Motivation developed from motive. So, that motive, want, desire, and wish were some words that referred to the inner state of being in relation to something in the environment. They stressed that motivation or motive ordinary is deriving from the internal factors but in the other hand it influence by external factors in order to achieve the goal. In action, motivation as dilemma to individual in comprehends or recognizes of some circumstances.

In fact, motivation was achieved or constructed when an individual considered or aware to self-evaluation, perceived self-efficacy to set the goal. In coherent, motivation also is relied on personal, social, cultural, economic and geographical condition. Therefore, motivation is considered in three levels such as first the intensified or diminished motivation means that a ‘complex interplay among the (doers), group and society in which they were placed’ to foster or hinder the actions. Second, actions, to a large extent were influenced or determined by the individual’s attitudes and beliefs towards the action, the amount of perceived control over it and the subjective norms or circumstances that govern or surround that behavior.

Georgios and Athanasios (2014) said that training program was one of the factors in teacher development which obligated factors or could be non-obligate factors to the teacher participated. So, that training program to teachers was based on their motivation to involve

or as the optional professional development activity. Base on motivation factors, this factor is obtainable to the basic futures of teachers learning and successful in professional development. Further, there some reasons to teachers involving in professional development activity such as linked the theory to practice, curiosity, improving students learning, collaboration, pleasure, and knowledge that this reasons categorized into intrinsic reasons.

In similar, Sharon, Anthonius, Gerda, Andries and Rashmi (2016) they agreed that factors influence teacher development such as in facilitating factors were the personal desire to learn and enjoyment or relaxation which experienced by learning as a change of pace from the routine. But the other side, hindering factors such as lack of time, high costs, lack of motivation, or interest and negative attitudes toward the compulsory nature and also additional barriers like lack of understanding of the concept and technical problems were as a tradition, although motivation plays an important role as both side of facilitator and as a barrier or hinder.

Jiying and Hongbiao (2016) they divide the factors influence teacher professional development in part of pre-service and in-service teachers and also the majority factors influence in-service teachers. First in pre-service and in-service teachers they found facilitating factors for example personal characteristics, teacher autonomy, level of teaching, altruistic values (full of responsibility), working

environment (leadership, working relation, institutional support), intrinsic values (perceptions, expectations, responsibilities, self-evaluation, intellectual stimulation, and concerns about teaching).

On hindering factors, such as working environment (stress, administration, inadequate career structures, teaching repetitiveness), teacher autonomy (insufficient of self-efficacy, the self-consciousness of teacher autonomy), extrinsic values (low salaries, less opportunity to conduct research), students (attitudes, behaviors). Second the majority factors influence in-service teacher such as teacher motivation and teaching effectiveness which including teacher's goal orientations for teaching to forecast their instructional practice, the approaches to teaching and the improvement of teaching practice.

Next, teacher motivation and student motivation are including student motivation via teachers' through motivating strategies and the extent to which the teachers autonomous-supportive or controlling significantly by influencing on the students' intrinsic motivation and determination. In language teacher, motivation factor is related to highly motivated by intrinsic factors than extrinsic ones and also teachers' enthusiasm and commitment were generally confirmed to be the most important factors that motivate learners in language learning. While in instruments factor which including an integrated model of teacher motivation based on the expectancy value, learned incapacity

and also to measure goal orientations for teaching based on goal orientation theory.

In addition, Mastoor (2013) said that the factors influence teacher development such as in facilitating factors covered teaching styles, presentations, different materials, and learning tasks. While hindering, were teachers' mandate in conducting of administrations. This includes clarified the aim of the task, developing learners' anticipation toward the task, and facilitating suitable strategies for doing the task. While HakElimu (2011) motivation factors such as teachers' background information, teachers' participation in professional development programs, teachers' motivation and attitudes towards teaching, commitment to the teaching profession, commitment by school ownership, and satisfaction with the teaching profession by gender besides that, variation in teachers' commitment and satisfaction with the teaching profession through teaching experience, the subjects and also the effectiveness of school administration. Nina, Gulshat, Viktoriya, Ildar, Firuza, Ilsiya and Ekaterina (2015) stated from the concept of research competence stated that motivational is including of the research activity in individual, and communicative which referred to a set of skills that allow in obtaining and conducting of scientific knowledge.

In external factors discussion, Volkan and Ayşen (2010) strengthen that factor influence teacher professional development

such as work experience, past events, career stage, social and political conditions, school cultures, leadership and colleague support, dialogue between the individual and the system, the quality of learning experience, the relation of learning experience with the cognitive and sensual needs, and also the responsibility of teachers' own learning.

In same line, such work experiences, career stage, colleague support to the quality of learning experiences were inferred as internal factors that assisting teacher awareness and scaffold through another factor which external, in order to develop their professional development. While Georgios and Athanasios (2014) the extrinsic reasons are qualification achievements, authority, professional beliefs and fee payment. Similar reasons such as gaining new skills to enhance classroom practice, eligibility to compete for the position or certificate maintenance and career mobility. Jiying and Hongbiao (2016) extrinsic values (social status, job security, job transferability, time for family, financial benefits, family, community influence, convenience and benefits of teaching), prior teaching and learning experiences, social and cultural context, working environment (authority, leadership).

In addition Beatrice (2011) stated the factors are influence teacher development for example partnership, collaborative network, workplace interaction, school university partnership, teacher co-learning, reflection process, tools as learning instrument; macro

condition such educational system, policy environment and reform, historical approach and particular theoretical model; school culture, cognition, beliefs and practice, students learning and teacher satisfaction, specific areas and issues that related to research article or scientific journal which teacher or practitioner used as literature resources.

Willy and Emmanuel (2008) stated the factors that influencing teacher professional development for example the process of organizational mechanism and practices, involved of continuous monitoring that planed and scheduled in short-term training program also seminars that in purpose to review, reflected of the teaching and learning process. This phase facilitating by the principle and or administration through cost or funding and also the qualified trainer and mentors.

They also defined other significant factors which facilitate the professional development of teachers that covered; first, conceptual factors such as how to change; teaching and teacher development perceived, school leadership, organizational culture, external agencies and the extent of site based initiative. Second, methodological factors that related to design in supporting of teacher professional development of interactive system model among five key of educational stakeholders that referred to national department of education, universities, school, the community and teacher

themselves. Indeed, the factor of motivation was played significant role in all factors of teacher development.

Muhammad, Hasan and Shakeel (2010) concluded that the reason behind teacher development like national and international scholarships, teachers training, increasing salary packages, revising teaching compensation programs. The reasons before, means that teachers are aware of their self-efficacy to enhance the capacity as professional's. HakiElimu (2011) the factors which influencing teacher development such as first; the variation of student academic performance by school ownership, second; relationship between teachers' qualifications and students' academic performance, third; variation in performance by the level of teaching and learning facilities and also the effectiveness of school administration.

Nina, Gulshat, Viktoriya, Ildar, Firuza, Ilsiya and Ekaterina (2015) they stated in context of analysis the problem to improve competitiveness of professional education institution; the problem of contemporary teachers' commitment to research activities was regarded as an essential condition to improve their competitiveness. Erik and Piet (2007), teacher competence characteristic is categorizing into integrated action proficiencies, which constructed of clusters of knowledge structures, cognitive, interactive, emotional, and where necessary psychomotor skills, attitudes and values which

benefits to; performing tasks, problems solving, the ability to act in a particular: occupation, organization, position, and role.

They defined three general competence of teacher profession such first component 'actions' refers to professional activities which relates to delivered instruction, provided feedback to students, and created a cooperative classroom atmosphere. Second, some teacher activity takes place within a specific context in which a teacher acquiring to make decisions, on a long-term basis (planning ahead) or in prompt within a classroom situation. Third when adjusting the decisions and to perform activities, teachers is acquiring to describe from professional knowledge base and some personal characteristics.

In the concept of research competence, further Nina, Gulshat, Viktoriya, Ildar, Firuza, Ilsiya and Ekaterina (2015) stated that, there are additional definition to the research competence such as the ability and research skills which related to the analysis and evaluation of scientific material that referring to a special functional system of the psyche and integrated to set off the qualities of person that facilitated with the opportunity to be an effective subject of this activity; or it is including of three interrelated components which are: methodically reflexive, motivational and communicative. The methodologically is refer to the frame of knowledge's and concepts were necessary to the researcher formulating and solving the research problems in their

professional activities, also analysis, control of their scientific research and the results.

Otherwise, Lorenzo (2008) considered that the research context was approach with concern about the periodic and inconsistent conditions that defining teacher in induction practices. Teacher induction and mentoring, is implying as primarily in pairing of an experienced teacher with a novice. Therefore, Figen and Tuba (2008) argued that teachers were considered as professionals who known to be trained as reflective pragmatists, which able to relate the instructional applications in research, and who cooperate to inform other teachers through the publications of their own studies which regarding to their own teaching. In the profession of teaching, research on teachers is seen as a necessity to develop teacher job.

Additionally, teachers were considered as expert of reflective practitioners who associate to the research, teaching approaches and published the studies that related to their teaching approaches in order to enlighten other teachers on the practical teaching approaches. It became inevitable to teachers which involving in research projects that related to their professional development and also to plan the lessons, evaluation, and communication with parents.

The understanding of research-teacher was considered as useful in several ways such as professional development of teachers, reflective thinking about their own practices to promote a research-

based school culture, strengthen the relationship among teachers in the school which able to comprehend the gap between researchers and practitioners also between theory and application; the revision of the current programs through the evaluations of the educational theories; and having teachers themselves to ensure the educational changes. While related literature indicates that teachers have some obstacles in the process of conducting research. Those obstacles are showing that teachers' is insufficient background knowledge of research, lack of time in conducting research; unsatisfactory support of the educational institutions and restrictions by school administrations.

Sarup and Scott (2016) viewed from the classroom management perspective that classroom management consists of a wide variety of skills, strategies, and competencies that teachers are acquiring to engage and productive to preserve students' academic. Indeed, to engage in personal evaluation of teacher capabilities to organize and execute professional development to attain the goals, moreover this phase is expected to discover the relevant experiences and significantly in transformed their classroom practices. Thus, in prompt of teacher views and beliefs about their own practice, they are considering to design the professional enhancement opportunities while they expected to adopt new approaches and refine their existing practices, in accordance they stated coaching, mentoring, or study

group experiences were embodied in structure to provide the sustenance of teacher professional learning.

