

**AMERICAN CORNER WEBINAR AND ITS IMPACT ON
ENGLISH TEACHERS TO THEIR PROFESSIONAL DEVELOPMENT:
A STUDY AT MUHAMMADIYAH UNIVERSITY OF YOGYAKARTA**

***WEBINAR AMERICAN CORNER DAN PENGARUHNYA
TERHADAP PENGAJAR BAHASA INGGRIS DALAM
PENGEMBANGAN PROFESIONALISME:
STUDI PADA UNIVERSITAS MUHAMMADIYAH YOGYAKARTA***

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**ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR**

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In partial fulfillment to achieve Master's Degree
in English Language Studies
at Faculty of Cultural Sciences

Written and submitted by:

NUR ALIFAH A.J.

to

**ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
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THESIS

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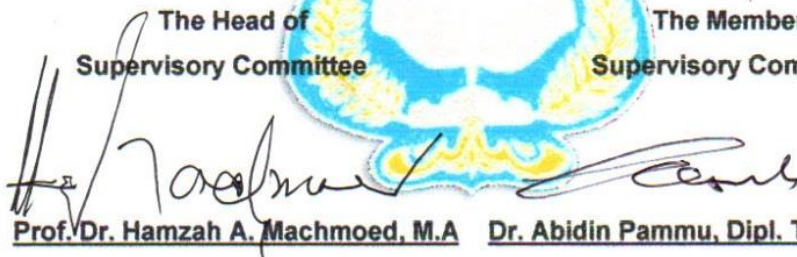
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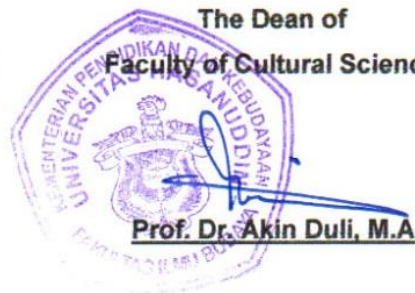
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American Corner Webinar and Its Impact on
English Teachers to Their Professional Development:
A Study at Muhammadiyah University of Yogyakarta

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Makassar, 4 Februari 2021

Yang Menyatakan


Nur Alifah A.J.

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ABSTRACT

NUR ALIFAH A.J. *American Corner Webinar and Its Impact on English Teachers to Their Professional Development: A Study at Muhammadiyah University of Yogyakarta* (Supervised by **Hamzah A. Machmoed** and **Abidin Pammu**)

The aim of this research was to examine the features of webinar, characteristics of professional development activities on the webinar, and the perceptions of English teachers and lecturers towards the webinar and their professional development.

The data were collected by observing 5 webinar sessions of the American Corner of Muhammadiyah University of Yogyakarta. The data collection of this research also used questionnaires which were administered to 15 experienced and novice English teachers and lecturers from state and private schools and universities in Indonesia as the participants of webinar. In addition, 9 of participants were interviewed to gain more insight about their perceptions. The data were then analyzed quantitatively and qualitatively.

The results showed that the webinar sessions were supported by online presentation, live chat, Q&A session, and sharing session as its features. While professional development activities on the webinar facilitated English teachers and lecturers in terms of content focus, coaching and expert support, collective participation, and sustained duration. Regarding the perceptions of English teachers and lecturers towards the webinar and their professional development, it showed positive perceptions based on several indicators. Furthermore, the results revealed that the participants had varied responses on the most influential part of webinar to their teaching skills, topics of webinar related to their current and expected teaching practice, preference on professional development activities on the webinar to their teaching practice, and suggestions for the improvement of webinar.

Keywords: English teacher, perception, professional development, webinar

ABSTRAK

NUR ALIFAH A.J. *Webinar American Corner dan Pengaruhnya terhadap Pengajar Bahasa Inggris dalam Pengembangan Profesionalisme: Studi pada Universitas Muhammadiyah Yogyakarta* (Dibimbing oleh **Hamzah A. Machmoed** dan **Abidin Pammu**)

Penelitian ini bertujuan untuk menjelaskan fitur webinar, karakteristik kegiatan pengembangan profesionalisme pada webinar, dan persepsi para guru dan dosen bahasa Inggris terhadap webinar dan pengembangan profesionalisme mereka.

Data penelitian diperoleh dengan melakukan observasi pada 5 sesi webinar American Corner Universitas Muhammadiyah Yogyakarta. Penelitian ini juga menggunakan kuesioner dalam mengumpulkan data dengan melibatkan 15 guru dan dosen bahasa Inggris yang berpengalaman dan kurang berpengalaman dari sekolah dan universitas negeri dan swasta di Indonesia sebagai peserta webinar. Selain itu, 9 peserta webinar juga diwawancarai untuk mendapatkan gambaran yang lebih luas mengenai persepsi mereka.

