THE USE OF INTERNET FOR ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT

M. Ainur Rizqi, Urai Salam, Zainal Arifin
English Education Study Program of Languages and Arts Education Department of Teacher Training and Education Faculty, Tanjungpura University, Pontianak
Email: ict_tpd@yahoo.com

Abstrak: Penelitian ini bertujuan untuk menginvestigasi (1) jenis informasi apa saja yang guru akses dari internet guna mendukung pengembangan profesi mereka, (2) fasilitas online yang biasanya mereka gunakan, dan (3) tantangan guru ketika mengakses internet. Sebuah penelitian deskriptif dilakukan untuk menggambarkan temuan penelitian dengan mengundang 33 guru bahasa Inggris sebagai partisipan. Temuan penelitian menyampaikan bahwa (1) guru bahasa Inggris sebagian besar mempunyai respon positif terhadap penggunaan internet. Secara umum, frekuensi guru dalam menggunakan internet adalah di atas 70%. (2) Untuk identifikasi fasilitas online, jejaring sosial (social network) dikatakan sebagai saluran yang paling populer di kalangan participan. Sebaliknya, jurnal online dilaporkan sebagai saluran yang paling tidak familiar. Pada bagian terakhir, (3) 66,67% guru bahasa Inggris setuju bahwa insentif intrinsik seperti manajemen waktu adalah masalah utama yang mereka temui saat mengakses internet

Kata Kunci: Pengembangan Profesi Guru, Fasilitas Online

Abstract: This research aims to investigate (1) what kind of information that participants access from the internet to support their professional developement, (2) the common online facilities they use, and (3) teacher's challenges while accesing the internet. A descriptive study is conducted to depict the research findings by inviting 33 english teachers as participants. The data revealed that (1) participants mostly had positive response on the use of the internet. In general, their frequency in using internet is above 70%. (2) For the online facilities identification, social network was informed as the most popular channel among participants. In the contrary, online journal was reported as the most unfamiliar channel around them.. In the last part, (3) 66.67% participants agreed that intrinsic incentive such as time management was the main problem they encountered while accessing the internet.

Keywords: Teacher Professional Development, Online Facilities

From the first time since the simplest technology was invented, people are constantly motivated to create other new technologies. Moreover, many kinds of technologies, frequently known as Information and Communication Teachnology (ICT), are greatly assisting people in many activities. At the present, the use of technology in education has turned from the simplest tools such as tape recorder and overhead projector to more communicative technologies like word processing and World Wide Web for gathering information (Murray, 2005: 188). For English language teaching, this change enables the teachers to create various

kinds of environment in classroom. The advantages allow the teachers breaking their routine that still focuses on giving explanation all the time. By using ICT, particularly internet, teachers are expected to be more interested in varying their teaching activities in classroom.

Another important thing is the boundary of using internet in English teaching is not merely at changing the teaching style (Tinio, 2002). The integration of internet provides other benefits, for example: for completing or designing teachers' learning material, enlarging knowledge, enriching English proficiency or even for sharing information with peer in other countries. The rapid advancement of the internet, also changes the traditional teacher training in form of the structure, the content of the training and the delivery method. Those purposes and improvement are commonly known as Teacher Professional Development (TPD). It constitutes to continuous and regular teachers' activity which aims to improve their professionalism.

Like the use of internet, teacher professional development (TPD) has also become an important issue in education. Villegas-Reimers (2003) in his study shows that a number of teachers around the world are categorized as under-prepared teachers. Luckily, TPD should give impact on teachers' belief and their practice. TPD provides professional preparation for teachers that help teachers on defining their goal for their students (Richard & Farel, 2005; TALIS, 2010; and Villegas-Reimers, 2003). It has been in line with Indonesia government program which provides professional development programs, like certification program to develop teacher's knowledge and experience. Certification program is aimed at government's intention to create professional teachers.

Indonesia government lists several criteria (PP no 7 year 2008) indicating of how a teacher can be called as a professional teacher. Chapter II about competence and certification (article 2) briefly points out one of the requirements to be a good teacher that a teacher must own basic competences. In Teacher and Lecture Law (UU no. 14/2005 tentang guru dan dosen), chapter five about coaching and training, it is mentioned that teachers professional development is covering four basic competences i.e. pedagogy competence, personality competence, social competence, and professional competence.

