

Revitalizing the Roles of EFL Teachers Forum for Developing Teachers Professionalism

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Keywords: EFL Teacher Forum, Revitalizing, Teacher Professional Development.

Abstract: EFL Teachers Forum becomes the most famous teacher forum to support teacher professional development in Indonesia. Since, it is held on the whole areas geographically from urban to the rural area. It is expected to be the best way to develop teacher's competence and skill in learning and teaching process. This study analyzes the role and evaluates EFL teacher forum that need to be revitalized for developing teacher professionalism. Using case study methods, the findings indicate that EFL teacher forum still has not covered the innovative learning and teaching strategy. This forum is very focused in the socialization of the new curriculum called K-2013 and how it is implemented in the learning equipment such as lesson plan, syllabus and assessment aspect. As suggestion of this research, EFL Teachers Forum has to be concerned in innovative learning and teaching strategies based on technology.

1 INTRODUCTION

In recent years, teacher professional development (TPD) has become a crucial issue to be researched (e.g. Mona Tabatabaee-Yazdi, 2018., Kohli R.2018., David N. Schaaf, 2018., Mazzotti, L. V. et al. 2017., Babinski, M. Leslie at al, 2017., and Bo-Ruey Huang, 2016). By definition, TPD refers to activity enables to increase teacher's knowledge, sharpen their skills, and develop new teaching techniques (Darling-Hammond et al. 2009). The keys to be effective teacher professional development are practicality, specificity, and continuity. (Popova et al., 2016). Practicality, it means teachers are trained based on classroom's problem by using kinds of concrete methods. (Walter & Jessica, 2012), specificity, it means the training programs pays attention on a subject area. Then continuity, it means teachers are trained continually, not only one day-off (Yoon et al., 2007).

Within Indonesian context, TPD has also attracted to be researched by many educators and scholars especially for EFL teachers forum as one of TPD's type in Indonesia. As mentioned by Hidayat, Y. (2017), EFL teacher forum's policy does not have significant influence to the management and effectiveness of English learning. Lack of socialization among EFL teacher forum's board and the member of it becomes the biggest factor

determining the success of EFL teacher forum's activity. Therefore, many efforts have to be done to make this program better. Thamrin (2011) proposed that a TPD program should be designed to fit the teaching background and subject area of participants and provide internal (e.g. school principals), and external support (e.g. teacher trainers) to support them in teaching practice.

Moreover, it is reported by Rodhi (2015) and Sanda, S. (2016) that EFL teachers forum contributes greatly to the development of teacher professionalism. However, the findings of previous studies also conversely showed that the activity of EFL teachers forum were not optimal. In this point of view is felt the necessary to revitalize this teacher forum. Therefore, teachers can overcome many problems that will be faced in the duties and functions practice effectively (Azhari et al, 2017).

To respond the need for revitalizing the activity of EFL teacher's forum that has never been researched, this study calls for a reconceptualization of the appropriate activity for EFL teacher's forum. It analyzes how great EFL teacher's forum support teacher professionalism, which part show to be evaluated in order to make an ideal EFL teacher's forum activity and how EFL teacher's forum could be revitalized for developing teacher professionalism.

2 LITERATURE REVIEW

2.1 Teacher Professional Development

Warford (2011) has developed Vygotsky's Zone of Proximal Development approach to educate teachers in the Zone of Proximal Teacher Development (ZPTD). Warford (2011) said ZPTD as "the distance between what teacher trainees are able to do on their own and a proximal level that they are obtained of attaining with the guidance and strategic mediation of an expert in the field" (p.253). Warford (2011) explained that teacher education curriculum based on Vygotskian approach should be mediation between teachers' prior teaching experiences, their pedagogical knowledge and observation as well as their beliefs about pedagogy. Having said this, trainees create their own meaning by wielding the cultural tools supported by Vygotsky's theory.

