

The Role of Professional Association in Developing Teacher Performance on ELT (A Study on APSPBI)

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ABSTRACT

The field of ELT is advancing rapidly, requiring English teachers to adapt to these changes. Additionally, it is not enough for a teacher to independently implement all that ELT offers; they need to collaborate to share and discuss their insights. This small-scale research survey aims to present the reader with alternative strategies for professional development. The participant in the study was a member of APSPBI, selected through purposive sampling, and I conducted an online interview to collect the necessary data. The findings were analyzed using descriptive statistics. The analysis revealed that APSPBI engages in regular activities that support the professional development of an ELT teacher. Furthermore, APSPBI could serve as an alternative association for a teacher seeking to enhance their professionalism in ELT.

Keywords: Professional, Association and Teachers' ELT Development

INTRODUCTION

To ensure training is innovative, modern teachers need the competence to "adapt to rapidly changing and ever-increasing technological innovations for teaching" (Kopcha, Riber, & Walker, 2015). Moreover, the improvement and innovation of ELT in the world have significantly emerged from modern countries. It has large effects on teachers in other countries, particularly EFL teachers in Indonesia. Furthermore, the advancement and innovation of ELT compelled English teachers to play the role without any reason to refuse everything offered. ELT is rapidly improving, requiring English teachers to provide for themselves in order to keep up. However, it is not enough for teachers to adopt everything ELT offers individually; the teacher needs collaboration with others to share and discuss their perspectives.

Furthermore, to support teachers' professionalism, a collaborative platform should establish a professional association or organization that allows members to engage fully, exchange ideas, and share opinions. Besides, several associations, such as NELTA, AAELTA, GELI, IATEFL, ETCs, and TESL-E, had a considerable impact on the growth of ELT among their members. Gnawali L. (2016) conducted research on ELT teachers' associations, which are a widespread occurrence in most countries worldwide, adopt various tactics to assist their members' professional growth. These organizations typically codify member support policies and processes in documents such as laws and websites and then implement them, allowing instructors to take advantage of available opportunities. Additionally, members volunteer their time and efforts to help the association thrive. The report was compiled using data from a study conducted by the Nepal English Language Teachers' Association (NELTA). The findings revealed a reciprocal relationship between the association and its members. NELTA members learn and grow with the association, utilizing available resources and becoming into resources themselves.

Additionally, Padwad and Dixit (2006) states in their study that teachers' education seems to exhibit a shift from product-oriented mode to the social constructivist, process-oriented way of working. The emergence of teachers' professional learning communities (PLCs) can see as one manifestation of this shift. PLCs are increasing as an effective way for teachers learning and professional development. It had found that participation in ECTs has led to better performance

among the members in terms of contextualization of the issues, critical approach to the problems, belief in self-agency, and pragmatic approach to finding solutions.

In line with teachers' professional associations' effectiveness and to welcome ELT's rapid improvement, various teacher professionalism programs are designed to improve students' learning outcomes. Teachers have the most significant pact on student achievement (Swanson & Ritter, 2018). And Shuls, J. (2018) states, to improve students' achievement, policymakers must find ways to help improve the teaching profession's quality. Nevertheless, Professional associations such as APSPBI can be alternative ways. They exist as formal entities in the form of associations, forums, and clubs. This association provide their teaching profession's quality to discuss professionals through conferences, seminars, research collaborates alternative way vents. They are typical large-sizzled groups, with many members. Their members include secondary school teachers and lecturers of the university. APSPBI (English Language Education Study Program Association) is an association established on April 17th, at Yogyakarta 2017.

However, based on the statements above and taken idea from the previous studies, especially from Laxman Gnawali (2016), I conducted a replicate study that focused on discussing the role of APSPBI on ELT teacher professional development on teaching performance by formulating two research questions : (1) How does APSPBI contribute to the professional development of ELT teachers?; (2) What is the opinion of the members about APSPBI?

METHOD OF THE RESEARCH

The study targeted the members of the APSPBI association. The association consists of teachers the secondary school and university teachers who came from state and private institution in Indonesia. The Initial data collection included both males and females ELT teachers. In the process of data collection, I have employed the purposive sampling technique. Moreover, to answer the research questions, the interview was asked to the participants. The interview questions generated from two main research questions: (1) the association's contributions to ELT teachers' professional development. (2). the members' opinions to the associations. Moreover, the data collected from interview were analyzed used descriptive analysis

Table 1. The participants of the study

Name	Association	Types of Educators	Region
MTP	APSPBI	Lecturer	Java
RRN	APSPBI	Lecturer	Java
INR	APSPBI	Lecturer	Java
PPR	APSPBI	Lecturer	Java
VHA	APSPBI	Lecturer	East Java

Interviews Procedure

I administered online interviews by applied WhatsApp to the participants from a distinctive region. The interviews' inquiries asked two times in December 2020, and every participant got 30 minutes for each segment to complete their statements. Moreover, after we conducted the interview, we examined their answers to identify the consistency of the responses.

Findings and Discussion

The findings and discussion in this study are detailed and focused on each research question, aiming to provide accurate and precise information. The research findings presented are direct quotes from participants, and the information provided has undergone a thorough analysis process. Furthermore, the findings are compared with those of previous studies to strengthen the information obtained.