Hasil penelitian menunjukkan bahwa semua sesi webinar dilengkapi dengan beberapa fitur, yaitu presentasi daring, *live chat*, sesi tanya jawab, dan sesi *sharing*. Sedangkan, kegiatan pengembangan profesionalisme pada webinar memfasilitasi para guru dan dosen bahasa Inggris dalam hal fokus konten, pelatihan dari para ahli, partisipasi kolektif, dan durasi yang memadai. Berkaitan dengan persepsi para guru dan dosen bahasa Inggris terhadap webinar dan aktivitas pengembangan profesionalisme mereka, hasil penelitian menunjukkan persepsi positif dengan beberapa indikator. Selain itu, hasil penelitian juga menunjukkan bahwa para peserta webinar memiliki tanggapan masing-masing tentang fitur webinar yang paling berpengaruh terhadap kemampuan mengajarnya, topik webinar dengan pengajaran yang diimplementasikan dan ingin diimplementasikan, preferensi aktivitas pengembangan profesionalisme pada webinar terhadap praktik mengajarnya, dan saran perbaikan webinar.

Kata Kunci: guru bahasa Inggris, persepsi, pengembangan profesionalisme, webinar

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CHAPTER I

INTRODUCTION

A. Background

Teachers mainly determine the key to qualified education. There is now general consensus that the quality of an education system cannot be higher than the quality of its teacher (Barber & Mourshed, 2007). Teachers need a wide range of professional and personal competencies in doing various roles (Darling-Hammond, Chung Wei, Andree, Richardson, & Orphanos, 2009). It is also to provide certain values for teachers in becoming leaders of social change (Bautista & Ortega-Ruiz, 2015). Moreover, in this 21st century, teachers are responsible to help students in possessing the increasingly complex skills and competencies, such as deep mastery of challenging content, critical thinking, problem solving, communication and collaboration, and self-direction. Thus, teachers are in demand for the opportunity to refresh and enhance their professional skills in order to support and motivate the student's potential.

A continuous development of knowledge, skills, and behavior is required for teachers in their lifetime of teaching. Teachers need intensive guidance and support to be able to teach with innovative principles (Borko, 2004). In teaching English, particularly, teachers should not only have the language ability, but also the subject-matter

knowledge, pedagogical knowledge, and decision-making ability. In this sense, professional development can be used as a key motivator for teachers to develop their professional skills and knowledge in teaching. Professional development allows teachers to renew themselves (Smith and Gillespie, 2007). It is because teachers need to change their teaching strategies and styles accordingly as the trend in teaching which is continuously changed from time to time (Rao, 2019). The opportunities for professional development can develop practical settings of the teachers, especially for procedural skills, because not all the competencies can be obtained in the initial teacher education program (Knight, 2002). Thus, it can give positive effect over attrition and turnover that commonly improves job commitment and satisfaction for teachers (Dede, Ketelhut, Whitehouse, Breit, & McCloskey, 2009).

Teachers can benefit from different professional development activities. Formerly, it was generally conducted by engaging in off-line activities, such as face-to-face training, attending or presenting at conference and workshops, joining teachers' club, doing action research, practice, reflection, and peer-observation. However, this situation is mainly changed after the advent of technology which allows teachers to get mostly free and instant access for the purpose of their professional development in online formats. For instance, online training, web conferencing, webinar, and online teacher forum. It is therefore teachers who may have been severely limited in their access

to materials can bring a lot of benefits from this massive availability of professional learning resources and events.

In education, information and communication technologies have been widely utilized in different teaching context which improved learning efficacy over the past decade (Mohorovicic, Lasic-Lazic & Strcic, 2011; Emre, 2019). Online learning or e-learning plays an important role in education (Giannakos & Vlamos, 2013; Kucuk, Genc-Kumtepe & Tasci, 2010; Emre, 2019). A numerous means of online and technological tools are being used and become familiar. Some of these tools are online learning management system (LMS), educational blogs, discussion boards, learning videos, web conferencing, and webinar (Clay, 2012; Mohorovicic et al., 2011; Emre, 2019). Among these educational technologies, webinar is a crucial one to support online learning.

A webinar, a short form of web-based seminar, is a seminar, lecture or workshop which is held over the internet and presented a live virtual event or web using video-conferencing software. It has been established since the advent of video web-conferencing tools in the early 1990. Zoumenou et al. (2015) claimed that several businesses and higher education institutions was the initiator towards the importance of webinar in the early 2000 when fast internet access has particularly been available and affordable. According to Pluth (2010), webinar is an online seminar that enables people to access a virtual

classroom and share information through the internet from around the world.

A webinar has been used by many teachers as the alternative way for their professional development in the form of presentation, discussion, demonstration, or other instructional session. A webinar allows presenters and participants to meet virtually since it overcomes barriers related to travel time and expense required for in-person professional development (Reaser, 2016). It provides the interactive means of professional development that break the limit in terms of cost, time and place for continuous learning opportunities (Wyatt, 2007). It is because the participants of a webinar do not need to attend this event by going to different places. In addition, most of the webinars are also available for free, so the participants do not need to pay expensive in attending the event. Any participant from any country can take part only by having a compatible device, such as computer, laptop, tablet and smartphone, with a high stable internet connection. The participants can improve their language skills and know the recent trends in English language teaching for a lively and dynamic classroom by attending webinar online and simply sitting at home or office.