Aleftina and Almaty (2016) said that research competence of the future English foreign language teacher is acquiring to the existence of knowledge, experiences and a number of skills which the purpose of fulfilling the cognitive (intellectual) needs in a professional domain. In education community, they considered research activity as the process of new knowledge that obtaining the perquisite to teacher's professional growth.

Sarmadan (2013) pointed out the low quality of education in Indonesia was influenced aside from the low of qualification and competence of teachers, which tends to unqualified, under qualified, and mismatch. Being a teacher was a professional job, which requires a special expertise. Due to the special skills, teachers are identical to vital role in the strategic and learning activities, this phase determined by the quality of education in an educational unit. Therefore, the system of adult education and in teachers learning process is acquiring to interconnect. The particular expertise which was distinguishes of the teaching profession with other professions. On the other hand the principal difference between the teaching professions with other professions lies in its duties and responsibilities. Duties and responsibilities were closely related to the abilities which requiring to

assume that profession and basic skill was the competence of the teachers.

In a broader scope, duties and responsibilities of teachers distinguish in several levels: first the teacher as an instructor; second teacher as mentor; and teacher as class administrator. Thus, the duties and responsibilities of teachers was unconstrained only to educate, teach, guide, direct, train, assess, and evaluate students, but in extended to the duties and responsibilities as administrators also involves as classroom teachers. Duties and responsibilities of classroom teachers as administrators essentially is the link between the administration and management of teaching field in general.

In fact, the convergence of duties and responsibilities of teachers such as: first teacher serve as an instructor; second teacher serve as mentors; third classroom teacher served as administrator; fourth teacher served as curriculum developer; five teachers were assigned to develop the profession, and six teachers in charge to build relationships with the community. Therefore, teachers in their duties and responsibilities as curriculum developers implies that teachers required in ongoing to discover of new ideas, improving the educational practice which particularly in the teaching practice.

Moreover, the role of the teacher in a wider context, included: first the teacher as the instructor; second the teacher as a mentor (teacher as counselor), third the teacher as scientist; and fourth the

teacher as a person. Furthermore, there are some of additional noted of the role as a teacher such as: first teacher as communicator; second teacher as modernization; and teacher as a constructor. Besides that, teachers through the duties and responsibilities as scientists is to develop the knowledge and nurture constantly, along with the development of science and technology.

John, Fransesca and Justin (2015) defined that the issue of teachers' professional competence was a thorny. While often it presented in an unproblematic custom, the concept of competence was accustomed which related to the core considerations regarded to what teachers determine the role, as considered and entailed in specific work environments. Competency, or rather competencies, was constituted of the skill base and in essential of represented to the technical dimension of the teaching profession.

The teacher role not only a set of skills, it covered of the skills and competencies as essential component of teacher education, but to extend the holistic approach which forcing to ensure that attitudes and personal values that also cultivated. Pre-service teachers were considered to propose the opportunity in experiencing of the professional scenarios that in addition to the development of specific skills to assist effectively in the regular teaching activities and also as the challenge to their perceptions, foster the awareness of their own values and cause attitudinal shifts. Therefore, it was important that

pre-service teachers were recognizing to scenarios that reproduce of real life contexts to allow in reduced 'practice shock.' Such learning scenario is required not only the ability to perform but also to express their creativity, individuality and the prominent principle judgment.

Additionally, Paloma and Rosanne (2011) defined that among many factors were influenced to the education quality, it is widely recognized that teachers play a crucial role, and beside that teacher quality was prominent influential as school-based factor which affected to student achievement. Researchers, policy makers, program designers and evaluators are interconnected to the teachers' quality of learning and teacher ability, which improved through those factors. The key characteristics of a high-quality teacher is related to: commitment, mastery of subject didactics and multiple models of teaching, the ability to collaborate with other teachers and adequate of capacity in reflection, and also the individual teacher, school, and the external policy of environment.

Further, as implemented in some countries such America, Australia and New Zealand, this countries are defines the seven roles of educator ability that obligated to perform and describes in detail of knowledge, skills and values that were necessary to perform in the roles which successfully such as: first learning mediator; second interpreter and designer of learning programs; third leader, administrator and manager; fourth scholar, researcher and lifelong

learner; five assessor; six a community, citizenship and pastoral role; and seven was learning area or subject, discipline and or the phase of specialist role.

In relation to seven roles above, those roles were determined into three competences that aimed to minimized the dichotomy between theory and practice, such as: first practical competence was defined as the ability in authentic context in which to consider a range of possibilities action in adjusting the decisions to possess the opportunity, and to perform the action that selected. Second was foundational competence where the learner demonstrates an understanding of the knowledge and analyzing to which underpins of the action. Third reflexive competence refers to the ability in integrating or connecting to the performance and comprehensive decision with understanding and ability, to adapt and or change of unpredicted circumstances and also was able in explained the reasons behind these actions.

Helen (2015), addressed that research and inquiry not only those who choose to pursue an academic career. It is central to professional life in the twenty-first century. Undergraduate research as “the pedagogy for the 21st century” where an inquiry-based model as nurtured within collaborative enterprise between mentee and mentor. All undergraduate students in all higher education institutions should extended to the learning experience through research and inquiry. In

certainly way, it was achieved only when the experiences were integrated into the curriculum.

Moreover, to underline the discussion of research findings above, this part presented some related theory to the factors affecting the development of senior high school English language teachers in conducting classroom action research. Georgios and Athanasios (2014) underline from motivational theorists suggest that autonomous motivation is to learn of instrumental to optimal learning and performance, individual adjustment and psychological functioning, greater creativity, and persistence in many different educational settings. This means that teachers' motivation to be involved in new learning experiences, such as in-service training programs, should be fundamental for the success of these programs.

They added from self-determination theory (SDT) that viewed that teachers' quantity and also the quality of motivation presents a wide variety, relative to the various of work-related tasks that they have to carry out. Indeed, highly motivated teachers in teaching or in class preparation could be less motivated to participate in further training and professional development, for a number of the reasons which covered of: some training programs might be limited, or located out of their reach; or they feel satisfied and effective in the way of they teach so that its potentially unmotivated to involved training; or they lack of the chance, to devote their personal time for these activities. In

short, teachers' intentional engage in any in-service training program becomes extremely important and worthy of inquiry.

Furthermore, self-determination theory stressed that peoples' behavior can be intrinsically motivated, extrinsically motivated, or unmotivated depending on the reasons for their involvement in a given task. Intrinsic motivation refers to engage in an activity for the inherent enjoyment and pleasure, without the mediating effects of external rewards or pressures, and it is considered as the most self-determined type of motivation.

On the other hand, extrinsic motivation concerns to the participation in a task for contingent outcomes. In view of SDT (self-determination theory), there are number of extrinsic motivation types that lie across of continuum in low to high self-determination. Thus, extrinsic motivation can be distinguished as follow: first is external regulation; where the reasons for engagement linkage to the attainment of material incentives, recognition, rewards, or to avoid punishment. Second is interjected regulation where self-determination is relatively higher in the case of external regulation, but the reasons for the engagement in the activity were avoided to internalize. Third is identified regulation, were the reasons for doing an activity in reflecting the pursuit of fully-internalized outcomes that demand of effort which is unmotivated, and it is considered as a highly self-determined of extrinsic motivation. Unmotivated refers to the lack of

preference to achieve the goal, where people are enacting passively, unwillingly, or discouragement to accomplish the activity.

In further, Ryan's theory was explored of the significant distinction between autonomous or self-determined (intrinsic motivation, identified regulation) and non-autonomous or controlling (interjected, external regulation) types of motivation. The difference between autonomous and non-autonomous external types of regulations lies in the degree of the person internalizes the behaviors and experiences choice. An ample body of research utilizing this concept which has revealed that not only intrinsic motivation, but also acceptable forms of extrinsic motivation (identified regulations) significantly impact on human behavior in various life settings, in contrast to control the types of motivation (interjected, external regulations).

Self-determined types such as motivation or autonomous, motivation or self-determined motivation (intrinsic motivation, identified regulation), and controlling or non-autonomous or controlled motivation (interjected, external regulation) are commonly used interchangeably. Indeed, the positive purpose of the relationships between autonomous motivations and optimism, job satisfaction, affective and normative commitment, advantages, and self-reported health; whereas negative relationships was emerged with turnover the intentions and psychological distress. Autonomous motivation at work

had positive relationships with job control, and personal accomplishment; and also, implied of negative associations with job demands, emotional exhaustion, and depersonalization.

In relation to self-determination theory, Georgios and Athanasios added from Adam theory that showed motivation concept in terms of the balance between employee's input and output. According to this theory, when a fair is balance between the employees' inputs and outputs, employees will exhibit to extend their work satisfaction, in the result of which motivated workforce will play effectual role in organizational development. In the field of higher education, the inputs of teachers are expecting to deliver, in which can be inflexible work. The outputs that can expected of employer to be provided such as salary, benefits, recognition, empowerment, appreciation and feedback.

Aleftina and Almaty (2016) views from the perspective of teaching English as foreign language, they define three principle in relation to teacher research competence, first the principle of a problematical character that viewed problem based training as a method which implies not only obtained the new knowledge but also learning the new ways of action as well as recognized the condition under these actions were able to implemented. Thus, problem based training examines the feature of obtaining the information in order to solve the situational problem.

Second the principle of student cognitive activity of an educational process that viewed the new paradigm of education is determining to the specific type's relationship between teacher-students of the university. It is noted that students as the subject of teacher learning activity due to be foster through exercise of self-control, reflection and self-evaluation which requires the possessed of such mental operation as like analysis, synthesis, comparison and generalization. Third, the principle of reflective learning that viewed reflection to a certain extent, involving of metacognitive process which the phenomenon of human thinking affecting to analyze the ways of human cognition and awareness of the result.