Agung (2011: 379) states "Indonesian government has targeted over 2.7 million teachers to take part on certification program. However, among those teachers, only 500.000 can pass the certification". This problem seems similar when we look at the number of teachers in West Borneo province (Kalimantan Barat) who cannot pass their professional development program (certification). One of well-known mass media in Kalimantan Barat, Tribun Pontianak, (September 14, 2012) currently reported that only 20% teachers in Sambas regency passed Uji Kompetesi Guru (UKG). On the previous day, it was reported that 70% teachers in Sintang regency did not pass the test. It becomes worse when the major problem faced by the teachers was their disabilities or lack of knowledge about the internet.

Actually, teachers are able to minimize the challenges if they were familiar with ICT particularly internet. The presence of internet is expected to help teachers in the process of the professional developemnt. Various models that are

available in internet offer numerous opportunities that seem difficult to be carried out in traditional professional development model (Lloyd & Duncan-Howell, 2010 and Scott, 2010). For instance, in the older model of professional development, some schools just invite the experts to come to their school and give such tutorial for the teachers in short time. After the expert leaves the school, it is very little support and follow-up given for the teachers. But, with the presence of the internet, teachers are no longer depends on the experts attendance. They can develop their own profesionalism independently. It is very easy to teachers to access information wherever from the internet that might be able to improve their teaching quality.

However, integrating technology to support teachers professional development still looks like "a big rock" that should be broken. Apart from bringing several possibilities in professional development, at the same time, ICT imposes such challenges that must be seen by teachers or teacher training institutions (Jung, 2005; Villegas & Reimers, 2003; and Zygouris-Coe & Swan, 2010). Lack of ICT skills is assumed as one factor of the challenges (Tinio, 2002; and Zygouris-Coe & Swan, 2010). Only few teachers try to take opportunities from the attendance of technology in their surroundings. In addition, (Gaible and Burns, 2005) reveals another problem as teachers have a lot of activities outside of the school besides teaching. It would avoid teachers to access the internet at home because they just have a little time to do it.

Referring to this concern, this research is aimed to discuss the use of internet for teacher professional development and its challenges. The focus of this research will be grouped into three categories. The first part of this research will explore the information accessed by teacher to support their knowledge. It wants to know whether the teacher accesses the internet for the professional development need or not. Secondly, investigating the online facilities that teachers access are considered important since it will show the popular online facilities used among the teachers. Lastly, this research is willing to discuss some problems encountered by the teachers during the application the internet. The researcher presumes these problems as the major barrier for teachers in using the ICT.

The researcher believes that this research is important as a description of the existing condition regarding with the use of internet as the integral part of English teachers professional development. By knowing how far the internet integration, the institution can also measure how far teacher knowledge and interest in using the internet for their professional developement. As the consequence, the institution can adjust and provide teachers intention such as selecting internet channel wisely. Beside getting information of the internet integration and the popular online facilities, the institution may also minimize the problems encountered by teachers when accessing the internet.

METHOD

A descriptive study was conducted to depict the research findings. In collecting the data, the researcher used questionnaires as the research instrument. Population in this research is all English teachers at Senior High School (SMA) in Pontianak. But, it covers English teachers in public school only. Almost all, if not

all, the participants have similar educational and institutional background. Therefore, the writer will use cluster sample strategy considering to the grouping of where the participants work. In cluster sampling, according to Cohen, et al. (2005), the researcher may select a type of school and investigate all the teachers from the selected schools. Therefore, the researcher selected 33 teachers in public school as the sample, but only 28 teachers who returned the questionnaires to the researcher.

A quantitative anlysis was done to help the researchers in identifying the teachers percentage of using the internet. The calculation of the percentage used mean score percentage adopted from sugiyono (2004). The average score of each question shows how frequent the English teachers access the internet for their profesionalism needs. Then, the average score of a group of competence was used to know how frequent the internet is used in one category.