Several institutions and organizations have developed webinar for different levels and purposes. One of them is the webinar organized by the American Corner of Muhammadiyah University of Yogyakarta. This webinar is offered for English teachers and lecturers in Indonesia to

promote extensive reading program for its further implementation in teaching and learning English in Indonesia which involved professionals or experts on English language teaching from some countries in the world and some members of Indonesian Extensive Reading Association. The webinar is provided in collaboration with Public Affairs Section of the Embassy of United States of America – Jakarta, Muhammadiyah University of Yogyakarta, and Indonesian Extensive Reading Association.

This research had three purposes. Firstly, it was crucial to examine the elements or common features of American Corner webinar which distinguished it with other webinars. Furthermore, this research aimed to explore the characteristics of professional development activities on the webinar regarding to its use for professional development of English teachers and lecturers in Indonesia. Finally, this research also assessed the perceived values, input, and crucial evidence from teachers' thought and feeling towards the webinar and their professional development for a particular English skill.

B. Research Questions

Based on the identification of the problem, the researcher addressed the following questions:

1. What are the features of webinar offered by the American Corner of Muhammadiyah University of Yogyakarta for professional development of English teachers and lecturers?

2. What are the characteristics of professional development activities for teachers and lecturers provided on the webinar of the American Corner of Muhammadiyah University of Yogyakarta?
3. What are the perceptions of English teachers and lecturers on the webinar of the American Corner of Muhammadiyah University of Yogyakarta for their professional development?

C. Objectives of the Research

In accordance with the research questions, the aims of this research are presented as follows:

1. To elaborate the features of webinar offered by the American Corner of Muhammadiyah University of Yogyakarta for professional development of English teachers and lecturers.
2. To reveal the characteristics of professional development for teachers and lecturers provided on the webinar of the American Corner of Muhammadiyah University of Yogyakarta.
3. To investigate the perceptions of English teachers and lecturers on the webinar of the American Corner of Muhammadiyah University of Yogyakarta for their professional development.

D. Significance of the Research

The significance of this research will contribute to theory and practice. Theoretically, the result of this research is expected to give valuable input for the development of educational pedagogy on the use of webinar for professional development in English language teaching

skills. It is also expected to provide useful information and clear scenario for further research about the use of webinar and professional development of English teachers and lecturers.

Practically, this research can help English teachers and lecturers to use webinar as the opportunity for developing and supporting their professional skills in teaching and implementing the latest trends of English language teaching and learning in their classroom. Finally, it can help professionals or experts from other educational institutions and organizations in Indonesia to design and organize more webinars on a variety of topics related to English language teaching and learning as one of technological innovations for teachers and lecturers according to the view of their needs and levels.

E. Scope of the Research

This research identified the features of webinar, characteristics of professional development activities on the webinar, and the perceptions of English teachers and lecturers towards the webinar and their professional development. These limitations were made to investigate the understanding of the professionals or experts from the organization in designing and organizing the webinar for professional development and analyzing the perspective and experience of English teachers and lecturers towards the usefulness and effectiveness of webinar for their professional development.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

A number of researches have been conducted to investigate the use of webinar in English language teaching which were definitely varied on each context.

Basaran (2014) in his research entitled "*Webinars as Instructional Tools in English Language Teaching Context*". This research found the effectiveness of webinar as a tool for teaching and learning English, especially for listening and speaking skills, and its benefits for distance education and practicality. However, the research confirmed that some technical and medium related difficulties still emerge as the most challenging aspects, such as managing participants and need some improvements for better use. The research focused on the perceptions of pre-service teachers in comparing it with classroom learning and their ability to use it to teach English which involved forty language lecturers in a state university using pre-webinar questionnaire, post-webinar questionnaire, and reflection report.

The next important research is by Rao (2018) entitled "*Webinars as Instructional Tools in English Language Context*". This research investigated the purpose of webinar for English teachers and learners,

the length of an ideal webinar, and its implications to English language teaching and learning. It concluded that the purpose of webinar was to enable English language teachers and learners in attending online lectures or seminars and connect in real-time with many people around the world through the internet to deliver, receive, and discuss information comprehensively; while, 30 minutes to 45 minutes session is the ideal length of webinar with 41% interested for 30 minutes session and 44% interested for 45 minutes session; and learning English language, understanding new developments in English vocabulary and its usage, and improving grammar and pronunciation are the implications of webinar to English language teaching and learning. The research concerned on the webinars that were participated by English language teachers and learners.