As the description of the findings and discussion, in related to this research of the internal and external factors (facilitating and hindering) affecting senior high school English language teachers development in conducting classroom action research, where this research examined in Jakarta as metropolitan and developed city, the standpoint of this research argued that, there are significant interrelated between internal and external factors whether facilitating or hindering, which internal factors such motivation that as foundation to an individual in promoting the development, when motivation was considered as essential engagement to an individual developed their ability, directly the individual are able to foster in analysis, synthesize,

justify and conclude which in order to apply their ideas in achieved of the objective.

In the other hand, we realized that in the context of teacher's professional development which this scope required to the engagement through different domain. It means that the external factors were identical related to engage the development. Therefore, in brief motivation was play important role to individual development in this case of teacher's development whether motivation can develop through internal factors but also potentially overcome by the external factors.

CHAPTER V

CONCLUSION & SUGGESTION

5.1 Conclusion

Indeed, as this research focused in identifying of the internal and external factors affecting the development of senior high school English language teachers in conducting classroom action research, that covered facilitating and hindering factors, this research concluded that, based on the rank of factors percentage on research findings; first in internal factors which facilitate were covered of sub district motivation, government motivation, administration motivation, self-motivation, family motivation and colleague motivation (other school). While hinder, these factors were covered of principle motivation and colleague motivation (in school).

Second, in external factors showed that factor of school and government policy, school facilities, teacher's profession atmosphere, teacher's professional duties, the new curriculum obligation by government, the new curriculum that used in school, national and school examinations, teachers training and teachers background knowledge were facilitated development of English language teachers in conducting classroom action research. While, hinder factor was showed in school facilities factor.

In brief, the dominant factors were in internal factors which facilitating development of teachers such as of self-motivation, family motivation and colleague motivation (from other school) and hindering factor was colleague motivation (in school). In external factors, the dominant factor to facilitate development of teachers was covered school facility, teachers' profession atmosphere, teachers' profession duties, new curriculum that used in school, national and school examinations and teachers training.

5.2 Suggestion

The development of teachers in conducting classroom action research is embedded of many factors which facilitate or hinder (internal and external), therefore in practical teachers need to improve their self-awareness through discussing with other expertise individual and renewing their educational information through integrating of many sources that related to their skill. In the other hand, government that related to one of the external factor who was the policy maker, they acquiring to reconsider of educational policy of research training program that organized in suitable to the time line, research funding and appropriate facilities, so that indirectly motivated teachers, school as the basis of educational institution, school administration which in constitute in mutual to promote the sustainable of teacher's development.

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APPENDIX I

Questionnaire and Interview

Questionnaire

Facilitating and Hindering Factors

A. Internal Faktor

I. Motivasi	5	4	3	2	1
1. Motivasi dari diri sendiri mendukung untuk melakukan PTK					
2. Motivasi dari keluarga mendukung dalam melakukan PTK					
3. Motivasi dari kolega mendukung dalam melakukan PTK					
4. Motivasi dari kepala sekolah mendukung dalam melakukan PTK					
5. Motivasi dari teman sejawat mendukung dalam melakukan PTK					
6. Motivasi dari administrasi sekolah mendukung dalam melakukan PTK					
7. Motivasi dari pihak rayon/gugus sekolah mendukung dalam melakukan PTK					
8. Motivasi dari pemerintah mendukung dalam melakukan PTK					

B. External Faktor

II. Kebijakan pemerintah/sekolah	5	4	3	2	1
9. Kebijakan sekolah mendukung dalam melakukan PTK					
10. Kebijakan pemerintah mendukung dalam melakukan PTK					
11. Kebijakan sekolah dalam penyediaan dana bagi guru mendukung dalam melakukan PTK					
12. Kebijakan pemerintah dalam penyediaan dana penelitian bagi guru mendukung dalam melakukan PTK					
13. Kebijakan sekolah dalam memberikan credit point dan tambahan insentif bagi guru					

mendukung dalam melakukan PTK					
14. Kebijakan pemerintah dalam memberikan credit point dan tambahan insentif bagi guru mendukung dalam melakukan PTK					
15. Kebijakan pemerintah dalam program sertifikasi guru mendukung dalam melakukan PTK					

III. Fasilitas Sekolah	5	4	3	2	1
16. Fasilitas sekolah seperti perpustakaan mendukung dalam melakukan PTK					
17. Fasilitas sekolah seperti jaringan internet mendukung dalam melakukan PTK					
18. Fasilitas sekolah seperti computer mendukung dalam melakukan PTK					
19. Fasilitas sekolah seperti ruang berpendingin AC mendukung dalam melakukan PTK					
20. Fasilitas sekolah secara keseluruhan mendukung dalam melakukan PTK					

IV. Lingkungan Profesi	5	4	3	2	1
21. Lingkungan profesi guru pada tingkat sekolah mendukung dalam melakukan PTK					
22. Lingkungan profesi guru pada tingkat kecamatan mendukung dalam melakukan PTK					
23. Lingkungan profesi guru pada tingkat kabupaten mendukung dalam melakukan PTK					
24. Lingkungan profesi guru pada tingkat provinsi mendukung dalam melakukan PTK					
25. Lingkungan profesi guru pada tingkat MGMP mendukung dalam melakukan PTK					
V. Tuntutan Profesi	5	4	3	2	1

26. Tuntutan profesi guru sebagai walikelas mendukung dalam melakukan PTK					
27. Tuntutan profesi guru sebagai guru mata pelajaran mendukung dalam melakukan PTK					
28. Tuntutan profesi guru sebagai kepala sekolah mendukung dalam melakukan PTK					
29. Tuntutan profesi guru sebagai wakil kepala sekolah mendukung dalam melakukan PTK					
30. Tuntutan profesi guru dalam mengurus administrasi mendukung dalam melakukan PTK					
31. Tuntutan profesi guru dalam menyusun syllabus mendukung dalam melakukan PTK					
32. Tuntutan profesi guru sebagai pengawas sekolah atau pengawas ujian mendukung dalam melakukan PTK					
33. Tuntutan profesi guru sebagai kanselor mendukung dalam melakukan PTK					
34. Tuntutan profesi guru seperti tugas yang lain mendukung dalam melakukan PTK					

VI. Kurikulum	5	4	3	2	1
35. Kurikulum baru yang diberlakukan oleh pemerintah mendukung dalam melakukan PTK					
36. Kurikulum baru yang digunakan di sekolah mendukung dalam melakukan PTK					

VII. Ujian Nasional/Ujian Sekolah	5	4	3	2	1
37. Persiapan ujian nasional mendukung dalam melakukan PTK					

38. Persiapan ujian tengah semester mendukung dalam melakukan PTK					
39. Persiapan ujian semester di sekolah mendukung dalam melakukan PTK					

VIII. Pelatihan	5	4	3	2	1
40. Pelatihan penelitian pada tingkat sekolah mendukung dalam melakukan PTK					
41. Pelatihan penelitian pada tingkat rayon mendukung dalam melakukan PTK					
42. Pelatihan pada tingkat provinsi mendukung dalam melakukan PTK					
43. Pelatihan penelitian pada tingkat provinsi mendukung dalam melakukan PTK					
44. Pelatihan mendapat dana dari pihak sekolah mendukung dalam melakukan PTK					
45. Pelatihan mendapat dana dari pihak pemerintah mendukung dalam melakukan PTK					
46. Pelatihan penelitian mendapat pendampingan dari instruktur yang bersertifikat mendukung dalam melakukan PTK					
47. Pelatihan penelitian yang dilengkapi dengan fasilitas dan jaringan internet mendukung dalam melakukan PTK					
48. Pelatihan penelitian didukung oleh sumber bacaan/modul sehingga mendukung dalam melakukan PTK					

IX. Penguasaan Bidang Ilmu Tiap Guru	5	4	3	2	1
49. Penguasaan bidang ilmu tiap guru mendukung dalam melakukan PTK					

I. Interview

Facilitating and Hindering Factors

A. Faktor Internal

1. Apakah anda melakukan PTK? Kapan melakukan? Serta seberapa sering dalam melakukan PTK?
2. Jika ya, apa yang memotivasi anda untuk melakukan PTK? Jika tidak, apa penyebabnya?
3. Bagaimana menurut anda peran guru dalam hubungannya dengan melakukan PTK? Dan apakah peran tersebut menghambat dalam melakukan PTK?
4. Bagaimana menurut anda fungsi guru dnegan kaitanya dalam melakukan PTK? Dan apakah fungsi tersebut menghambat dalam melakukan PTK?

B. Faktor External

5. Dalam konteks PTK, apakah kebijakan sekolah telah sesuai dengan sebagai mana mestinya? Adakah kebijakan sekolah yang secara tidak langsung menghambat dalam melakukan PTK?
6. Apakah fasiltias di sekolah mendukung dalam melakukan PTK? Fasilitas apa yang tidak tersedia sehingga menghambat dalam melakukan PTK?
7. Bagaimana suasana lingkungan kerja anda? Apakah kondisi tersebut mendukung/menghambat dalam melakukan PTK? Sebutkan kondisi apa saja yang mendukung atau menghamabat!

8. Apakah tuntutan profesi anda sebagai guru yang mengharuskan dalam memberikan pengajaran yang baik justru menghambat dalam melakukan PTK?
9. Apakah kurikulum di sekolah ini sudah berjalan dengan baik? Apakah kurikulum yang ada mendukung/menghambat dalam melakukan PTK?
10. Persiapan apa saja yang di lakukan sekolah dalam menghadapi ujian nasional? Apakah persiapan tersebut menghambat dalam melakukan PTK?
11. Apakah pernah diadakan pelatihan penulisan ilmiah atau penerapan metode penelitian untuk guru-guru di sekolah ini? Atau bapak/ibu pernah mengikuti pelatihan lain seperti MGMP? Jika ya, apakah kegiatan tersebut mendukung dalam melakukan PTK?