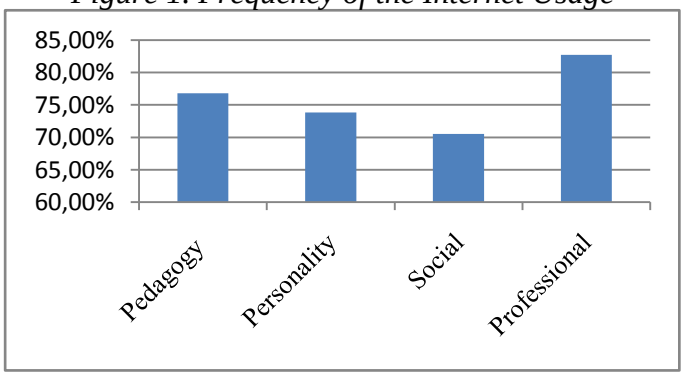
FINDING

The focus of this study is seeking the frequency on the use of internet for Teacher Professional Development. The findings were collected from the questionnaires which were distributed to teachers. The questionnaires were divided into 3 parts in which represented the purpose of this research. The first part was willing to know teachers frequency in using the internet for TPD. Based on the findings, teachers' frequency in using the internet for each competence is drawn as follows:

Information Access

In this part, the researcher illustrates respondent's frequency in using the internet for each question. The aim is to know what information frequently accessed by the teachers. The average frequency of what information which is accessed is illustrated as

Figure 1. Frequency of the Internet Usage



Pedagogy Competence

By using a three-point likert scale questionnaires (3= always, 2= sometimes, 1= never) to identify teacher's frequency in using internet, it was

reported that 76.79% teachers, at least, used the internet to support their pedagogy competence.

Table 1. The Information Access in Pedagogy Competence

No	ITEM	Always		Sometimes		Never	
		F	%	F	%	F	%
1	Educational Principal	10	35.7%	17	60.7%	1	3.6%
2	Syllabus and Curriculum	12	42.9%	15	53.6%	1	3.6%
3	Student facilitator	14	50.0%	13	46.4%	1	3.6%
4	Teaching material	11	39.3%	15	53.6%	2	7.1%
5	Student evaluation	8	28.6%	15	53.6%	5	17.9%
6	Develop student talent	10	35.7%	14	50.0%	4	14.3%

Personality Competence

The researcher used a three-point likert scale questionnaire (3= always, 2= sometimes, 1= never) to see teacher's frequency in using the internet for personality competence. The result indicated that at least 73.81% teachers involved the internet to support their personality competence with item no 9 as the most frequent information (self-development awareness) that teacher access.

Table 2. The Information Access in Personality Competence

No	ITEM	Always		Sometimes		Never	
		F	%	F	%	F	%
7	Afective	6	21.4%	17	60.7%	5	17.9%
8	Self-Evaluation	9	32.1%	16	57.1%	3	10.7%
9	Self-development awareness	12	42.9%	15	53.6%	1	3.6%

Social Competence

The researcher used a three-point likert scale questionnaire (3= always, 2= sometimes, 1= never) to see teacher's frequency in using the internet for social competence. The result noticed that this competence is the least favored among other competences although 70.54% teachers access the internet to get social information. It was because majority participants (teachers) did not use the internet very often for getting information although some participants still access it sometimes.

Table 3. The information Access in social Competence

No	ITEM	Always		Sometimes		Never	
		F	%	F	%	F	%
10	Effective Communication	9	32.1%	16	57.1%	3	10.7%
11	Effectively using technology	11	39.3%	15	53.6%	2	7.1%

12	Interacting with students from various background	5	17.9%	17	60.7%	6	21.4%
13	Interacting with other teachers and educators	4	14.3%	19	67.9%	5	17.9%

Professional Competence

To rate teacher's frequency in using the internet, the researcher used a three-point likert scale questionnaire (3= always, 2= sometimes, 1= never). It was reported that majority teachers (82.74%) involved the internet to get information to support their professional competnce.

Table 4. The information Access in Professional Competence

No	ITEM	Always		Sometimes		Never	
		F	%	F	%	F	%
14	English proficiency	16	57.1%	12	42.9%	0	0.0%
15	Other subjects and technology which are related	12	42.9%	15	53.6%	1	3.6%

Online Facilities

The analysis of this second part focuses on the application or online facilities that participants use in their professional development. There were several facilities commonly accessed from the internet like online forum, online journal, social network, instant messaging, online video, or many others. Then, the information would be highlighted on what channels that participants accessed to support pedagogy, personality, social, and professional competence.

Pedagogy Competence

The most frequent online facilities accessed by the teachers were known by distributing a three-point Likert scale questionnaires (3= always, 2= sometimes, 1= never). The result indicated that some teachers were quite familiar with the application like online forum, social network. However, another bigger number of respondents were also pointed out by teachers who never accessed such channels like online journal 35.7%.

