

# **Enhancing Professional Development of Indonesian High School Teachers through Action Research**

by

**Dewi Rochsantiningsih**  
*BA UNS (Ind.), MEd Usyd.*



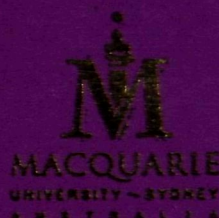
A thesis submitted in fulfilment of the requirements for the degree of  
**Doctor of Philosophy**

Department of Linguistics  
Division of Linguistics and Psychology  
Macquarie University  
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## Acknowledgements

I wish to acknowledge the help, support, and inspiration of many people over the course of my study, as without them I could not have completed it.

I am extremely indebted to Professor Anne Burns for her indispensable help, guidance, encouragement, unfailing willingness to read and promptly return draft materials, critical comments, patience, and for her unbelievable confidence in my ability to finish this study. My gratitude also goes to four other supervisors who have worked hard supervising my study: Dr. Geoff Brindley, and Dr. Lea Smeadley, who after her early retirement I was supervised by Dr. Jennifer Sumsion, and Dr. Catherine Patterson. To these supervisors I owe much of their kind encouragement and invaluable help in the initial part of this research.

My sincere gratitude goes to Professor Trevor Tansley, the Dean of the Postgraduate Studies for in many ways helped me tremendously throughout the completion of this study.

A debt of gratitude goes to the principals of the public high schools in Surakarta and the English teachers who participated in my study. Without their ongoing commitment, involvement, and trust this thesis would not be possible. I am also truly grateful to Dr. Joko Nurkamto, for being my critical friend.

Sincere acknowledgement goes to my father, for his constant prayers, my mother in memory; my brothers Anang, Anto, and their families; my father and mother in law for their ongoing prayers; and all my families who have prayed and supported me, and took care of my daughter while my data collection in Indonesia.

My special thanks are due to my husband, Afifuddin for his love, prayer and encouragement during this study. Finally, my loving gratitude goes to my dearest two-year old daughter, Zahra Humaida Rahman for her sweet understanding. "*Mommy studying?*" she asked innocently each time I put her off because of my study. Thanks go to Zahra for her lovely hugs and kisses at the time I needed to recharge my energy.

## **Abstract**

This study involved ten English teachers from seven high schools in Surakarta Indonesia. It investigated their perceptions of the impacts of action research on their professional development. Five areas of investigation were set up in this study and were aimed to explore: 1) teachers' perceptions of whether their involvement in AR enhances their PD; 2) teachers' perceptions of whether their involvement in AR affects their practice; 3) teachers' perceptions of whether their involvement in AR influences their students' learning; 4) difficulties that teachers encountered during carrying out their AR projects; and 5) kinds of support structures that teachers needed as they undertook their AR projects. The study was conducted through several stages, starting with gathering background information about teachers' perceptions of professional development and their prior knowledge of action research; then, inviting the teachers to a series of action research workshops; engaging them in action research projects in their classes for one term; disseminating their research through producing reports, presenting posters, and delivering papers in a seminar; and finally conducting a post-study after the teachers' research projects finished.

Data collecting techniques included a combination of questionnaires, interviews, teacher's diaries, researcher's journal, and document analysis. Repeated careful examination of the data was conducted in order to identify patterns, issues, and themes which emerged from the data in order to understand the realities of action research when it was conducted by high school teachers.

This study suggests that while conducting action research was not an easy matter for the teachers, they gained several benefits from their involvement in AR projects. Teachers reported that there were significant improvements in many aspects of their classes, including the teaching, learning, and the atmosphere in the classrooms. Role shifting in some teachers also occurred from being "technicians" and more into decision makers. The findings also reveal that teachers required support, facilitation, funding, and time to enable them to undertake action research effectively. This study also makes suggestions addressed to the teachers themselves, the school, the researcher herself, and the teacher education.

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## **List of Abbreviation**

AMEP	: Australian Adult Migrant English Program
AR	: Action Research
ESL	: English as a Second Language
EFL	: English as a Foreign Language
HS	: High School
MGMP	: Musyawarah Guru Mata Pelajaran (forum of discussion for subject teachers)
PD	: Professional Development
PGSM	: Pendidikan Guru Sekolah Menengah ( a project for education of high school teachers)
SLTE	: Second Language Teacher Education
ST	: Student Teacher
TE	: Teacher Educator
TEFL	: Teaching English as a Foreign Language