APPENDIX II

The Respondent List of Senior High School English Language Teacher

No	Name of School	Total Respondent
1	SMA Santo Kristoforus 1	4
2	SMA Muhamadiyah 13 Tomang	2
3	SMAI Tambora	1
4	SMA Advent 1	1
5	SMA Donbosco 2	2
6	SMA Fonsvitae 1	4
7	SMA Labschool	3
8	SMA N 4	3
9	SMA N 10	3
10	SMA N 20	3
11	SMA N 80	4
12	SMA N 2	3
13	SMA N 31	4
14	SMA Yadika 1	1
15	SMA N 37	3
16	SMA N 43	2
17	SMA N 36	2
18	SMA N 93	4
		Total: 51

Appendix III

The Validity Data of Research Instruments

No.	ΣX	ΣX^2	ΣY	ΣY^2	$\Sigma X \cdot Y$	r_{hitung}	r_{tabel}	Conclusion
1	193	775	7881	1233603	30320	0.591	0.2814	Valid
2	209	901	7881	1233603	32714	0.498	0.2814	Valid
3	191	739	7881	1233603	29941	0.697	0.2814	Valid
4	191	739	7881	1233603	29840	0.532	0.2814	Valid
5	202	836	7881	1233603	31539	0.431	0.2814	Valid
6	202	868	7881	1233603	31597	0.369	0.2814	Valid
7	171	601	7881	1233603	26976	0.836	0.2814	Valid
8	159	565	7881	1233603	24893	0.309	0.2814	Valid
9	108	242	7881	1233603	16865	0.384	0.2814	Valid
10	182	688	7881	1233603	28463	0.435	0.2814	Valid
11	191	729	7881	1233603	29702	0.402	0.2814	Valid
12	208	862	7881	1233603	32306	0.353	0.2814	Valid
13	222	988	7881	1233603	34575	0.461	0.2814	Valid
14	246	1198	7881	1233603	38188	0.410	0.2814	Valid
15	184	692	7881	1233603	28761	0.492	0.2814	Valid
16	190	742	7881	1233603	29741	0.519	0.2814	Valid
17	196	792	7881	1233603	30531	0.311	0.2814	Valid
18	164	626	7881	1233603	25845	0.403	0.2814	Valid
19	180	720	7881	1233603	28178	0.314	0.2814	Valid
20	206	916	7881	1233603	32324	0.427	0.2814	Valid
21	209	869	7881	1233603	32481	0.415	0.2814	Valid
22	208	888	7881	1233603	32751	0.770	0.2814	Valid
23	222	980	7881	1233603	34485	0.387	0.2814	Valid
24	196	808	7881	1233603	30642	0.381	0.2814	Valid
25	197	851	7881	1233603	31115	0.565	0.2814	Valid
26	233	1081	7881	1233603	36335	0.646	0.2814	Valid
27	193	785	7881	1233603	30141	0.341	0.2814	Valid
28	207	875	7881	1233603	32257	0.364	0.2814	Valid
29	177	661	7881	1233603	27657	0.356	0.2814	Valid
30	143	481	7881	1233603	23054	0.852	0.2814	Valid
31	209	879	7881	1233603	32513	0.363	0.2814	Valid

32	156	546	7881	1233603	24487	0.365	0.2814	Valid
33	222	1012	7881	1233603	35019	0.841	0.2814	Valid
34	200	806	7881	1233603	31382	0.814	0.2814	Valid
35	125	411	7881	1233603	19798	0.375	0.2814	Valid
36	205	873	7881	1233603	32078	0.455	0.2814	Valid
37	222	1000	7881	1233603	34581	0.378	0.2814	Valid
38	173	629	7881	1233603	27043	0.380	0.2814	Valid
39	211	901	7881	1233603	33141	0.805	0.2814	Valid
40	159	555	7881	1233603	25196	0.647	0.2814	Valid
41	219	967	7881	1233603	34148	0.473	0.2814	Valid

Note: The column of number (1 - 41) referred to each research

instrument criterion (factors), and when $r_{hitung} > r_{tabel}$ means that the research instruments were valid.

APPENDIX IV

The Detail Procedure of Data Analysis

- I. Firstly, the researcher measured mean score, is the average of all the data values as follow:

$$\bar{X} = \frac{\sum Xi}{n}$$

Keterangan :

Me: Rata-rata (mean) variabel X

$\sum Xi$: Penjumlahan unsur pada variabel X

n : Jumlah subjek

- a) $\bar{X}$: mean
- b) $\sum xi$: x variable
- c) n : total subject

- II. Secondly is standard deviations is data set of the positive square root of the variance, the description of this measurement as follow:

$$\sigma^2 = \frac{\sum (x_i - \bar{x})^2}{n - 1}$$

$$\sigma = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}}$$

- a) σ : is the population of standard deviation which senior high school English language teacher in Jakarta
- b) σ^2 : variable of population
- c) s^2 : variance sample
- d) s : standard deviation sample
- e) n : is the total of teachers in each school.

III. Thirdly is modus, is the value that occurs with the greatest frequency as follow:

$$Mo = b + i \left(\frac{b1}{b1 + b2} \right)$$

- a) Mo : modus
- b) b : the lowest perimeter class which have largest frequency
- c) $b1$: modus relative class frequency minus class frequency previously
- d) $b2$: modus relative class frequency minus subsequent class frequency
- e) i : the range of class interval

IV. Last, the maximum and minimum of data values, which followed the formula such as:

$$R = xt - xr$$

- a) R : range
- b) Xt : largest data
- c) Xr : smallest data

The Data Result of Internal Factor

No.	1	2	3	4	5	6	7	8	Scores
1	3	5	4	2	3	5	2	5	29
2	4	5	5	3	3	3	5	4	32
3	5	4	3	3	3	5	4	5	32
4	4	3	5	5	2	3	5	5	32
5	4	4	4	3	1	5	4	5	30
6	3	4	5	3	2	5	5	4	31
7	4	4	3	2	3	5	2	5	28
8	4	4	5	5	2	5	5	4	34
9	4	4	4	5	1	5	2	5	30
10	3	4	5	2	2	3	5	3	27
11	4	4	5	5	3	5	1	5	32
12	3	4	5	2	2	5	2	3	26

13	4	4	5	5	1	5	4	5	33
14	4	4	4	2	3	5	2	3	27
15	5	4	5	2	3	5	4	5	33
16	5	4	3	2	3	5	4	2	28
17	5	4	5	2	1	3	4	5	29
18	4	3	3	2	3	5	4	2	26
19	5	4	3	3	3	3	4	4	29
20	5	4	5	3	1	5	4	3	30
21	4	4	3	2	2	5	4	4	28
22	3	3	5	2	1	5	4	4	27
23	4	4	3	4	1	3	2	3	24
24	5	3	5	2	1	4	4	4	28
25	4	4	3	2	1	3	3	2	22
26	4	2	5	1	2	3	3	2	22
27	5	4	4	2	2	5	3	3	28
28	4	4	3	4	1	5	1	2	24
29	4	4	3	2	2	5	3	3	26
30	5	4	5	4	1	5	3	3	30
31	5	4	3	2	1	3	2	2	22
32	5	4	3	1	1	5	3	4	26
33	5	3	5	2	2	5	5	2	29
34	5	4	3	1	4	5	2	3	27
35	4	4	5	3	3	3	3	4	29
36	4	4	3	4	4	5	2	3	29
37	5	4	5	1	2	5	4	4	30
38	2	5	3	2	1	3	2	3	21
39	5	4	5	2	2	5	5	5	33
40	2	5	3	4	4	4	2	3	27
41	5	5	5	1	2	2	2	3	25
42	4	3	3	4	4	3	5	5	31
43	5	5	5	4	3	5	2	4	33
44	4	3	4	3	3	3	5	3	28
45	4	5	5	4	4	2	2	4	30
46	4	3	4	3	3	3	2	3	25
47	3	2	4	4	3	2	4	5	27
48	3	3	5	4	3	3	2	5	28
49	3	5	4	2	3	2	4	5	28
50	3	5	4	4	5	3	2	3	29
51	3	5	4	2	5	2	4	4	29

The Data Result of Research
External Factor

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	4	5	4	3	3	3	4	3	2	4	4	4	4	5	4	4
2	3	4	4	3	5	4	4	3	2	4	3	4	4	4	3	3
3	5	5	5	3	4	5	3	3	2	4	4	4	4	4	5	4
4	5	4	3	3	5	4	3	3	2	5	4	4	4	5	3	5
5	5	5	4	3	4	5	3	4	2	3	4	5	4	5	4	3
6	3	4	4	4	5	4	3	3	2	4	4	4	5	3	4	4
7	5	4	3	3	4	4	4	2	2	4	4	5	3	5	5	3
8	4	5	4	4	5	4	4	3	2	5	4	5	5	4	4	4
9	5	5	4	3	4	4	3	5	3	4	4	5	4	5	5	3
10	5	4	4	4	4	5	3	3	2	4	3	5	5	5	3	4
11	4	5	4	4	5	4	3	2	2	4	4	4	4	5	4	5
12	3	5	1	3	4	4	4	4	2	4	4	4	5	3	3	3
13	5	5	4	3	5	2	4	5	2	4	4	4	4	5	4	5
14	4	5	4	4	4	2	4	3	2	4	4	4	5	5	3	4
15	4	4	4	4	3	2	3	2	2	4	4	3	4	5	4	4
16	4	4	4	4	4	5	3	3	2	4	4	4	5	5	5	5
17	4	5	3	3	4	4	3	1	2	4	4	4	4	5	4	3
18	3	4	3	4	5	1	3	5	2	4	3	4	5	5	4	5
19	4	4	4	4	4	4	4	1	2	4	4	4	4	5	4	4
20	3	4	3	4	5	5	4	4	2	4	4	5	5	5	4	4
21	4	4	4	4	4	1	3	1	2	4	3	4	2	5	4	4
22	3	2	4	4	4	5	3	4	2	4	4	4	5	5	4	3
23	3	4	4	4	4	4	3	3	2	4	4	4	4	5	3	4
24	3	1	3	4	4	1	3	1	2	4	3	4	5	5	4	3
25	3	4	3	4	4	4	4	1	2	4	4	4	4	5	3	4
26	3	3	3	4	4	5	3	5	2	4	3	4	5	5	4	5
27	5	4	3	4	4	4	4	1	2	4	4	4	4	5	2	3
28	5	5	4	4	2	5	2	4	2	2	5	4	5	5	5	4
29	5	3	4	4	5	4	1	4	2	4	4	4	4	5	2	3
30	3	3	4	4	4	4	1	3	2	3	4	3	5	5	4	4
31	4	3	4	4	4	5	5	5	2	4	4	4	4	5	4	4
32	5	3	3	4	4	4	4	4	2	2	4	4	4	5	3	5
33	5	5	5	4	5	5	4	3	2	2	5	5	5	5	5	5
34	4	4	5	3	4	4	3	4	2	1	3	4	4	5	3	5
35	5	3	4	4	1	5	4	3	2	4	4	4	5	5	3	3
36	4	3	4	2	3	1	4	4	2	3	3	4	4	5	3	4
37	4	3	4	4	4	5	4	3	2	4	4	4	5	4	4	4
38	2	3	4	4	4	4	3	3	2	3	4	4	4	5	3	3
39	3	3	4	4	4	5	4	4	4	4	4	4	5	5	3	4
40	3	3	4	5	4	4	4	3	2	3	3	4	4	5	3	4
41	4	4	4	4	4	5	4	3	2	4	3	4	4	5	3	4
42	3	5	4	4	4	4	3	4	2	3	3	4	5	5	3	3
43	4	5	4	4	4	5	3	3	2	4	3	4	3	4	3	2
44	3	5	4	5	4	5	3	3	2	2	3	4	5	5	3	4
45	3	5	4	4	4	4	3	5	5	2	3	4	4	5	4	2
46	1	5	3	5	4	5	3	3	2	4	3	4	5	5	4	3
47	3	5	4	4	1	3	3	2	2	1	4	4	4	5	3	2
48	5	4	4	1	4	4	3	2	2	4	4	5	4	5	3	3
49	3	5	2	4	3	4	3	2	2	3	4	4	5	5	4	3
50	3	5	4	4	4	5	4	5	2	4	4	4	4	5	3	4
51	3	5	4	4	4	4	4	2	2	3	4	2	4	5	3	3