Table 5. Online Facilities in Pedagogy Competence

No.	Question	Always		Sometimes		Never	
		F	%	F	%	F	%
1	Forum	5	17.9%	16	57.1%	7	25.0%
2	Journal	4	14.3%	14	50.0%	10	35.7%
3	S. Network	5	17.9%	16	57.1%	7	25.0%
4	IM	5	17.9%	16	57.1%	7	25.0%
5	Video	4	14.3%	20	71.4%	4	14.3%
6	Others	2	7.1%	16	57.1%	10	35.7%

Personality Competence

To identify teacher's preference in online facilities, the researcher used a three-point Likert scale questionnaire (3= always, 2= sometimes, 1= never). Most participants indicated similar result as in pedagogy competence. The highest responds percentage was shown by social network, online forum, journal, IM and lastly video. Online journal still constitutes to the most unfamiliar online facilities for some teachers, proven by a large number of teachers (35.7%) never access the online journal for supporting their personality.

Table 6. Online Facilities in Personality Competence

No.	Question	Always		Sometimes		Never	
		F	%	F	%	F	%
7	Forum	3	10.7%	19	67.9%	6	21.4%
8	Journal	3	10.7%	15	53.6%	10	35.7%
9	S. Network	5	17.9%	17	60.7%	6	21.4%
10	IM	3	10.7%	18	64.3%	7	25.0%
11	Video	2	7.1%	18	64.3%	8	28.6%
12	Article/Blog	2	7.1%	17	60.7%	9	32.1%

Social Competence

The researcher used a three-point Likert scale questionnaires (3= always, 2= sometimes, 1= never) to rate the popularity of each online facilities. It was reported that there was a high rate on the use of social network and IM to support social competence (28.6% and 21.4% respectively teachers always use the social network or Instant messaging). In the contrary, 35.7% teachers mentioned that they never use online forum or video in developing their social competence. Furthermore, the involvement of online journal were getting lower in this sub-part by 50% participants ignored this media.

Table 7. Online Facilities in Social Competence

No.	Question	Always		Sometimes		Never	
		F	%	F	%	F	%
13	Forum	3	10.7%	15	53.6%	10	35.7%
14	Journal	3	10.7%	11	39.3%	14	50.0%
15	S. Network	8	28.6%	15	53.6%	5	17.9%
16	IM	6	21.4%	15	53.6%	7	25.0%
17	Video	3	10.7%	15	53.6%	10	35.7%
18	Article/Blog	1	3.6%	18	64.3%	9	32.1%

Professional Competence

To identify teacher's preference in online facilities, the researcher used a three-point Likert scale questionnaire (3= always, 2= sometimes, 1= never). The

result reported that video and online journal still becomes the least favored internet media accessed by teachers. In spite of 14.3% teachers always used online journal, 35.7% teachers were revealed unfamiliar with this media. Another media such as video only contributed 2 teachers who always use video to support the professional competence while 32.1 % teachers were not familiar.

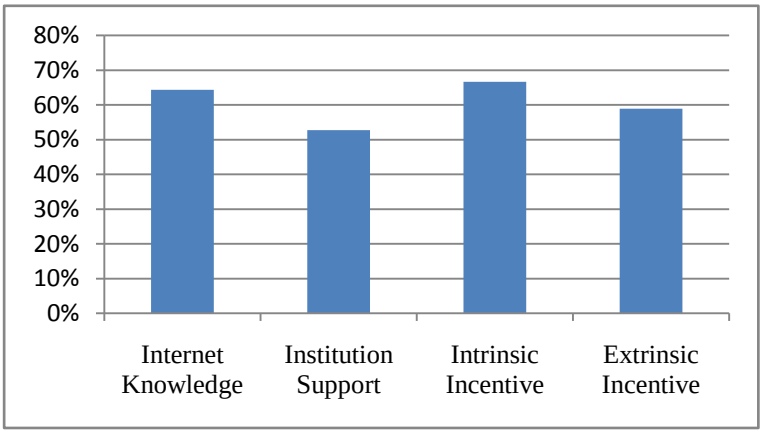
Table 8. Online Facilities in Professional Development