Another intriguing research was also performed by Rao (2019) which entitled "*Webinars and Their Effective Use in English Language Teaching and Learning*". This research examined the importance of webinar and its effective use in English language teaching. The results indicated that giving online training courses, refresher courses, online seminars and others for training of teachers and learners to new concepts and update of novel trends in the field are a number importance of webinar; and its effective use can be seen on the webinar offered by numerous institutions, such as Macmillan English, IATEFL, Pearson, English First, Cambridge, Oxford, and the British Council with

a wide range of themes covering the latest topics of English language teaching for teachers and students throughout the world, especially the immense use for career development of English teachers.

The next research was performed by Emre (2019) which entitled "*Webinars for Teaching English as a Foreign Language and for Professional Development: Teacher Perceptions*". This research aimed to find out the perceptions of English as foreign language teachers towards the use of webinar for teaching English as a foreign language and professional development purposes. The research was concluded that teachers' perceptions are significantly influenced by prior webinar experiences, more years of teaching experiences, older age, and being a native or non-native English speaker. 78 teachers in an English language school were involved in the research and assigned to fill the online questionnaire.

Other research was performed by Rao (2019) which entitled "*The Influence of Webinars in Developing Teaching Skills of the English Language Teachers: A Comprehensive Study*". This research investigated the influence of webinar in developing teaching skills of English teachers and the benefit of webinar for English teachers in implementing the latest techniques to motivate the learners. The results showed that the influence of webinar are the right solution for the entire teaching community to increase their knowledge and teaching skills comfortably from home or office; and by learning the current methods

and approaches in English language teaching can make the classrooms lively and active for the learners.

The results from previous studies above showed that there are some perspectives and approaches used to describe the webinar in English language teaching. Some findings from these previous studies concerned on the use of webinar for teaching and learning through private service of the institution and public service which offered general English skills for students and teachers in each meeting.

However, more studies are crucial to conduct, especially on investigating the characteristics of webinar, professional development activities on the webinar, and the perceptions of experienced and novice English teachers and lecturers towards the webinar and their professional development for a particular English skill, especially for promoting extensive reading in teaching and learning English in Indonesia. Thus, it was analyzed in this research.

B. Theoretical Background

This section presents literatures and discussions of approach on technology in English language teaching, webinar, English language teaching skills, and professional development.

1. Technology in English Language Teaching

Technology has significantly emerged in the whole world and changed the entire life in today's globalized and modern era. As a

result, it has also brought tremendous changes in the field of education which is influenced the teaching and learning process. Technology has led teachers and students to think differently, innovatively, and creatively. A number of technological devices are used frequently by teachers and students.

The advent of technology has brought a lot of benefits for teachers and students, especially in English language teaching (Rao, 2019). It was then broke away the traditional approach of English language teaching into an interactive one. The English teachers have used the available technology to motivate and fulfill the needs and interest of the students to learn English skills. In addition, teachers also use it in a variety of way to help students in understanding the concept easily. In the classroom, most of English teachers have used digital boards or interactive boards for teaching because it is user-friendly and time-saving. The teachers have also used computers or laptops to give PowerPoint presentation in delivering the lesson. Furthermore, the teachers have also used the available resources on the internet by downloading online materials, pictures, and videos to prepare the lesson and explain related topics to the students in order to help them understanding the subject comprehensively. The teachers have also used the internet to send assignments to the students. The teachers have also used the internet to send reports to the parents and institution authorities about the progress of the students. The teachers have also

interacted with others teachers across the world and share their experiences over the internet. The teachers have also used e-books, e-journals, and online training to update their knowledge and learn the latest trends on English language teaching approaches.

With the use of the latest technology, the students can pay more attention on the topic because they have new experiences in the classroom which in turn encourage them to learn more and minimize the teachers' burden. The students can use the internet and mobile apps to access the material, learn new vocabulary and grammatical structures, and learn English independently anytime and anywhere. The students can also send back the completed assignments to teachers. It is the fact that technology is very useful for teachers and students in developing their teaching and learning skills of English. It has made teaching and learning of English becoming more accessible for both teachers and students.

2. Webinar

A webinar has become a powerful tool in supporting online learning with the emergence of information and communication technology and online learning. It has started to be used since the advent of video web-conferencing tools in the early 1990. The importance of webinar was pioneered by businesses and higher education institutions in which fast internet access has particularly been available and affordable in the early 2000 (Zoumenou et al., 2015). A webinar is technical term of web-

based seminar which can be defined in many ways. Zoumenou et al. (2015) claimed that webinar is a transmission of presentation, seminar, lecture or workshop on the internet. Furthermore, Giannakos and Vlamos (2013) defined as “the dissemination of recorded or live content over the internet”. Clay (2012) argued that webinar is an interactive and scheduled e-learning directed by an instructor or facilitator as a web workshop and occurred in a real time. This tool is known as online conferencing, audio-graphic conferencing, and synchronous cyber face-to-face classroom (Hewett & Lynn, 2007; Hampel, 2003; Wang, Chen & Levy, 2010; Basaran, 2014). It is also called online seminar, online events, online trainings, online classes, or webcasts. It is because a webinar gives the participants the opportunity to learn, as they would at an in-person event, with added advantages. Generally, a webinar is defined as an engaging online event in which a presenter or small group of presenters deliver a presentation to a large participant by responding to polls, submitting questions and using the available interactive tools (Rao, 2019).