Rolando et al., (2014) mentioned Bloom's Educational Objectives included remembering, understanding, applying, analyzing, evaluating and creating are well integrated with ZPTD in designing in-service teachers programs. As shown in Table 1, ZPTD starts with teachers' reflection (self-assistance) on their prior experiences and beliefs, and moves toward experts' assistance (Tayebeh & Farid, 2011). Each stage progresses sequentially complying to Bloom's Educational

Table 1. Adaptation of ZPTD and Bloom's Taxonomy into in-service teacher programs (Razak Abdul Rafiza, Kaur Dalwinder, Halili Hajar Siti and Ramlan Zahri: 2016)

ZPTD	Bloom's Taxonomy	Sample Interventionist Dynamic Assessments	Sample Interactionist Dynamic Assessments
I. Self-assistance [Stage II in ZPD]	- Remembering - Understanding	Preparing learning autobiographies, Responding to prompts about prior experiences	Discussion, sharing autobiographies, follow-up questions
II. Expert other assistance [Stage I in ZPD]	-Applying -Analyzing	Analysis of teaching practices (demonstrations, videos, field observation) Role-taking/playing	Leading questions and followup discussion Processing role plays Oral quizzes

		Forced choice quizzes (written) WebQuests Cubing exercises	
III. Internalization	-Evaluating	Journaling Micro-teaching Candidate statement of teaching philosophy	Discussion, dialogic partners
IV. Recursion	-Creating	Journaling Clinical reflective reports: collecting information and making warranted claims for change On-line forum Role taking/playing	Discussion, sharing autobiographies, follow-up questions, post-observation conferencing. Processing role-plays

Defining teacher professional development (TPD), it is one of the key determinants in improving knowledge, attitudes, and skills of a teacher (Sanda, S. 2016). There are seven characteristics of effective TPD. It has to be content focused, incorporating active learning, supporting collaboration among participation, uses effective practice model, provides training and expert support, offers opportunities for reflection and feedback, and having an appropriate duration.

It should be content focused means that TPD has to be focused on teaching strategies which associated with certain curriculum supporting teacher learning in the context of teachers' classroom. Incorporates active learning means it facilitates teachers to design and try out the strategy of teaching. Supports collaboration means that TPD facilitates teachers to share their ideas and collaborate it in their learning. Uses effective practice model means instruction model provide a clear vision for teachers of best practices in the classroom look like.

Provides training and expert support means TPD provides training and expert to support their expertise about teachers' individual needs. Offers feedback and reflection means high-quality TPD facilitates the time for teachers to think, receive about the given material, and make changes to their learning practice. The last is it should be sustained

duration means that effective TPD provides teachers with an appropriate time to learn, implement, and evaluate new strategies in their practice. (Darling-Hammond, L. at al, 2017).

2.2 EFL Teacher Forum

EFL Teacher forum is Indonesian model of English teachers' working groups (TWGs). It is suitable places for keeping and improving teacher professionalism and for enhancing their PD on the regular basis. TWGs are a group to support teacher professionalism that issued by many countries (Leu, 2004: 3). With the essential of teacher forum for TPD, many efforts have been made to create a better management quality for this teacher forum. It included the improvement of organization standards, program, management, facilities and infrastructures, human resources, budget, and quality assurance. The standardized programs falls into three groups: general, core, and supporting programs, with the core programs containing routine and development programs. Routine programs mostly deal with teachers' daily work such as designing syllabus, teaching plans and materials. While, development programs concern with activities for increasing teacher professionalism, such as, seminars and workshops

2.3 Previous Study

Teacher Teacher Professional Development (TPD) has been conducted to be the effective way in improving teacher quality. It is proved by empirical evidence conducted in development country by Yoon et al. (2007) found that the teacher who participated in TPD programs have the improvement of their student's academic achievement by 0.54 standard deviations comparing to students who their teachers did not participate in TPD. These positive findings lend credence to the efforts of policymakers from developing countries to improve the quality of teaching through TPD program.

Practically, workshop becomes the most common type of TPD program in the world. However, Current professional development program such as workshops still do not reach a significance result within learning practice (McMillan, M. J. & Renzaglia, A. 2014). Giving teacher incentives can also create other challenges. It is reported that the developing nations spend many millions in a year to strengthen teachers (Calderon. 2014, and World Bank. 2014). In a teacher incentive program in Mexican secondary schools, it identified that student

cheating are upgrading in the learning process (Behrman et al. 2015). While in the United States, teacher's cheating are found highly when incentives are increased too (Jacob et al. 2003).