No.	Question	Always		Sometimes		Never	
		F	%	F	%	F	%
19	Forum	5	17.9%	14	50.0%	9	32.1%
20	Journal	4	14.3%	14	50.0%	10	35.7%
21	S. Network	4	14.3%	19	67.9%	5	17.9%
22	IM	4	14.3%	18	64.3%	6	21.4%
23	Video	2	7.1%	17	60.7%	9	32.1%
24	Article/Blog	1	3.6%	15	53.6%	12	42.9%

Teachers' Challenges in Using the Internet

This part highlighted the possible problems appeared when the participants used the internet for professional development. The average frequency of this part is illustrated as:

Diagram 2. Percentage of Teacher's Challenges



Teacher's Knowledge of Internet

By using a three-point Likert scale questionnaires (3= agree, 2= neutral, 1= disagree), the researcher rates the level of teachers agreement. The researcher found that participants had average ability in using the internet. It was because some teachers still had problems with their internet skill in which would influence the frequency of using internet for their professional development.

Table 9. Teacher's Knowledge of Internet

No	ITEM	Agree		Neutral		Disagree	
		F	%	F	%	F	%
1	Lack of knowledge about the internet	5	17.9%	10	35.7%	13	46.4%
2	Difficult to choose suitable resources	7	25.0%	10	35.7%	11	39.7%
5	Difficult to download suitable software	12	42.9%	10	35.7%	6	14.7%

Institution support

Data which were gathered through a three-point Likert scale questionnaires (3= agree, 2= neutral, 1= disagree) specify teacher's level of agreement on institution support. The result reveals that pointed out that so far the institution around the participants had played a good role. There were very few teachers having negative impression on the institution where they work. Teachers agreed that the institution actually had provided good support by providing internet facilities, guidance or involving the participants in some relevant workshops.

Table 10. Institution Support

No	ITEM	Agree		Neutral		Disagree	
		F	**%**	**F**	**%**	**F**	**%**
4	Lack of internet facilities at school	2	7.1%	11	39.3%	15	53.6%
6	Lack of institution's (school) guidance	0	0.0%	13	46.4%	15	53.6%
7	Inappropriate training	0	0.0%	15	53.6%	13	46.4%
8	Lack of treatment to the existing facilities	5	17.9%	12	42.9%	11	39.3%

Intrinsic Incentives

The participants used a three-point Likert scale (3= agree, 2= neutral, 1= disagree) to rate their perception. The result was indicating that mostly participants considered time as their major problem that challenges them to access the internet regularly. Another finding shows us that actually teachers are greatly encouraged to use the internet

Table 11. Intrinsic Incentives

No	ITEM	Agree		Neutral		Disagree	
		F	%	F	%	F	%
3	Do not have enough time to access internet	16	57.1%	8	28.6%	4	14.3%
9	Lack of teacher interest to access internet	2	7.1%	12	42.9%	14	50.0%

Extrinsic Incentives

The participants used a three-point Likert scale (3= agree, 2= neutral, 1= disagree) to rate their perception. This sub-part asked about reward that might be received by the teachers after applying or accessing the internet within their professional development. Another statement noticed teachers' satisfaction with the follow up given by their institutions.

Table 12. Extrinsic Incentives

No	ITEM	Agree		Neutral		Disagree	
		F	%	F	%	F	%
10	Absence of reward from the institution (school)	2	7.1%	17	60.7%	9	32.1%
11	Absence of follow up from the institution (school)	5	17.9%	12	42.9%	11	39.3%

DISCUSSION

Basically, it was reported that participants had positive perception on the use of the internet for professional development. Teachers had been able to slowly integrate the internet into their daily life. In the other words, it was said that majority teachers were aware that there were other alternatives for teachers to develop professionalism instead of attending conventional workshops or seminar. As the result, many English teachers in Pontianak today no longer use the internet for teaching media only. The research findings indicated that English teachers started to access the internet to design or complete teaching material, to enrich English knowledge and proficiency, to understand on how to build good communication with the learners and so on. Those different usages of the internet are in line with previous researches that underlined the other purposes of the internet instead of teaching media (Tinio, 2002 and Tochon, 2008).