According to Emre (2019), a webinar has two forms, synchronous and asynchronous which is determined by its purpose and usually the asynchronous form referred as webcast and delivered in different formats. Mohorovicic et al. (2011) stated that both of these forms can be a presenter and multiple participants from one location, a presenter and

multiple participants from multiple locations, multiple participants from one location versus multiple participants from one or multiple locations.

The elements of webinar can be varied among the available webinar tools in which some tools provide additional features, for example recording of the meeting, screen sharing, and mobile phone compatibility (Basaran, 2014). According to Rao (2019), there are differences between the most bare-bones webinar and modern webinar which separate streams for audio and slides with presenter video, slides, integral social media, live feedback from participants in the form of polls, questions, idea storming, and others. However, a webinar commonly enables an interactive participation through chat box and Q&A session, except the sharing of slides. It can be provided for free and paid.

In terms of length or duration of an ideal webinar, the BigMarker via Medium found that 44% participants are more interested for 45 minutes session, 41% participants are interested for 30 minutes session, 10% participants are interested for 1 hour session, and 5% participants are interested for 20 minutes session. Regarding to these findings, the BigMarker determines about the ideals length or duration of webinar is 30 minutes to 45 minutes session with 41% interested for 30 minutes session and 44% interested for 45 minutes session (Rao, 2019). On the other hand, according to ON24 in 2018 Webinar Benchmarks, the average duration of webinar is 56.4 minutes and most

of them are held for an hour. It is then concluded that the ideal length or duration of webinar is 40 to 45 minutes according to this survey (Rao, 2019).

2.1 Elements of Webinar

The educational videos appeared on the web are not the webinar. It should fulfill several elements to be categorized as a webinar. Those are live event, online participants, interaction and participation, streamed video of a presenter, slides, audio, and webinar software (Rao, 2019).

In this sense, hosting a webinar needs to inform the fixed date and time to the participants before, so they can participate in the live event. While, since there is no webinar conducted without participants, thus the essence of participant is crucial regardless of the number of participants joined. Based on GoToMeeting, it claimed that 66% of webinars have a minimum of 50 participants (Rao, 2019). Next, the interaction and participation in a webinar are conducted in a variety of form, such as live chats, polls, Q&A session, tests, surveys, and social media. Then, the next element about streamed video of a presenter needs an uninterrupted internet connection in viewing the presenters who deliver a topic or subject. In addition, the presenters use slides to make the presentation more attractive and understandable for the participants. Also, the webinar should have the audio to enable the

presenters and participants in interacting each other. The last element is the webinar software to execute all points or elements before.

2.2 Benefits of Webinar

Newman (2013) pointed out the benefits of webinar as follows:

“Webinar technology is rapidly growing in both usage and capability. One of the areas experiencing such rapid growth involves education and training. Largely because of significant savings in time and money, companies are increasingly turning to online technology for education, product demonstrations and training.”

Newman also argued that the users can reach to a larger number of people by spending nearly the same amount of time and energy (Basaran, 2014). Furthermore, Newman suggested that educational webinar can easily be adjusted and tailored according to the needs of participants.

Several benefits of webinar are educational, low cost, interactive, world-wide participants, on-demand access and business goals purposes (Rao, 2019). The first benefit of webinar is educational because the presenters learn new ways to deliver their teaching, provide more effective learning process with their efficiency and better learning through the well-presented webinar, and present low-risk form of education. Secondly, a webinar is low cost because most of the webinar are available for free and can be attended from home or office. Thirdly, the benefit of webinar is interactive because it has poll and survey conducted to keep the participants more interested by asking question, getting answers and comparing it with their peers. Next, the

webinar has world-wide participants because it enables to be watched by people from anywhere and anytime from any device which do not need to travel anywhere. Another benefit of webinar is on-demand access because the participants can watch the webinar anytime in their own convenience later through the concerned link of recorded data sent by the organizers. Finally, the webinar can serve the business goals as its advantage because it is used by most industrial sectors to educate their customers and prospects in enabling them to do their duties well as the benefits to their companies which in turn the business can easily reach the customers and the progress prospects of companies all over the world.

Based on the 2017 Big Book of Webinar Stats, it was found that the industries in the field of education produce 10% of the webinar among other industries, such as software and technology, finance, healthcare, government, insurance, manufacturing, retail, marketing and public relations, etc (Rao, 2019). The educational sector use webinar for teachers, students, educationalists, and researchers in a proper way. This webinar is very useful in the education system, including in English language teaching and learning, online training courses, online seminars, and others in order to train teachers and students on learning new concepts and updating their knowledge about the latest trends or ongoing issues in their field.