The Data Proceeding of External Factor

No.	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1	3	4	4	2	4	4	4	3	5	4	2	3	5	3	5	1

2	3	5	4	5	5	5	5	3	5	5	5	5	3	1	4	4
3	4	5	4	5	3	3	5	5	3	3	3	3	5	4	5	4
4	5	2	3	5	5	5	5	3	3	5	5	5	3	1	4	4
5	3	5	3	5	3	3	5	5	3	4	3	4	5	4	5	3
6	5	5	5	5	4	5	5	3	4	5	5	5	3	1	4	4
7	3	5	4	5	4	3	4	5	5	3	2	3	5	3	5	4
8	5	4	5	5	4	5	5	4	4	5	5	5	5	1	4	3
9	4	5	4	5	5	3	4	5	5	4	5	4	2	3	5	4
10	5	2	5	5	4	5	5	3	4	5	2	3	4	3	4	4
11	3	2	2	5	5	4	4	5	5	5	5	5	3	1	5	3
12	3	5	4	5	3	5	5	3	4	5	2	3	3	3	4	4
13	5	5	2	5	4	3	4	5	5	5	5	5	2	1	5	4
14	3	5	4	5	4	5	5	3	4	4	2	3	3	3	4	4
15	5	4	5	5	4	4	5	5	1	5	5	3	2	1	5	4
16	3	4	2	5	5	5	5	3	4	5	5	5	3	4	4	3
17	3	2	2	5	4	3	5	5	3	5	5	4	3	4	5	4
18	4	5	5	5	5	5	4	5	1	5	5	5	2	1	4	4
19	5	4	4	5	4	3	5	4	4	5	5	4	3	4	4	4
20	5	2	5	4	5	5	5	5	5	5	5	5	2	4	4	4
21	3	5	2	5	4	4	5	5	4	5	2	4	2	4	4	4
22	3	2	2	5	4	5	5	3	1	5	5	3	5	1	4	1
23	3	5	4	4	4	4	4	5	4	5	4	4	4	3	4	4
24	3	2	3	5	4	3	5	5	1	5	4	4	4	1	4	4
25	3	5	2	5	4	5	4	4	4	5	4	3	3	4	4	4
26	3	2	4	3	4	2	4	5	1	5	4	4	4	3	4	3
27	3	1	2	3	4	5	4	5	4	4	4	4	4	3	3	4
28	5	4	5	5	5	4	5	5	4	5	4	5	4	1	4	2
29	3	2	2	5	4	4	4	5	4	4	3	4	4	3	3	3
30	3	1	4	3	4	4	4	3	4	5	4	3	4	3	3	4
31	4	2	5	5	4	5	4	5	4	5	4	4	4	2	4	1
32	3	1	4	3	4	5	4	5	4	4	4	4	4	3	4	2
33	5	2	2	3	5	4	4	5	5	5	5	5	5	5	4	4
34	5	4	2	5	4	5	4	2	4	4	4	4	4	2	3	3
35	3	2	2	3	4	4	4	3	4	5	3	3	4	3	4	3
36	3	1	2	1	4	5	4	4	4	4	4	4	3	2	3	2
37	5	4	5	1	4	4	4	2	5	5	3	5	4	4	4	2
38	4	2	5	2	4	4	4	2	5	4	4	5	4	2	4	4
39	3	2	5	4	4	4	4	3	5	5	3	5	4	5	5	4
40	4	5	5	3	4	5	4	2	5	4	4	5	4	4	4	1
41	4	2	5	1	4	4	4	3	5	5	3	4	3	2	3	1
42	4	3	5	4	4	5	4	3	5	4	3	3	4	5	5	1
43	5	2	5	4	3	4	4	3	5	5	4	3	4	2	4	2
44	5	4	2	3	4	2	4	4	5	4	3	3	4	5	3	3
45	5	2	2	2	4	4	4	4	5	5	4	5	2	2	4	4
46	5	3	5	4	4	4	4	4	5	4	3	5	3	3	3	1
47	4	2	2	5	4	4	4	3	2	4	4	3	2	4	5	2
48	3	3	2	5	4	3	5	3	1	5	4	4	3	2	5	1
49	3	2	2	5	4	4	4	3	1	4	2	3	2	4	5	4
50	4	3	2	2	4	2	3	3	5	4	4	5	4	2	3	1
51	4	4	5	2	4	4	4	3	5	4	2	5	2	4	4	4

The Data Proceeding of External Factor

No.	33	34	35	36	37	38	39	40	41	Skor
1	5	4	3	4	4	4	4	3	4	151
2	4	4	2	5	5	4	5	4	4	161
3	5	3	4	3	4	4	5	3	5	164
4	4	4	3	5	5	4	5	4	4	163

5	5	5	1	4	3	3	4	4	5	160
6	3	4	4	5	5	3	5	3	4	164
7	5	5	1	3	4	4	4	3	4	156
8	2	4	4	5	5	2	5	3	5	170
9	5	5	3	4	4	4	4	3	5	170
10	2	4	1	5	5	4	5	2	5	159
11	5	5	4	4	3	3	3	2	5	159
12	3	4	4	5	5	3	5	2	5	153
13	5	2	3	5	5	4	4	4	4	166
14	2	4	4	5	5	2	5	3	4	156
15	5	2	1	3	3	2	5	1	5	146
16	2	4	3	5	5	4	2	1	4	160
17	5	5	1	3	3	2	5	2	5	150
18	5	4	4	5	5	4	5	1	4	162
19	4	4	1	4	4	4	3	4	5	160
20	5	4	1	5	5	4	5	4	4	172
21	5	3	3	3	3	4	4	2	5	147
22	5	5	1	5	5	2	5	4	4	150
23	5	4	5	4	4	4	3	4	5	162
24	5	4	3	5	5	4	5	4	4	146
25	3	4	2	3	3	4	4	4	5	152
26	5	3	1	5	5	2	5	4	4	151
27	5	4	3	3	3	4	4	4	4	148
28	5	4	5	5	5	5	5	1	5	170
29	3	3	2	4	4	4	4	4	4	147
30	5	4	3	5	5	4	4	2	4	148
31	5	4	5	4	4	4	4	4	5	166
32	5	3	1	5	5	4	3	2	4	151
33	5	3	1	5	5	5	4	4	5	175
34	5	4	3	3	5	4	3	4	4	152
35	5	3	1	5	3	2	4	4	5	145
36	5	4	3	4	5	4	4	4	4	140
37	5	4	1	5	3	2	3	4	5	155
38	5	4	1	3	5	4	4	4	4	148
39	5	4	1	5	5	4	4	4	5	166
40	5	4	4	3	5	4	4	4	4	158
41	5	4	4	3	3	2	4	4	4	147
42	5	4	1	2	5	4	4	4	5	155
43	3	4	1	4	3	3	4	2	3	143
44	4	4	5	5	5	4	4	1	5	155
45	4	4	1	2	5	3	3	4	4	149
46	4	4	5	3	5	2	4	1	4	151
47	4	5	1	3	4	4	4	4	4	137
48	4	4	3	4	5	2	4	4	4	144
49	4	4	1	2	4	3	4	2	2	134
50	4	4	1	3	4	2	3	3	3	142
51	4	4	1	3	5	2	5	3	2	145

A. Internal Factor Motivation

Table
Self-motivation Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	17	33.3%
Agree	4	22	43.1%

Slightly Agree	3	10	19.6%
Disagree	2	2	3.9%
Strongly Disagree	1	0	0.0%
Total	<i>Total</i>	51	100%

Table
Family Motivation Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	10	19.6%
Agree	4	30	58.8%
Slightly Agree	3	9	17.6%
Disagree	2	2	3.9%
Strongly Disagree	1	0	0.0%
Total	<i>Total</i>	51	100%

Table
Colleague (out of School) Motivation Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	23	45.1%
Agree	4	11	21.6%
Slightly Agree	3	17	33.3%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Total	<i>Total</i>	51	100%

Table
Principle Motivation Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	5	9.8%
Agree	4	11	21.6%
Slightly Disagree	3	9	17.6%
Disagree	2	20	39.2%
Strongly Disagree	1	6	11.8%
Total	<i>Total</i>	51	100%