Therefore, TPD not only needs a big fund allocation for teacher, but also an appropriate program to be applied in their learning and teaching. Mazzotti, L. V (2017) stated that government has to develop TPD in each local district, so that it will result variety programs and practices among teachers. Having the same finding, Bo-Ruey Huang (2016) also showed that in Taiwan, teacher professional development has approach for undergoing a governance shift, with state power being gradually decentralized to local authorities, schools and teachers, and emerging new methods of conceptualizing teacher professional development to make a better TPD.

Within EFL teacher's forum as a part of TPD, it is found that teachers' practices of continuing professional development (CPD) strategies and teachers' success have a strong positive correlation. (Yazdi Tabatabaee M. at al: 2018). However, it has to be accompanied by an exact program to fulfill teacher's needs. Schaaf (2018) stated that many teachers do not supported by technology in their learning process because lack competence. These teachers have become dependent upon professional development (PD) to gain these skills. Therefore, TPD has to be concerned with this necessary. Such case found in Turkey's curriculum that Ministry of National Education (2017) emphasized learner-centered and constructivist instruction could be supported by technology. It is stated that this instructional technologies could increase students' abilities. However, according to Uslu, Ö. (2017) teacher-centered activities without integrating technology are still seen in Turkey's class. So that, a good program established by government must be supported by monitoring and evaluating during realization of TPD.

3 METHODOLOGY

This qualitative research employed a case study design in order 'to capture and produce an in-depth description' (Ary at al, 2006: 454) of the organization structure, system and activity of EFL Teacher Forum of 30 State Junior high schools in Gresik regency and its capacity to create a better learning and teaching. Sharan Merriam (2009) explains that the qualitative case study analysis needs the use of non-probability sampling. Merriam

suggests that researchers can use the most popular type of non-probability sampling, purposive sampling. Purposive sampling encourages analysts to pick case studies that are “information-rich” (Merriam, p.77). This method used by investigator to discover, understand, gain insight and must select a sample from which the most can be learned” (Merriam, p.77).

The study lasting from March 2018 to the third week of July 2018 used 25 respondents consisted of the 4 stakeholders of EFL teacher forum within 2 periods (2015-2017, and 2018-2020), 2 senior and junior teacher who participated in EFL teacher forum, 10 members of EFL teacher forum, 5 experts and also 2 policy makers of this forum in Gresik regency.

In order to have EFL teacher forum descriptively and well pictured, the study utilized interview, documentation, and observation for gathering data as Aryet *al.* (2006: 431) recommend, producing a collection of interview transcripts, documents, fieldnotes, and research journal. So that, data could be well analyzed and fairly interpreted so as to present reasonable conclusions.

The stakeholders who included the committees and coach of those periods were asked to participate in two in-depth interviews. They were interviewed in varied topics related to EFL teacher forum. Senior and junior teacher who participated in EFL teacher forum were also interviewed to have their point of view of EFL teacher forum related to their needs in a class. Besides, they were observed in the way they teach in a class. Then, the researcher compared the different method of their both teaching in a class to know the influence of EFL teacher forum program they have gotten.

The members of EFL teacher forum are also asked about the role of this forum to their competence in learning and teaching. Many experts came from lecturers, trainers and senior teachers were also asked about the program and various plans come to EFL teacher forum that has never been held. It has been completed by interviewing the policy maker of EFL teacher forum in Gresik regency. As the policy maker, they have an important role to determine whether EFL teacher forum success or not. A deep interview was carried out to know how far the role of policy maker influences EFL teacher forum's success. Those responses from all respondents were analyzed and examined to get such agreement of an ideal EFL teacher forum as type of TPD that was needed to realize in Gresik regency.

4 RESULTS AND DISCUSSION

The researcher started this section by showing interview's transcript consisted examples and participants' comments, selected on the basis of their illustrative value. The following show the answer of the leader of EFL teacher forum responding the weakness of the forum.