3. English Language Teaching Skills

Several disciplines are related to English language teaching skills which can be obtained from English language teacher education. Savas (2006) pointed out that it is interacted with applied linguistics, language learning and teaching, and teacher education. On the other hand, personality, methodology, and language are several elements that develop a language teacher (Gabrielatos, 2002; Basaran, 2014). The first element is personality which refers to perceptions and beliefs of the teachers on teaching and learning a language, interpersonal skills, and self-awareness. Secondly, methodology component concerns on the knowledge about the way of teaching a language and implementing it into language education context. The third component is language which considers enough knowledge on the target language and the ability to use this knowledge. All of these components have the similar values and each of them should develop equality in order to reach full potential on knowledge and skills as an ideal English language teacher.

In addition, some important knowledge of language teacher are content knowledge, pedagogic content knowledge, general pedagogic content knowledge, curricular knowledge, contextual knowledge, and process knowledge (Robert, 1996; Basaran, 2014). Firstly, content knowledge is identified as teacher's knowledge about the target language and its system. The second knowledge is about pedagogic content knowledge which considers the ability to apply linguistics

knowledge on the language classroom by considering the needs and levels of students. Thirdly, the knowledge on general pedagogic content which is related to classroom management, English language teaching, and learning activities. Another knowledge is curriculum which points out about the knowledge of an official language curriculum and resources, such as textbooks, other teaching and learning materials, and language exams. Next, contextual knowledge refers to the knowledge of language learners, language teaching, and learning context. The last knowledge is process knowledge which is related to teachers' ability in interacting with students, peers, parents and observing students.

4. Professional Development

In enhancing knowledge and skills of English teachers, professional development programs can be used as planning by conducting activities for teaching improvement. Professional development is defined as an essential mechanism to develop knowledge and instructional practices of teachers (Desimone et al., 2002; Borke, 2004; Bautista & Ortega-Ruiz, 2015). It also becomes the systematic efforts in bringing changes in the attitudes and beliefs of teachers for classroom practices (Guskey, 2002). In addition, Avalos (2011) identified that the focus and ultimate goal of professional development for teachers should relate to the benefits of students' learning and achievement:

“Professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students’ growth. Teacher professional learning is a complex process which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change.”

These programs are crucial to promote teacher professional development, improve the individual teacher teaching performance, and broaden the horizon on teaching and learning (Widodo, 2004).

4.1 Types of Professional Development

Professional development programs for English teachers can be conducted in a variety of form: teacher-training, continuing-education, interschool-visit, teacher-network, teacher-portfolio, and action research (Widodo, 2014). Firstly, teacher-training can be held in the forms of seminar and workshop of English language teaching, collaborative teacher-training program, teacher-exchange program and teacher-collaborative project. The second form is continuing education which may offer in the forms of further study or short courses. Thirdly, interschool-visit can be used as a way to compare, learn, and reflect several things in implementing it in the school by making pre-planning program, ongoing planning program, and follow-up planning program. The next form of professional development program is teacher-network which is used for the improvement of students’ achievement by a professional community of teachers and can be in the form of English

Teacher Association Meetings for monthly and bi-monthly to join ELT organizations, read ELT journals, write or exchange electronic pen-pals, and give online-mentoring for English teachers. Another form is teacher-portfolio which is used as a means of authentic assessment and feedback, selective collection of samples of teachers' work in the classroom and elsewhere in fulfilling teacher's talents, knowledge, and skills in teaching, and a means of triangulation with several instruments for more objective data. Finally, action research is used as teacher-initiated classroom research in enhancing teacher's understanding of classroom teaching and learning and improving classroom practices.

4.2 Characteristics of Professional Development

Teachers need professional development by learning and refining instructional strategies for 21st century skills which is expected to bring changes on their practices and give impact to the students' learning outcomes. Guskey (2002) stated that professional development should support teachers with specific, concrete, and practical ideas related to the daily operation of their classrooms in a direct way and consider it as a process instead of an event to be successful. According to Beach (2012), there are some ways of making professional development more effective:

“Effective professional development works flexibly around teachers' busy schedules, provides sustained follow-up, includes ongoing coaching, engages teachers in active learning experiences with teaching methods, focuses on integration with specific subject-matter content, involves reflection on instruction and belief, foster collaboration with

colleagues, and examine the impact of instruction on student outcomes.”

Professional development activities that provide high-quality features tend to give positive effects on the knowledge and instructional practices of teachers according to several large scales of survey studies in the United States (Bautista & Ortega-Ruiz, 2015). The high-quality professional development can provide teachers with deeper understanding on the subject-matter (content knowledge), on pedagogical strategies to teach specific contents to students (pedagogical knowledge), and on thinking and learning strategies of students to the content (knowledge of student thinking) because it focuses on specific subject-matter (Carpenter, et al., 1989; Penuel, et al., 2007; Bautista & Ortega-Ruiz, 2015).