Table
Colleague (in school) Motivation Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	2	3.9%
Agree	4	5	9.8%
Slightly Agree	3	17	33.3%

Disagree	2	13	25.5%
Strongly Disagree	1	14	27.5%
Total	<i>Total</i>	51	100%

Table
Administration Motivation Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	28	54.9%
Agree	4	2	3.9%
Slightly Agree	3	16	31.4%
Disagree	2	5	9.8%
Strongly disagree	1	0	0.0%
Total	<i>Total</i>	51	100%

Table
Sub-District Motivation Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	9	17.6%
Agree	4	16	31.4%
Slightly Agree	3	7	13.7%
Disagree	2	17	33.3%
Strongly Disagree	1	2	3.9%
Total	<i>Total</i>	51	100%

Table
Motivation of Local Government Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	15	29.4%
Agree	4	13	25.5%
Slightly Agree	3	16	31.4%
Disagree	2	7	13.7%
Strongly Disagree	1	0	0.0%
Total	<i>Total</i>	51	100%

A. External Factor School Policy/Government Policy

Table
School Policy Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	14	27.5%
Agree	4	15	29.4%

Slightly Agree	3	20	39.2%
Disagree	2	1	2.0%
Strongly Disagree	1	1	2.0%
Total		51	100%

Table
Government Policy Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	21	41.2%
Agree	4	17	33.3%
Slightly Agree	3	11	21.6%
Disagree	2	1	2.0%
Strongly Disagree	1	1	2.0%
Total		51	100%

Table
The Policy of School Funding to Teacher in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	3	5.9%
Agree	4	35	68.6%
Sightly Agree	3	11	21.6%
Disagree	2	1	2.0%
Strongly Disagree	1	1	2.0%
Total		51	100%

Table
The Policy of Government Funding to Teacher in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	3	5.9%
Agree	4	35	68.6%
Slightly Agree	3	11	21.6%
Disagree	2	1	2.0%
Strongly Disagree	1	1	2.0%
Total		51	100%

Table
School Policy in Credit Point and Incentive to Teacher in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly agree	5	10	19.6%
Agree	4	34	66.7%
Slightly Agree	3	4	7.8%
Disagree	2	1	2.0%
Strongly Disagree	1	2	3.9%

Total		51	100%
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Table
Government Policy in Credit Point and Incentive to Teacher in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	18	35.3%
Agree	4	24	47.1%
Slightly Agree	3	2	3.9%
Disagree	2	3	5.9%
Strongly Disagree	1	4	7.8%
Total		51	100%

Table
Government Policy in Certification to Teacher in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	1	2.0%
Agree	4	21	41.2%
Slightly Agree	3	26	51.0%
Disagree	2	1	2.0%
Strongly Disagree	1	2	3.9%
Total		51	100%

School Facility

Table
School Facility such Library in Supported Literature Sources to teacher in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	7	13.7%
Agree	4	11	21.6%
Slightly Agree	3	20	39.2%
Disagree	2	7	13.7%
Strongly Disagree	1	6	11.8%
Total		51	100%

Table
School Facility such Internet Access Facilitated in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	1	2.0%
Agree	4	1	2.0%
Slightly Agree	3	1	2.0%
Disagree	2	48	94.1%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table
School Facility such Computer Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	2	3.9%
Agree	4	34	66.7%
Slightly Agree	3	8	15.7%
Disagree	2	5	9.8%
Strongly Disagree	1	2	3.9%
Total		51	100%

Table
School Facility such Air Conditioner Room facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	2	3.9%
Agree	4	34	66.7%
Slightly Agree	3	15	29.4%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table
School Facility in General Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	8	15.7%
Agree	4	40	78.4%
Slightly Agree	3	2	3.9%
Disagree	2	1	2.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

Profession Environment/Atmosphere

Table
The Profession Environment in School Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	22	43.1%
Agree	4	26	51.0%
Slightly Agree	3	2	3.9%
Disagree	2	1	2.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table

The Profession Environment in Sub-District Level Facilitating in
Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	44	86.3%
Agree	4	5	9.8%
Slightly Agree	3	2	3.9%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table

The Profession Environment in District Level Facilitating in Conducting
CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	6	11.8%
Agree	4	21	41.2%
Slightly Agree	3	22	43.1%
Disagree	2	2	3.9%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table

The Profession Environment in Province Level Facilitating in Conducting
CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	9	17.6%
Agree	4	22	43.1%
Slightly Agree	3	17	33.3%
Disagree	2	3	5.9%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table

The Profession Environment such MGMP (The Symposium of Subject
Teacher) Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	16	31.4%
Agree	4	11	21.6%
Slightly Agree	3	24	47.1%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

Teacher Profession Duties

Table
Profession Mandate as Homeroom Teacher Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	14	27.5%
Agree	4	10	19.6%
Slightly Agree	3	4	7.8%
Disagree	2	19	37.3%
Strongly Disagree	1	4	7.8%
Total		51	100%

Table
Profession Mandate as Subject Teacher Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	17	33.3%
Agree	4	12	23.5%
Slightly Agree	3	3	5.9%
Disagree	2	19	37.3%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table
Profession Mandate as Principle Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	29	56.9%
Agree	4	6	11.8%
Slightly Agree	3	8	15.7%
Disagree	2	5	9.8%
Strongly Disagree	1	3	5.9%
Total		51	100%

Table
Profession Mandate as Vice Principle Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	9	17.6%
Agree	4	38	74.5%
Slightly Agree	3	4	7.8%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table
Profession Mandate as Administration Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
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Strongly Agree	5	19	37.3%
Agree	4	20	39.2%
Slightly Agree	3	9	17.6%
Disagree	2	3	5.9%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table

Profession Mandate to Design Syllabus Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	19	37.3%
Agree	4	31	60.8%
Slightly Agree	3	1	2.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table

Profession Mandate as School Supervisor or Examination Supervisor
Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	20	39.2%
Agree	4	7	13.7%
Slightly Agree	3	20	39.2%
Disagree	2	4	7.8%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table

Profession Mandate as Counselor Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	20	39.2%
Agree	4	19	37.3%
Slightly Agree	3	4	7.8%
Disagree	2	1	2.0%
Strongly Disagree	1	7	13.7%
Total		51	100%

Table

The other profession Mandate Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	31	60.8%
Agree	4	18	35.3%
Slightly Agree	3	2	3.9%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%

Total		51	100%
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Curriculum

Table
New Curriculum that Regulated by Government Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	15	29.4%
Agree	4	18	35.3%
Slightly Agree	3	10	19.6%
Disagree	2	8	15.7%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table
New Curriculum that Applied in School Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	19	37.3%
Agree	4	16	31.4%
Slightly Agree	3	16	31.4%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

National Exam/School Exam

Table
National Examination Preparation Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	7	13.7%
Agree	4	20	39.2%
Slightly Agree	3	14	27.5%
Disagree	2	10	19.6%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table
School mid-Term Preparation Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	4	7.8%
Agree	4	13	25.5%

Slightly agree	3	14	27.5%
Disagree	2	9	17.6%
Strongly Disagree	1	11	21.6%
Total		51	100%

Table
School Semester Examination Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	14	27.5%
Agree	4	28	54.9%
Slightly Agree	3	9	17.6%
disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

Training

Table
Research Training in School Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	0	0.0%
Agree	4	27	52.9%
Slightly Agree	3	9	17.6%
Disagree	2	6	11.8%
Strongly Disagree	1	9	17.6%
Total		51	100%

Table
Research Training in Sub-District level Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	31	60.8%
Agree	4	11	21.6%
Slightly Agree	3	5	9.8%
Disagree	2	4	7.8%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table
Research Training in Province Level Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	7	13.7%
Agree	4	35	68.6%
Slightly Agree	3	7	13.7%
Disagree	2	2	3.9%

Strongly Disagree	1	0	0.0%
Total		51	100%

Table

Research Training in National Level Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	5	9.8%
Agree	4	9	17.6%
Slightly Agree	3	12	23.5%
Disagree	2	3	5.9%
Strongly Disagree	1	22	43.1%
Total		51	100%

Table

Research Training funding by School Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	22	43.1%
Agree	4	11	21.6%
Slightly Agree	3	15	29.4%
Disagree	2	3	5.9%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table

Research Training funding by Government Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	29	56.9%
Agree	4	11	21.6%
Slightly Agree	3	11	21.6%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table

Research Training escorted by Certificate Instructor Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	2	3.9%
Agree	4	29	56.9%
Slightly Agree	3	7	13.7%
Disagree	2	13	25.5%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table

Research Training Equipped by Internet Access Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	17	33.3%
Agree	4	25	49.0%
Slightly Agree	3	8	15.7%
Disagree	2	1	2.0%
Strongly Disagree	1	0	0.0%
Total		51	100%

Table
Research Training Equipped by Literature Sources or Module Facilitating in
Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	0	0.0%
Agree	4	27	52.9%
Slightly Agree	3	9	17.6%
Disagree	2	9	17.6%
Strongly Disagree	1	6	11.8%
Total		51	100%

Teacher Knowledge Skill

Table
Teacher Knowledge Skill Facilitating in Conducting CAR

Answer	Scale	Frequency	Percentage
Strongly Agree	5	21	41.2%
Agree	4	26	51.0%
Slightly Agree	3	2	3.9%
Disagree	2	2	3.9%
Strongly Disagree	1	0	0.0%
Total		51	100%