Leader: I admitted that the board of EFL teacher forum was left behind by other subject teacher forum. It because lack of competence to manage and create an interactive forum.

Lack competence that has been explained by the leader of EFL teacher forum could be solved by guiding from the expert. As ZPTD mentioned the distance between what teachers trainees are able to do on their own and a proximal level that they are attaining with the guidance and mediation of an expert. It was supported by the expert explanation:

“All teachers need to be trained to improve their professionalism. Many teachers did not use technology assistance in their learning and teaching. Therefore, it needs the help for the expert come from this field to train teachers.”

EFL teacher forum also need to consider the necessary of the participant of this forum:

“This forum is useful for us to help the making of lesson equipment. However, Teacher needs such training to show how the way to attract student to follow our lesson”

The training should be incorporates active learning (Darling-Hammond, L. at al, 2017).It means that EFL teacher forum should give the material about authentic artifacts, interactive activities, and other strategies to attract student's attention in a class.

The next, the researcher provides a description and critical consideration of EFL teacher forum of state junior high school to support teacher professionalism in Gresik regency. This description is derived from the documents that contain reports of EFL teacher forum that I obtained from the leader of EFL teacher forum and from workshop materials given to me by the trainer, as well as from the interviews with all participants that has been mentioned in previous section. Likewise, this section discusses the follow-up EFL teacher forum including the evaluation and monitoring of EFL teacher forum to find out the way to revitalize it.

4.1 EFL Teacher Forum in Gresik

EFL teacher forum has been conducted to fulfill the requirement of the constitution of the Republic of Indonesia Number 14 of 2005 that every teacher must have a competence, pedagogic, good manner, and professional in their learning and teaching process. EFL teacher forum is held based on the plan of EFL teacher forum leadership. The board of EFL teacher forum came from the member of EFL teacher forum who has been long time joining this forum. They designed it by discussing with the coach of EFL teacher forum. By giving approval from EFL teacher forum coach, this forum can be carried on. In this case, the design of EFL teacher forum in terms of the purpose of EFL teacher forum, length of EFL teacher forum, what materials were presented, and the selection of instructors.

On the previous leadership (2014-2017) held EFL teacher forum twice a month, whereas current leadership held EFL teacher forum when there is such needs to socialize with the members of this forum. The member of EFL teacher forum came from the delegation of EFL teacher of 30 states Junior High School. Every state Junior High could send more than one EFL teacher to the forum of EFL teacher. There were 40 teachers in average that was reported to join EFL teacher forum. The trainees were expected to share the material of EFL teacher forum to the other EFL teachers who had not been given a chance to participate in the forum. The funding for holding EFL teacher forum came from the member contribution. The member paid for about Rp.75.000/person. It has been reported that several years ago, the funding for holding EFL teacher forum did not come from the member contribution, it came from the profit of English students worksheet sale that created by the member of EFL teacher forum. However, the English student worksheet making has been forbidden. Therefore, the funding would come from member contribution.

EFL teacher forum is held from 8.00 am – 4.00 pm. This forum that has been established, 80% focused on the new curriculum of K-2013 and how it implements in the lesson equipment such as the assessment and the lesson plan (RPP), 10% on PTK (Classroom action research) instruction, and 10% on learning and teaching evaluation. The material of curriculum 2013 that included to material of EFL teacher forum was Scientific Learning method. It has 3 model of learning, they are: problem based learning, project based learning, and discovery or inquiry learning. These would be implemented in the lesson plan (RPP). Then, the assessment aspects

consisted of the assessment of behavior, knowledge, and skill.

The trainer of EFL teacher forum came from the expert teacher or lecturer based on their qualification degree and experiences. The trainer gave the material of curriculum 2013 and how it implements in the lesson plan (RPP) and assessment aspect tune with the government regulation. In the end of forum, the member is expected to finish their RPP. In other section, the trainer gave CAR instruction. It was expected that the members would understand the concept of CAR as well as be able to apply it in the classroom. Furthermore, they are required to write a good CAR proposal and report based on their projects in their own schools. In the last part of EFL teacher forum, the members are given the chance to ask the questions about every problem they meet in a class. It included the evaluation of learning and teaching process that has been conducted in each state junior high school.