With regard to structure and working dynamics of the features, high-quality professional development enables teachers for active learning opportunities, such as exploration, reflection, and discussion; context for collective participation and collegial sharing; constructive and non-prescriptive feedback; and sustained follow-up support after program completion (Bautista et al., 2015; Desimone, 2009; Sherin & Han, 2004).

A variety of studies discovered characteristics of effective professional development. Garet et al. (2001) classified six characteristics for effective professional development which are divided

into three core features and three structural features. The core features define as extent of content or basis of the professional development experience consisting of content focus, active learning, and coherence, while the structural features describe the characteristics of structure or form of professional development activities consisting of collective participation, form of activity, and duration of activity (Garet et al., 2001; Bachtiar, 2016).

According to Bachtiar (2016), several characteristics of effective professional development are content focus, active learning, coherence, collective participation, form of activity, and duration of activity. Firstly, content focus is “the degree to which the activity focused on improving and deepening teacher’s content knowledge, including subject-area curriculum and assessment” (Bachtiar, 2016:37). The importance of a content focus in professional development is indicated by Quick et al. (2009) that teachers are helped to understand on the things expected to learn by the students (content knowledge) and the way of students learn the subject-matter. Cohen & Hill (2000) also considered the importance of content focus which is related to the improvement of teachers’ knowledge on the content taught, the way of students learn the content, and the way of representing and conveying the content significantly.

The second characteristic is active learning which is defined as the opportunity for teachers to actively engage and participate in the meaningful process of teaching and learning. Ingvarson et al. (2005)

claimed that active learning can be conducted by receiving feedback on teaching, evaluating students' work, and designing curriculum for classroom implementation. In addition, Desimone (2009) also stated that active learning is accomplished if teachers have opportunities to participate in the process of professional development, such as observing and obtaining feedback or analyzing students' work rather than passively sitting during professional development activities.

Thirdly, the characteristic of coherence refers to "incorporating activities during learning activities which are consistent with teachers' goals" (Penuel et al., 2007; Bachtiar, 2016:38). This aspect considers the consistency of teachers to learn in any professional development activity and their knowledge and beliefs with school, district, and state reforms and policies (Desimone, 2009). Garet et al. (2001) stated that professional development has more chance to be effective in improving teachers' knowledge and skills if these activities have a coherent part of a wider set of opportunities for teacher's learning and development.

The fourth characteristic of effective professional development is collective participation which is related to "the degree to which activities emphasize collaboration among teachers in exploring teaching problems and facilitate on-going discussion of concepts in professional development activities" (Garet et al., 2001; Porter et al., 2003; Bachtiar, 2016:37). Furthermore, this aspect can also be conducted in the form of communities of practice which requires collaboration of participants and

learning from one another and continuously offers the improvement of their teaching and learning (Corcoran, 1995; Quick et al., 2009). Regarding to this aspect, Garet et al. (2001) considered its various advantages. Those are teachers tend to get opportunities for discussion of concepts, skills, and problems during professional development activities; teachers can share base curriculum materials, course offerings, and assessment criteria for those who come from the same school or department; and teachers can share professional culture and develop a general understanding of instructional strategies, problems, and solutions for those who have same students or subjects.

Next, form of activity which is concerned on the way of organizing the activities, for example study groups, teacher network, coaching, mentoring, and/or teacher research as the innovative forms, while seminars, one-shot workshops or conference as traditional forms (Desimone et al., 2002; Garet et al., 2001).

Another characteristic of professional development, according to Bachtiar (2016), is the duration of activity that gives enough time for teachers to learn, discuss, and reflect about the way of students learned. Moreover, the duration of activity concerned on the total number of contact hours spent by the participants on the activity and the span of time over the activity (Desimone et al., 2002; Quick et al., 2009). Professional development activities are crucial to be sustained over time because longer activities tend to provide opportunities for

detailed discussion of content, student conceptions and misconceptions, and pedagogical strategies and tend to allow teachers to try new practices in the classroom and get feedback on their teaching (Garet et al., 2001).

In addition, Darling-Hammond, et al. (2017) identified content focus, active learning, collaboration, use of models and modeling, coaching and expert support, feedback and reflection, and sustained duration as characteristics of professional development. The first characteristic is content focus which concerns on teaching strategies with specific curriculum content as teacher support in their classroom contexts. Secondly, characteristic of active learning enables teachers for opportunity to design and practice new teaching strategies, participate in the same style of learning for their students, use real examples of curriculum, student work and instruction. Thirdly, collaboration in professional development provides space for teachers to share ideas and collaborate in their learning related to new instructional strategies to teachers' students and classrooms which in turn bring positive change to the culture and instruction in the communities. The fourth characteristic is use of models and modeling which provide teachers with a clear vision of practices regarding to lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of accomplished teaching.