The Research Data Description of Internal and External Factors

- The internal factors (facilitating and Hindering Factors to teacher in conducting classroom action research

a) Preparation Table

No.	X	$(X - \bar{X})$	$(X - \bar{X})^2$
1	29	0.71	0.50

No.	X	$(X - \bar{X})$	$(X - \bar{X})^2$
2	32	3.71	13.73
3	32	3.71	13.73
4	32	3.71	13.73
5	30	1.71	2.91
6	31	2.71	7.32
7	28	-0.29	0.09
8	34	5.71	32.56
9	30	1.71	2.91
10	27	-1.29	1.67
11	32	3.71	13.73
12	26	-2.29	5.26
13	33	4.71	22.15
14	27	-1.29	1.67
15	33	4.71	22.15
16	28	-0.29	0.09
17	29	0.71	0.50
18	26	-2.29	5.26
19	29	0.71	0.50
20	30	1.71	2.91
21	28	-0.29	0.09
22	27	-1.29	1.67
23	24	-4.29	18.44
24	28	-0.29	0.09
25	22	-6.29	39.62
26	22	-6.29	39.62
27	28	-0.29	0.09
28	24	-4.29	18.44
29	26	-2.29	5.26
30	30	1.71	2.91
31	22	-6.29	39.62
32	26	-2.29	5.26
33	29	0.71	0.50
34	27	-1.29	1.67
35	29	0.71	0.50
36	29	0.71	0.50
37	30	1.71	2.91
38	21	-7.29	53.20

No.	X	$(X - \bar{X})$	$(X - \bar{X})^2$
39	33	4.71	22.15
40	27	-1.29	1.67
41	25	-3.29	10.85
42	31	2.71	7.32
43	33	4.71	22.15
44	28	-0.29	0.09
45	30	1.71	2.91
46	25	-3.29	10.85
47	27	-1.29	1.67
48	28	-0.29	0.09
49	28	-0.29	0.09
50	29	0.71	0.50
51	29	0.71	0.50
Total	1443		474.59
Average	28.29		

b) Frequency Distribution

1) Range Measurement

Range = maximum data – minimum data

$$= 34 - 21$$

$$= 13$$

2) The amount of Class Interval

$$K = 1 + (3,3) \text{ Log } n$$

$$= 1 + (3,3) \log 51$$

$$= 1 + (3,3) 1,71$$

$$= 1 + 5,63$$

$$= 6,63 \text{ (feet into 7)}$$

3) Interval class distribution

$$P = \frac{13}{7} = 1,857 \text{ (feet into 2)}$$

4) The table of frequency distribution

Class interval	Lower limit	Upper limit	Frek. Absolut	Frek. Relative
21 – 22	20,5	22,5	12	23.5%
23 – 24	22,5	24,5	22	43.1%
25 – 26	24,5	26,5	34	66.7%
27 – 28	26,5	28,5	34	66.7%
29 – 30	28,5	30,5	25	49.0%
31 – 32	30,5	32,5	11	21.6%
33 – 34	32,5	34,5	5	9.8%
Jumlah			51	100%

5) Histogram graphic

c) Average

$$\begin{aligned}\bar{X} &= \frac{\sum X}{n} \\ &= \frac{1443}{51} = 28,29\end{aligned}$$

d) Variance:

$$\begin{aligned}
 S^2 &= \frac{\Sigma(X - \bar{X})}{n - 1} \\
 &= \frac{474,59}{51 - 1} \\
 &= 9,49
 \end{aligned}$$

e) Variance:

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{9,49} \\
 &= 3,08
 \end{aligned}$$

2. External Factors of Facilitating and hindering to teachers in conducting Classroom Action Research.

a) Preparation Table

No.	X	$(X - \bar{X})$	$(X - \bar{X})^2$
1	151	-3.53	12.46
2	161	6.47	41.87
3	164	9.47	89.69
4	163	8.47	71.75
5	160	5.47	29.93
6	164	9.47	89.69
7	156	1.47	2.16
8	170	15.47	239.34
9	170	15.47	239.34
10	159	4.47	19.99
11	159	4.47	19.99
12	153	-1.53	2.34
13	166	11.47	131.57
14	156	1.47	2.16
15	146	-8.53	72.75
16	160	5.47	29.93
17	150	-4.53	20.52
18	162	7.47	55.81
19	160	5.47	29.93

No.	X	$(X - \bar{X})$	$(X - \bar{X})^2$
20	172	17.47	305.22
21	147	-7.53	56.69
22	150	-4.53	20.52
23	162	7.47	55.81
24	146	-8.53	72.75
25	152	-2.53	6.40
26	151	-3.53	12.46
27	148	-6.53	42.63
28	170	15.47	239.34
29	147	-7.53	56.69
30	148	-6.53	42.63
31	166	11.47	131.57
32	151	-3.53	12.46
33	175	20.47	419.04
34	152	-2.53	6.40
35	145	-9.53	90.81
36	140	-14.53	211.10
37	155	0.47	0.22
38	148	-6.53	42.63
39	166	11.47	131.57
40	158	3.47	12.04
41	147	-7.53	56.69
42	155	0.47	0.22
43	143	-11.53	132.93
44	155	0.47	0.22
45	149	-5.53	30.57
46	151	-3.53	12.46
47	137	-17.53	307.28
48	144	-10.53	110.87
49	134	-20.53	421.46
50	142	-12.53	156.99
51	145	-9.53	90.81
Total	7881		4490.71
Averages	154.53		

b) Frequency distribution

1) Range measurement

Range = maximum data – minimum data

$$= 175 - 134$$

$$= 41$$

2) The amount of Class interval

$$K = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 51$$

$$= 1 + (3,3) 1,71$$

$$= 1 + 5,63$$

$$= 6,63 \text{ (feet into 7)}$$

3) Interval class distribution

$$P = \frac{41}{7} = 5,857 \text{ (feet into 6)}$$

4) The table of frequency distribution

Interval Class	Lower class limit	Upper class limit	Frek. Absolut	Frek. Relative
134 – 139	133,5	139,5	2	3.9%
140 – 145	139,5	145,5	6	11.8%
146 – 155	145,5	155,5	15	29.4%
156 – 157	155,5	157,5	8	15.7%
158 – 163	157,5	163,5	10	19.6%
164 – 169	163,5	169,5	5	9.8%
170 – 175	169,5	175,5	5	9.8%
Total			51	100%

5) Histogram Graphic

c) Average

$$\begin{aligned}\bar{X} &= \frac{\sum X}{n} \\ &= \frac{7881}{51} \\ &= 154,53\end{aligned}$$

d) Variance:

$$\begin{aligned}S^2 &= \frac{\sum (X - \bar{X})^2}{n - 1} \\ &= \frac{4490.71}{51 - 1} \\ &= 89,81\end{aligned}$$

e) Variance:

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{89,81} \\ &= 9,48\end{aligned}$$

APPENDIX V

Interview Result

Question 1:	Hindering: 35	Facilitating: 16
Question 2:	Facilitating: 16	Hindering: 35
Question 3:	Facilitating: 37	Hindering: 14
Question 4:	Facilitating: 42	Hindering: 9
Question 5:	Facilitating: 34	Hindering: 17
Question 6:	Facilitating: 37	Hindering: 14
Question 7:	Facilitating: 27	Hindering: 24
Question 8:	Facilitating: 35	Hindering: 16
Question 9:	Facilitating: 39	Hindering: 12
Question 10:	Facilitating: 36	Hindering: 15
Question 11:	Facilitating: 34	Hindering: 17

Interview Transcription

A. Faktor Internal

1. Apakah anda melakukan PTK? Kapan melakukan? Serta seberapa sering dalam melakukan PTK? Tidak
2. Jika ya, apa yang memotivasi anda untuk melakukan PTK? Jika tidak, apa penyebabnya? Tidak ada bimbingan khusus
3. Bagaimana menurut anda peran guru dalam hubungannya dengan mealkukan PTK? Dan apakah peran tersebut menghambat dalam melakukan PTK? ya

4. Bagaimana menurut anda fungsi guru dnegan kaitanya dalam melakukan PTK? Dan apakah fungsi tersebut menghambat dalam melakukan PTK? ya

B. Faktor External

5. Dalam konteks PTK, apakah kebijakan sekolah telah sesuai dengan sebagai mana mestinya? Adakah kebijakan sekolah yang secara tidak langsung menghambat dalam melakukan PTK? tidak
6. Apakah fasiltias di sekolah mendukung dalam melakukan PTK? Fasilitas apa yang tidak tersedia sehingga menghambat dalam melakukan PTK? Tidak
7. Bagaimana suasana lingkungan kerja anda? Apakah kondisi tersebut mendukung/menghambat dalam melakukan PTK? Sebutkan kondisi apa saja yang mendukung atau menghamabat! Sarana
8. Apakah tuntutan profesi anda sebagai guru yang mengharuskan dalam memberikan pengajaran yang baik justru menghambat dalam melakukan PTK? Mungkin
9. Apakah kurikulum di sekolah ini sudah berjalan dengan baik? Apakah kurikulum yang ada mendukung/menghambat dalam melakukan PTK? Ya, tidak.
10. Persiapan apa saja yang di lakukan sekolah dalam menghadapi ujian nasional? Apkah persipan tersebut menghambat dalm melakukan PTK? Memberikan pelajaran tambahan, ya.

11. Apakah pernah diadakan pelatihan penulisan ilmiah atau penerapan metode penelitian untuk guru-guru di sekolah ini? Atau bapak/ibu pernah mengikuti pelatihan lain seperti MGMP? Jika ya, apakah kegiatan tersebut mendukung dalam melakukan PTK? Ya, tidak.