4.2 The Role of EFL Teacher Forum

The results of the field study demonstrated that EFL teacher forum has a very important role for EFL teachers.

1. It helped EFL teachers to prepare the lesson equipment such as syllabus, lesson plan, and assessments aspect before implementing on their learning program. The formulating of these aspects was based on curriculum 2013 from each school, annual program and semester program. With Annual and semester Program, all learning activities undertaken by teachers should be right in line with what has been programmed inside it.
2. A good planning would optimize learning and teaching process. According to EFL teacher, by preparing lesson plans before teaching process, it will create a big opportunity to explore the students' multiple intelligences by using interactive learning, to optimize the duration of learning and teaching process, and also to increase the pleasure and confidence for students during joining English lesson.
3. It would make easy for teachers to prepare their learning method in line with teaching material and learning objectives in delivering the lesson, such as, lecturing, discussions, question and answer, demonstrations, etc.
4. Learning and teaching evaluation that included to EFL teacher forum helps teacher to find out the solution of every problem faced during learning and teaching process. The result of this

evaluation would optimize the process of learning and teaching.

5. It would increase teacher's professionalism. They have been trained how to conduct action research that would be applied in their school and how to solve pedagogic problem during learning and teaching process. The teacher admitted that all the material given in EFL teacher forum were useful for them. It helps them to overcome government's regulation and also personal problem of their students in a class.

4.3 The Evaluation of EFL Teacher Forum

EFL teacher forum in Gresik did not fully successful in supporting Teacher Professional Development. The data showed that there were some points to be evaluated in this forum.

1. EFL teacher forum did not support the need of technology use for teacher. It has been reported that EFL teacher forum consisted 80% of new curriculum socialization called curriculum 2013. However, the trainer did not give technology training such ICT (Information and communication technology) workshop to support the implementation a syllabus, lesson plan, and assessments aspect by using technology assistance. The leader confessed that technology training such ICT was important to teachers. However, his party did not implement it because lacking of human resources.

Senior teacher admitted that they have a difficulty to make a syllabus, lesson plan, and assessments aspect by using technology assistance. In the other side, junior teacher could adapt easily with the demand of mastering technology. Senior teacher became dependence on junior teacher assistance in finishing their syllabus, lesson plan, and assessments aspect. Therefore, the training of technology use was needed by teacher to support their professionalism and requirement in implementing curriculum 2013, remaining that all aspects belong to curriculum 2013 would be reported in printed form.

Besides, ICT workshop was also useful to help teacher in delivering their material to students. Many schools were facilitated by computer. Teacher should employ these facilities to support their learning and teaching process. So,

the mastery of technology was important for teachers.

2. There was no material given about innovative learning and teaching within EFL teacher forum. EFL teacher forum very focused on the socialization of curriculum 2013. The board of EFL teacher forum did not consider the need of innovative learning and teaching material for teachers. But actually the case was the teachers need such innovative way to deliver their material to students in order to attract student's attention to listen and understand the lesson material easily.
3. The failure of EFL teacher forum expectation. In the beginning of EFL teacher forum, the participant or the member of EFL teacher forum was instructed to finish their syllabus, lesson plan, and assessments aspect by trainer instruction. However, not all the participant finished those aspects in the end of forum. It happened because it still was founded who did not bring laptop, lack of technology capability, and lack of time duration of EFL teacher forum. As the result of this failure, the teacher wouldn't prepare their syllabus, lesson plan, and assessments aspect to the class. It because of the teacher did not continue to finish their syllabus, lesson plan, and assessments aspect after joining EFL teacher forum. It means that the teachers wouldn't prepare their learning method which in line with teaching material and learning objectives in delivering the lesson.
4. Not all the teacher's problem can be solved. Each teacher faced a different problem. It because the disparity of district, facility, and human resources. It made the offering solution couldn't be accepted by all teachers came from a different background.
5. The board did not plan and run EFL teacher forum schedule well. The data told that the board arranged schedule planning of EFL teacher forum through messages. Every department of EFL teacher forum sent their work planning of EFL teacher forum to the leader or secretary of EFL teacher forum trough mobile phone. Then, the data given was typed and printed out as their working plan without any discussion among other organizer of EFL teacher forum. It made work planning arrangement did not run well.
6. The implementation of EFL teacher forum was only caused the necessity to socialize among the member. The leader explained that he got the difficulty to run EFL teacher forum because