A positive attitude has been shown by teachers by considering the internet as another possible media to develop their pedagogy competence. In this aspect, English teachers started to use the internet, firstly, to develop their understanding toward curriculum and syllabus. As the syllabus operator, it is a must to know and understand the syllabus deeply. Another finding for pedagogy is teacher starts to integrate the internet to enrich their material or for classroom and students management necessity. A lot of teaching and learning resources in the internet will facilitate the teachers in getting additional material. English should not only use one or two text books in their teaching. They always have a chance to look around other better material to make better teaching activity too. Next, teachers' focus when using the internet is frequently on how to facilitate or detect their students' talent. This shows us that English teachers have positive response to help their students. Teachers tried to use the internet to add their knowledge before being transferred toward their students. In addition, teachers are able to use internet to search appropriate "treatment" toward some students who have specific talent in English such as for students who are good at English debate or speech.

For personality competence, many English teachers actually have been able to utilize the internet to maximize their strengths and minimize their weaknesses independently. It constitutes to an important aspect regarding with their work as a teacher. Teacher should be able to identify their weakness and strength in order to be able to maximize the potention that they have. Internet doesn't help them in knowing exactly what they have and what they don't have. Yet, it helps them to react after knowing what becomes their strengths and their weaknesses. However, the finding indicates a tendency of teachers' perception that there is no need to develop affective aspect through the internet. It shows us at once that teachers are not familiar on how to develop their affective by using the internet. In fact, teachers are able to browse a lot of articles, reading resources, or video contains affective information or motivation article and video that will improve their affective. Once teachers develop their affective, it gives specific effect to their students as well.

Concerning to social competence, the finding shows teachers' involvement in using internet for developing their social skill is not as high as the other skills. It means that teachers maybe unaware to other possibilities of the presence of internet. Teachers used to access the internet for teaching purpose only. If not, they access the internet to complete teaching material or to strengthen their understanding on certain subjects. In fact, internet can also be used as a tool to improve social competence including how to communicate well with their students.

Low of internet use in social competence is showing us teachers' failure to find other alternatives to develop their social skill. Teachers are failed to notice the internet as a beneficial tool to help them building a good interaction with their students. Internet actually provides many cases that teachers can take as a lesson. This failure may affect the teachers because they will stay unable to build good relationship with their students and will create such a big gap between teachers and students.

For professional competence, the finding indicates that teachers' awareness on the internet presence as source of learning is high. The finding emphasizes that the participants do not merely refer to text book to enhance their knowledge. They have been using the internet to add learning sources. As indicated in the first item in this category, all teachers involve the internet to improve their subject mastery. With many learning resources that can be accessed, it eases teachers to have excellent material from all over the world. In addition, many language skills lesson can be taken independently here without having them to attend a formal class. If it occurs regularly, it should improve English teacher' proficiency including the mastery of grammar, pronunciation, etc. It is good as English teachers are the model for their students in the classroom, therefore a good example and practice should be given and should affect to their students positively.

In the second item, almost similar result is presented. Only 1 teacher (3.6%) who stated that they did not involve the internet. This finding tells us that English teachers are also attracted to add their knowledge in other subjects. It is a good motivation where the mastery of other subject will enable them to make

English applicable in other fields. This may help teacher to relate it with real situation of English usage and may deepen students understanding on how and when to use their language.

Regarding to most common online facilities used by the teachers, it was reported that majority teachers commonly used numerous online facilities such as online forum (Yahoo group or ELT group), social network, online article, etc. It is important because Zygouris-Coe & Swan (2011) argued that online learning communities might be a powerful tool for teacher professional development in which it enables an intensive interaction among teachers that lead to students and school improvement. On the other hand, another channel like online journal was seldom or never accessed by the teachers, for example in personality competence. It was because there were several teachers have less information about online journal and even some of them do not know what online journal is. In fact online journal is a great facility to teachers to get to know about some opinion about personality and self-awareness. Teachers must not always use ESL-based journal to develop their professionalism. Other journals that contain personality information may be a good reading source for teachers. It may also help teacher in recognizing better their own personality and help them in adding new value in order to cover their weakness.

However, that phenomenon cannot be generalized that all teachers have been familiar with the internet. Although teachers' interest in using internet generally was high, in fact, some teachers were still reluctant to bring the internet into their self-learning activities. Not having much time was becoming the most common reason argued by some teachers to not access the internet. More than half of the teachers admitted that they were too busy; meanwhile they were expected to develop their professionalism at the same time.