Appendix VI

Table of Professional Development Models, Arlene et al., (2008)

Professional Development (PD) Models At a Glance

Chapter	Title	Model	PD Activities
4	Designing and Sustaining Constructivist Learning Environments	In-house leadership	Sharing cases; workshops; information booklet; Web site; e-mail discussion list
5	Technology Apprentices, SWAT Teams, and Using Students for Professional Development	In-house leadership	Students as technology mentors for teachers and peers
6	Sustaining an Innovative Professional Development Initiative: Key characteristics to consider	In-house leadership	Peer-mentors; curriculum integration through understanding by design (UbD); year-round PD including graduate credit; mentor presentations at conferences
7	Peer Coaching and Technology Integration: Insights from three projects	Peer coaching	Peer coaching; inter-school peer mentoring; personal trainers
8	Digital Storytelling Promotes Technology Integration	Learning circles	Developing digital stories; ongoing mentoring
9	Teachers Doing IT For Themselves: Action research as professional development	Action research	Teaching mentoring; action research
10	Higher Education Institutions as Partners for Technology Professional Development	Working with outside leaders and partners	Intensive summer programs; collaborative curriculum design; mentoring
11	How Do We Support Teacher Learning Online and On-site?: Lessons learned from Washington's Networked Learning Community	Networked learning communities	Helping teachers establish a vision, situating learning in teachers' work, providing authentic audience for sharing
12	Ensuring Integration of Teacher Changes: What practices will make sure that professional development takes a hold?	Systemic change	Varied (as implemented in 50 grant-supported projects)

Technologies	Framework	Assessment Tools	Selected Lessons Learned
e-Portfolios	Constructivist learning environments; case based reasoning	Case stories, workshop feedback, e-Portfolio implementation	Long-term program with large impact possible through limited number of well-planned PD sessions
Laptop initiative for curriculum integration	Appreciative inquiry	Student and teacher focus groups	Stages of implementation led to paradigm shift of teacher-student roles
Variety of classroom tools; mentor e-mails and chats	Activity system	Journal entries, e-mail, online survey and structured interviews	Expect stages of PD program to include implementation “dip”
Internet resources	Job-embedded support	Peer coaching checklist matrix; survey and interviews; NCREL Learning with Technology tool; teacher feedback; review of teacher-designed materials	Peer coaching is successful when context includes well-designed materials, exemplary pedagogical strategies and receptive school culture
Multimedia; audio and video-tape; online databases and other Internet resources; software applications such as PowerPoint, Photoshop or iMovie, and digital tools, such as digital camcorders or scanners	Situated cognition	Doug Johnson’s Code 77 rubrics; TAGLIT teacher survey; individualized multimedia technology learning plan (IMTLP); summative sharing and reflection; direct observation, journals, and interviews	Teachers are successful when they learn technology through an authentic teaching application, supported through a learning community
Variety of information communication technologies (ICTs), especially eLearning	Reflective inquiry	Teacher self-study and research reports	Action research, supported by external mentoring, allows teachers to focus on own teaching practice beyond technology use
Web-based materials	School–university collaboration	Surveys, reports from mentors, observations, document analysis, formal external evaluation,	Partnerships with higher education afford resources that allow for success of K–12 PD
Online communication tool	Web-based learning communities	Teacher logs, case studies, interviews, lesson design, conference presentations	Success of online learning communities requires appropriate communication tools and structured learning activity, as well as connection with existing learning communities, peer experts, and initiatives
Varied (as implemented in 50 grant-supported projects)	Three I Model of Systems Change: Initiation, Implementation, Impact	Meta-analysis of 50 cases	Sustainability: PD without systems change is not effective

Appendix VII

Undang – Undang Pendidikan Republik Indonesia Tentang Pengembangan Guru

No	UUD	Tahun
1	Permendiknas No 16, Tanggal 4 Mei	2007
2	Permendiknas No 9	2010
3	UUD Kementriaan Aparatur Negara No 84 (Jabatan Fungsional Guru dan Angka Kreditnya)	1993
4	Permendikbud No 68	2014
5	UUD Kementriaan Aparatur Negara No 84 (Jabatan Fungsional Guru dan ANGka Kreditnya)	1993
6	UUD Kementrian Aparatur Negara No 118 (Jabatan Fungsioanl Pengawas Sekolah dan Angka Kreditnya)	1996
7	Permendikbud No 5	2012
8	Perda Porvinsi DKI Jakarta No 8 (Sistem Pendidikan)	2006
9	Permendiknas No 87	2013
10	PP (Tentang Pendidikan) No 74	2008
11	UUD Kementriaan Aparatur Negara No 16 (Program Pelatihan Bagi Guru)	2009
12	PP No 20 (Tentang Pendidikan)	2003

Appendix VIII

Figure: The Overview of Professional Development Guideline for Partnership in Practicum Placement of English Teacher Candidates (Pintipa et al., 2012):

TABLE III: OVERVIEW OF PROFESSIONAL DEVELOPMENT GUIDELINE FOR PARTNERSHIP IN PRACTICUM PLACEMENT OF ENGLISH TEACHER CANDIDATES

Main Issues	Related Sub-issues	Professional Development Guidelines for Partnership in Practicum Placement of English Teacher Candidates	Expected Outcome
Learning Management	<ul style="list-style-type: none"> ▪ Appropriate teaching strategy ▪ Motivation enhancement in English learning 	<ul style="list-style-type: none"> ▪ Addressing learning management by covering English teaching techniques and student motivation 	<ul style="list-style-type: none"> ▪ Candidates gain knowledge about the variety of teaching technique such as, Interactive and Direct instruction, Story Mapping, Bottom-up Total Physical Response (TPR), and Card game or Flashcard approach, in order to select appropriate techniques for different teaching context.
Classroom Management	<ul style="list-style-type: none"> ▪ Student behavior problem ▪ Lack of appropriate classroom management approach 	<ul style="list-style-type: none"> ▪ Establishing courses relating to English classroom management skill enhancement and student behavior problem solving strategies. ▪ Supporting the preparation of pre-service teachers through mentoring system <ul style="list-style-type: none"> - offering advice for classroom behavior management by using open-ended questions to encourage critical thinking, idea and opinion expression. 	<ul style="list-style-type: none"> ▪ Candidates are able to develop their classroom management skill effectively. ▪ Candidates are able to select the most appropriate strategy to cope with student behavior problem ▪ Candidates are able to learn from the mentor's direct experiences in classroom management strategy.
Passion for Teaching	<ul style="list-style-type: none"> ▪ Teacher demeanor ▪ Teacher responsibilities 	<ul style="list-style-type: none"> ▪ Emphasize the importance of a mentor in terms of offering both formal and informal advice ▪ Establishing mentoring system ▪ Organizing activities about developing candidates' academic skills and personality development ▪ Encouraging candidates to inquire and think about problems of English learning that their students may have ▪ Instigating the candidates to be a role model for their students in terms of ethic and morality, dress code, and good behavior and discipline 	<ul style="list-style-type: none"> ▪ The candidates are able to learn from their mentor's direct experience and apply the mentor's advice in learning activities management, and classroom control strategies. ▪ Candidates are able to establish and foster positive relationship with the student
Classroom Action Research Performance	<ul style="list-style-type: none"> ▪ Stating research problem ▪ Research writing skill 	<ul style="list-style-type: none"> ▪ Emphasize problem identification, research methodology and writing strategy for classroom action research ▪ Organizing follow-up action research training for candidates ▪ Supporting teacher candidates' action research by establishing center for classroom action research or "Action Research Clinic" that provides the support advice and resources ▪ Emphasizing the importance of the role of a mentor and university supervisor in classroom action research to offering advice and guidelines ▪ Creating classroom action research award to encourage the candidates to conduct high-quality classroom action research 	<ul style="list-style-type: none"> ▪ Candidates' action research meets high standard and expectation of the English teacher preparation program. ▪ Candidates are able to establish a community for assisting and exchanging ideas about conducting classroom action research

Appendix IX

Figure: The Process of Action Research or Action Learning Process,
Branko (2009)

figure 1. The action research or action learning¹ process

Appendix X

Figure: The Continuum of Reflective Teaching Practices, Anne (2010)

Table 1.1 Continuum of reflective teaching practices (adapted from Griffiths & Tann, 1992)

1. Rapid reflection Example: <i>I need to give the students instructions again as they don't seem to know what to do.</i>	Reflection-in-action (individual) In-class; immediate; automatic; intuitive; routine-based
2. Repair Example: <i>Mimi is asking me for help again, but if I don't react and let her work it out with her neighbour, she might realise she is very capable of doing this task herself.</i>	Reflection-in-action (individual) In-class; with pause for thought; adjusting; innovative; non-routine
3. Review Example: <i>That new listening task I introduced doesn't seem to fit in with the current theme I'm teaching. The students were confused and the vocabulary was too difficult. How can I reorganise my unit of work to give them more practice before I introduce it again?</i>	Reflection-on-action (individual/collaborative) After-class; distanced; thought-provoking; insightful; open; forward-looking
4. Research Example: <i>My students don't seem motivated in class. Why is this the case and what strategies can I introduce to change this situation? How do other teachers in my school manage this situation?</i>	Reflection-on-action (individual/collaborative) Short-term; systematic; issue-focused; practically oriented; problematising; data-based; changing, evidence-using
5. Retheorising and research Example: <i>How do the findings of my action research relate to the broader literature on motivation? Do my findings lead to any new or different insights? How can I incorporate the literature into my teaching? What opportunities are there for me to pursue more research on this topic?</i>	Reflection-on-action (individual/collaborative) Long-term/lifelong; literature-based; theoretical; academic; abstract; theoretically and/or practically oriented

Appendix XI

Figure 2.12: The Different between Traditional Research and Action Research, Kazi et al., (2013):

	Traditional Research	Action Research
Usually led by	Outside expert	Practitioners
Purpose	Develop new knowledge	Solve practical problem, improve practice
Types of data gathered	Quantitative or qualitative	Quantitative or qualitative
Purpose of gathering and analyzing data	Gain better understanding of phenomena, develop or test hypotheses	Explore practical problem, guide action planning, evaluate result
Standard for quality research	Peer review of methods and results	The research results in desired change
Primary audience (s)	Other researchers, the profession, government or private agencies	Members of the school community

Appendix XII

Figure: Types of Action Research, Eillen (2000):

Figure 1. Types of action research

	Individual teacher research	Collaborative action research	School-wide action research	District-wide action research
Focus	Single classroom issue	Single classroom or several classrooms with common issue	School issue, problem, or area of collective interest	District issue Organizational structures
Possible support needed	Coach/mentor Access to technology Assistance with data organization and analysis	Substitute teachers Release time Close link with administrators	School commitment Leadership Communication External partners	District commitment Facilitator Recorder Communication External partners
Potential impact	Curriculum Instruction Assessment	Curriculum Instruction Assessment Policy	Potential to impact school restructuring and change Policy Parent involvement Evaluation of programs	Allocation of resources Professional development activities Organizational structures Policy
Side effects	Practice informed by data Information not always shared	Improved collegiality Formation of partnerships	Improved collegiality, collaboration, and communication Team building Disagreements on process	Improved collegiality, collaboration, and communication Team building Disagreements on process Shared vision