RESULT AND DISCUSSION

How does APSPBI contribute to the professional development of ELT teachers and what is the members' opinion about APSPBI?

The answer of these questions

Participant 1 responded that APSPBI events, which were held at my university. It was a regional event in East Java. In the routine meeting, there was also a workshop, such a meeting was essential to build teacher educators' professional development because by joining the meeting, teacher educators could develop their competencies in workshops and get up-to-date information on the development of the field of study they are involved in.....

Participant 1 mentioned that APSPBI events were held at their university, specifically a regional gathering in East Java. These events included routine meetings that featured workshops, which are essential for the professional development of teacher educators. By participating in these meetings, educators can enhance their competencies through hands-on workshops and gain up-to-date information about advancements in their field of study. This aligns with findings from previous studies, which have highlighted the importance of collaborative professional development opportunities for educators (Garet et al., 2001). Such events not only foster skill enhancement but also encourage networking and the sharing of best practices among professionals in the field.

Moreover, participant 2 stated that:

this association gives me insightful knowledge and information about teaching education. This association is also a forum for educators to share experience and discuss education matters; hence I could improve my competency by learning other experiences.....

This highlights the significant role of APSPBI's contributions in keeping ELT professionals informed about current teaching practices. The diverse backgrounds of the speakers who share their best practices provide participants with a rich understanding of different pedagogical approaches. This aligns with Richards and Farrell's (2005) research, which emphasizes the importance of diverse perspectives in enhancing professional development within ELT communities. Moreover, the variety of experiences shared by the speakers mirrors Harmer's (2007) findings that exposure to varied practices can lead to improved teaching outcomes. Together, these insights underscore the value of diverse contributions in fostering professional growth and advancing teaching effectiveness in the field of ELT.

Furthermore, APSPBI's professional development efforts are centered on improving the teaching practices of its members. By focusing on how teachers perform their roles, these initiatives can bring about meaningful and lasting positive changes in the members' results or achievements. In other words, when teachers improve their skills and methods through APSPBI's programs, it can lead to better outcomes in their teaching and overall professional success.

Participant 3 stated

I participated in one of the workshops held by APSPBI about OBE. Yes, it helps me and the study program to develop the curriculum with outcome-based education. It also helps when preparing the syllabus for teaching.

This means APSPBI's professional development initiatives are designed to enhance teachers' practices and build their capacity to adapt to the rapidly changing, interconnected world. By focusing on innovative techniques and exposing teachers to new developments in pedagogy, APSPBI equips educators to address the challenges posed by these rapid changes. This future-

focused professional development not only supports teachers in understanding and applying new pedagogies but also fosters innovation and adaptability. According to Richards and Farrell (2005), diverse perspectives in professional development significantly enhance teachers' growth, a concept echoed by Harmer (2007), who highlighted how exposure to varied practices can lead to improved teaching outcomes. Thus, APSPBI's approach aligns with these findings, leading to significant, sustained positive impacts on its members' outcomes and empowering them to generate new responses to existing challenges in their teaching practice.

Finally, according to the feedback from participants, APSPBI is highly regarded as a valuable English Language Teaching (ELT) association. Participants believe that APSPBI provides them with opportunities to enhance their knowledge and stay informed about the latest developments in education. In other words, APSPBI is praised for helping its members expand their understanding and keep up-to-date with new advancements in the field of education.

The participants stated that; It is a good and recommended association because we can enrich our knowledge and update education development...

APSPBI supplies the members with the newest ELT issue; the latest teaching approaches, strategies, techniques, media, and research. Most of the participants responded states that APSPBI has a positive attitude to existence. It helps the teachers' professional development on ELT because many things could be learned from other professional English teachers gathered in this association. It is clear from the members' responses that teachers' association professional development (APSPBI) has a crucial effect for the member to grow up with the activities provided.

CONCLUSION

APSPBI plays a crucial role in the professional development of ELT teachers by providing valuable opportunities for learning and growth. Participants have noted that APSPBI's regional events, including workshops and meetings, are essential for enhancing teachers' skills and keeping them informed about the latest advancements in their field. These events highlight the importance of collaborative professional development for educators. Participants also value APSPBI for its diverse perspectives and insights into current teaching practices. The association's events enable educators to explore various pedagogical approaches, demonstrating the benefits of diverse perspectives and varied practices for improving teaching outcomes. APSPBI's future-focused professional development helps teachers adapt to rapid changes in education, fostering innovation and adaptability, and leading to significant, sustained improvements in teaching effectiveness. Moreover, feedback from participants shows that APSPBI is highly regarded as a valuable ELT association. Members appreciate its role in enriching their knowledge, updating them on recent developments, and offering a platform for sharing experiences and best practices. APSPBI is recommended as a valuable resource for teachers looking to enhance their professional growth in the field of English Language Teaching.

Recommendation, this study provides significant insights into APSPBI and its impact on its members. APSPBI effectively supports ELT university teachers' professional development by offering relevant, practice-based activities that encourage collaboration and address future-focused challenges. The positive feedback from participants indicates that APSPBI is a recommended association for ELT teachers seeking to improve their professionalism. However, the study's limited participant pool presents a weakness. Future research should involve a larger number of participants to evaluate the association's activities more comprehensively.

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