Next, principle of coaching and expert support cover sharing of expertise about content, practice focused based on teachers' individual needs, sharing of experts specialized knowledge as one-on-one coaches in the classroom, facilitators of group workshops, or remote mentors using technology to communicate with educators with master teachers or coaches based in universities or professional development organizations. Another characteristic is feedback and reflection about built-in time on thinking, receiving input, and making changes to teacher's practice in which feedback may offer in analysis of lesson plans, demonstrations of lessons, or videos of teacher instruction, and reflection provides opportunities to refine, retain, and reinforce. The last characteristic is sustained duration which gives adequate time for teachers to learn, practice, implement, and reflect upon new strategies related to the changes of their teaching practice and commonly holds over weeks, months, or academic years rather than only one-off workshops.

C. Conceptual Framework

The conceptual framework described the research that was arranged by the researcher. Figure 1 is a representative activity that illustrated the procedure of the research, including the relationship of each variable. This research observed the features of webinar, characteristics of professional development activities on the webinar,

and the perceptions of English teachers and lecturers towards the webinar and their professional development.

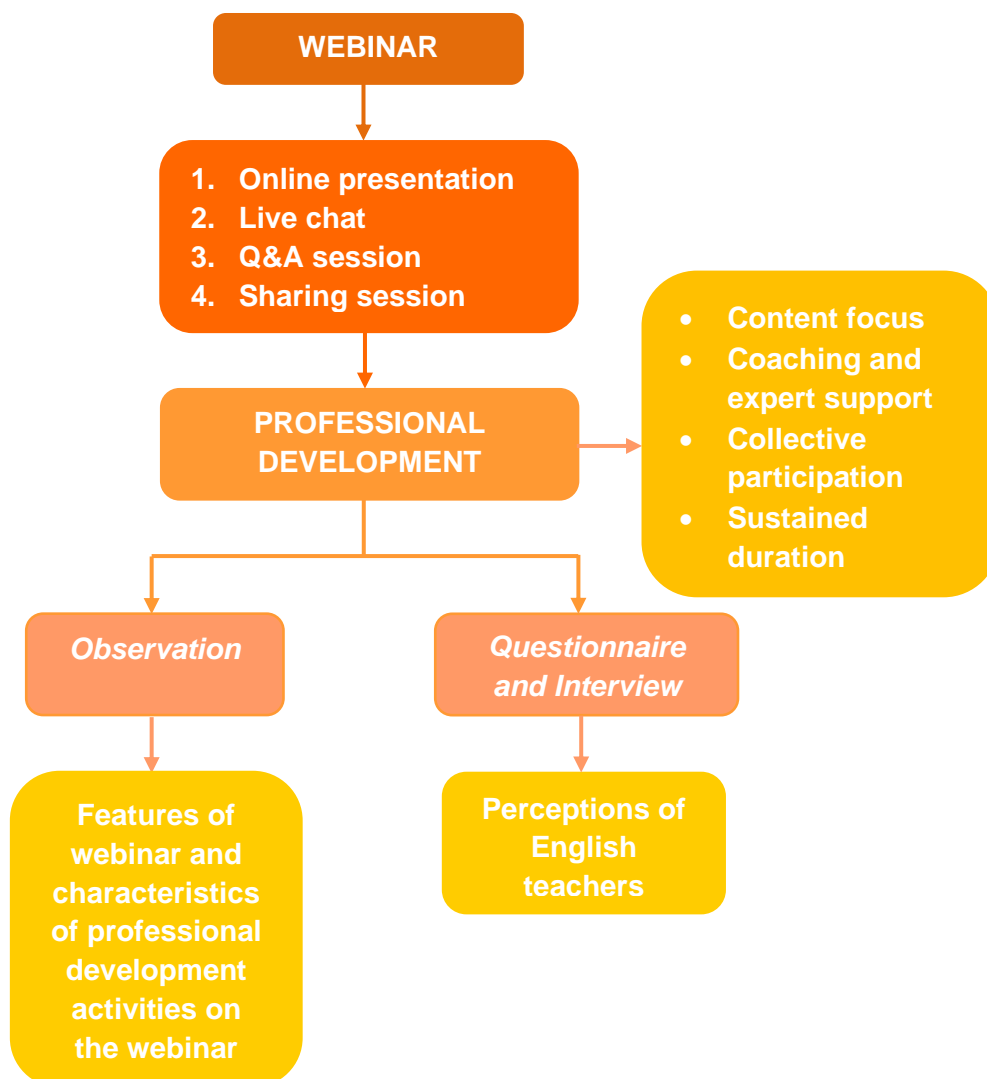


Figure 2.1. Conceptual Framework

The researcher employed the observation, the questionnaire, and the interview to collect and analyze data. At the beginning of study, the researcher observed the webinar and professional development activities on the webinar. Then, the researcher administered the questionnaires to gather related information about the perspectives and

experiences of English teachers and lecturers as the participants of webinar in supporting the interviews. Finally, the researcher conducted the interviews to complete the questionnaires.

In gathering the information for the questionnaire and interview, the researcher asked related questions about the features of webinar i.e. online presentation, live chat, Q&A session, and sharing session and characteristics of professional development activities on the webinar i.e. content focus, coaching and expert support, collective participation, and sustained duration.