lacking offunding. In his period of leadership, he has submitted proposal to make and publish English student worksheet such previous period to education official of Gresik. But, they declined it. The production of English student worksheet was proposed to get many incomes to fund the implementation of EFL teacher forum. It made the implementation of EFL teacher forum could not hold intensively.

7. There was no forming of cadres from the previous period. The previous period that has been managed EFL teacher forum for 3 years did not give a direction to current period. Most members of current leadership were new person came from the member of EFL teacher forum who did not have experience to manage EFL teacher forum. Current leadership admitted getting confuse in many things related to manage EFL teacher forum. Even the leader of current leadership told that he was got difficulty to meet the previous leadership because of their bustle.
8. Lack of coordination and coaching from Gresik education official to EFL teacher forum leadership. A policy maker of EFL teacher forum came from Gresik education official. They have responsibility to monitor the activity of EFL teacher forum because it will be reported to Gresik government. However, most of EFL teacher forum activity is held without any monitoring from Gresik education official. The board of EFL teacher forum also stated that they haven't communicated yet the work planning with Gresik educational official. It made the board designed the activity of EFL teacher forum by their own idea without any suggestion from Gresik educational official that might be important to be considered.
9. Lack of human resources. The leader of EFL teacher forum admitted that his leadership member did not have enough competence to cover and manage all teachers' need. It was added by lack of forming of cadres from the previous leadership that caused lack of experience and competence to manage EFL teacher forum activity.

4.4 Revitalizing EFL Teacher Forum

The evaluation that has been showed on previous point need problem solving to revitalize EFL teacher forum in Gresik to be the best forum covering all EFL teacher's need. These are the way to revitalize EFL teacher forum.

1. Providing technology training for EFL teachers. EFL teacher forum could be the only forum to develop teacher's professionalism. Therefore it must cover all teachers' need. The board of EFL teacher forum could add the agenda such ICT program by wreaking the technology expert within EFL teacher forum or they could arranged it in the other time due to limitation of time duration.

The agenda of ICT program must be prepared well. It could be arranged in a form of workshop one-day off. The socialization to the member or participant of EFL teacher forum was also needed. The participant of this forum should be instructed to bring laptop, flash disk, etc. to be able to be abreast of the workshop material. The workshop would be trained with the expert from technology field that give material related to the implementation curriculum 2013 by using Microsoft word and exel, technology assistance in learning and teaching process by using Microsoft word, powerpoint, etc. It would make students to interest with the lesson given. It also would make easy teacher to deliver the material by using technology assistance, remaining many schools have been facilitated with computers, slide projector and LCD. Besides, the board of EFL teacher forum should monitor the participant of this workshop to make sure that all participants could follow the workshop material. Monitoring the participants also useful for helping who get lost within ICT workshop. All participants were expected to get new knowledge that was directly practiced in this workshop.

2. Giving the material about innovative learning and teaching. The board of EFL teacher forum could discuss the addition of innovative learning and teaching material to the coach of EFL teacher forum. It would result the agreement to re concept the agenda of EFL teacher forum. The expert suggested the content of innovative learning and teaching material should explain how to attract students to follow the lesson material well. It was also consisted the strategies to motivate students to be creative and knowledgeable. The trainer came from the expert that has been known the education condition in Gresik well.
3. The committee of EFL teacher forum should monitor the activity of this forum. The expectation of finishing a syllabus, lesson plan, and assessments aspect that has been established in the beginning of forum should be monitored

by the committee. The committee should walk around the participant to check and help what has been instructed by the trainer. If it was impossible to finish it in one day because lacking of time duration, then continue it in the other day as the continuance of finishing syllabus, lesson plan, and assessments aspect project. Or, the other option was the participant could be limited 10 school participant for a day, so that there would be 3 days to finish all participants of the whole of EFL teacher forum school member.

4. Peer evaluation. Learning and teaching evaluation section in EFL teacher forum offered the solution that was not covering all problem school because every school has a different background. In this case, the committee could divide the participants belong to several groups and asked the participant to do peer evaluation, then reported the result of it in the end of section in front of forum member. Every groups was given the time to do peer evaluation among participants to share, and give each experiment in facing the same problem deeply. After having discussion, every group had the opportunity to share their result of peer evaluation and would be responded by other participants of EFL teacher forum.
5. The working plan of EFL teacher forum should be arranged well. After changing leadership of EFL teacher forum, the leader had to choose the division member of his leadership. Then, every division member had to arrange the working plan to success the leadership of EFL teacher forum in their period. This agenda could be attended by previous leadership and the coach of EFL teacher forum. The working plan was managed by discussion among the member of every division. After that, the representation of each division presented the arrangement result of working plan. While others could suggest and give their opinion based on what has been presented. Therefore, the result of working plan could be made the parameter of EFL teacher forum success.
6. EFL teacher forum might be scheduled as intensive as could. The requirement of implementing EFL teacher forum was felt necessary. However, the board of EFL teacher forum got the difficulty to hold it because lacking offunding. In this case, the board could consulate to the coach and participant of EFL teacher forum related to this case. The member of EFL teacher forum could arrange other

activity to get other income to fund EFL teacher forum. For example: holding English competitions among State Junior High School in Gresik.

Another option was every school could hold EFL teacher forum among teachers in their own school. This forum was useful to evaluate learning and teaching process for a month such certain teachers faced the same students who became trouble makers in a class or the school policy restricted students creativities. Thus, every teacher could share, report and evaluate their learning and teaching process.

7. The current board of EFL teacher forum should draw up the next leadership. A good relationship among EFL teacher forum members was important to build the effectiveness of EFL teacher forum activity. The member who actively participated could be recruited to be the committee of EFL teacher forum. Thus, the member who did not include to the leadership could learn the organization management within EFL teacher forum. It was better to choose every representation of every school to be the committee of the implementation of EFL teacher forum. It would build the sense of belonging among EFL teacher forum member and they felt to be respected coming to EFL teacher forum.
8. Gresik education official should give coordination and coaching to EFL teacher forum leadership. After having discussion with Gresik education official about the evaluation of EFL teacher forum, the researcher concluded that actually the education official wanted to give such coaching to EFL teacher forum. However, it was constrained by the a shortage of communication of both parties (the board of EFL teacher forum and Gresik educational official). Moreover, Gresik education official promised his party would try to fill his willingness to give such coaching and coordination to EFL teacher forum leadership in this year (2018).
9. Improving the board of EFL teacher forum competence. Although it was said that the board of EFL teacher forum could invite the expert to give the necessary material, the board also need to be trained. The training for the board of EFL teacher forum could be focused on the leadership training, and pedagogy material. So, they were expected to be the consultant for the member of EFL teacher forum in facing any problem met among their members.

4.5 Study Limitations

The present study was grounded in a specific teacher professional development framework, which draws upon established practices in EFL teacher forum research. In keeping with this approach, the case study sought to obtain rich data about the experiences and opinion of the expert, and stakes holder of EFL teacher forum, rather than seeking a systematic and comprehensive analysis of larger numbers of EFL teacher forum participants. We acknowledge that our own backgrounds and that of the participants shaped and constructed our findings.

5 CONCLUSIONS

Many evaluations of EFL teacher forum need to be revitalized to cover all teachers' need. The revitalizing included providing technology training for EFL teachers, giving the material about innovative learning and teaching, monitoring the activity of the forum, doing peer evaluation, making schedule to follow up Classroom action research training, arranging the working plan well, holding the forum as intensive as could, drawing up the next leadership, having a good communication with Gresik educational official, and improving the board's competence.

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