Another reason was teacher's lack of knowledge about the internet which made them difficult to search right resources or software independently. Although it was not the major problem faced by teachers, there were still some teachers that were unfamiliar on using the internet to help improving their professionalism. Their lack of knowledge about the internet usage actually did not refer to the technical problem. The problem was about their confusion to select the right resources. In fact, they could easily access hundreds or even thousands ELT websites from the internet. Zygouris-Coe & Swan, 2010 emphasis that teachers need to search the resources that will empower them to succeed. However, choosing the appropriate one was being a difficult matter to the teachers. Furthermore, teachers' difficulties in downloading English software which was caused by either knowledge or the internet connection add teachers' frustration to use the internet.

In other cases, although the institution has supported teachers professional well, however, it is important not to just give the teachers merely facilities, training or guidance. Providing good facilities is as important as ensuring the facilities keep working well. The internet treatment is also the vital issue because it enables the teachers to feel comfort in developing their professionalism without feeling annoyed due to some technical problems. In the reality, some teachers (19.2%) consider that school treatment toward the facilities is not really satisfied.

Some teachers criticize about the computers which are not working. In addition, if one school has had the internet connection, it is frequently found that the internet connection was not fast enough.

CONCLUSION

Completing university study or owning educator certificate is not sufficient to becoming a professional teacher. An effort of ongoing professional development is necessary to keep teachers up to date with the current change and development of knowledge particularly for English language. The presence of the internet, fortunately, eases the English teachers in Pontianak to develop their competences that are related to professional development.

Based on the research findings, the frequency of the internet usage among the English teachers has been identified. The highest frequency of using the internet is shown by the teachers to help them improve their professional competence such as deepening the understanding on English grammar, text types, or pronunciation. The second highest percentage, then, is adressed to techers effort in deepening their pedagogy competence whic is related to the understanding of curriculum and syllabus or to the completion of teaching material. Accesing the internet to support personality competence is revealed as the third most frequent frequency. This competence is related to teachers' will to develop their professional independly and continuously. Finally, for improving social competence is delivered as the lowest percentage.

To support their professional development, teachers have been identified accessing several online facilities. Being involved in online forum, social network, and instant messaging is pointed out as the most frequent online facilities that are accessed by the teachers. Almost in all competences, those 3 application are in the highest position. It is different from the use of online journal and online video. Teachers' lack information about online journal prevents them accessing the media. Even, half of teachers never access the internet to support social competence.

While the frequency of using the internet for teachers professional developement in Pontianak is relatively high, some English teachers are still having such problem to use the internet however. Teachers' lack of knowledge and experience of the internet can be challenging for the internet usage itself. Institution treatment toward the existing facilities at school is also becoming another attention for some teachers. Having good facilities at school which keeps the teachers work and learn well will make the teachers feel enjoyable in accessing the internet. In addition, when we want to support teachers' professional development, we need to ensure teachers finance, time and effort that enable the teachers to work effectively (Zygorious-Coe & Swan, 2010). This is what English teachers in Pontianak do not have. Many teachers in Pontianak still feel that they do not have much time to access the internet. However, the institution has provided adequate guidance and training for the teachers. Appropriate guidance and training is delivered showing teachers' satisfaction. Besides, the institution

also provides adequate reward for the teachers in which improve teachers' motivation in improving their professionalism.

SUGGESTION

Based on the conclusion, the author has listed several suggestions both for institution and teachers. Here are some suggestions which are expected to encourage the use of internet around English teachers.

Due to the high participation of teachers' engagement in online forum, social network, or instant messaging, the institution (in this case Educational Department of Pontianak) is suggested to facilitate the English teachers in building interaction among their community. Providing official online forum that involves English teachers only in Pontianak is a representation of a beneficial idea in this research. The aim is to enable the English teachers within Pontianak community to share and interact about the problem they are facing. The institution may also assign related stakeholder in Pontianak like FKIP Untan to create and operate the forum. As an institution which concerns on education improvement in Pontianak, FKIP Untan may control teachers' progress and improvement through this official online forum.

On the other hand, since low participation of teachers' engagement in online journal and online video, the institution is also expected to socialize online journal to teachers. The institution may use the official forum that they have made to introduce and familiarize the online journal. The institution, or FKIP Untan in this case, is expected to introduce some free online journal that teacher can access without an obligation to subscribe. Later, having familiar with the online journal and its benefits, the related institution may subscribe to more well-known journal like Modern language journal or other journals which are relevant to English language teaching. For online video, the institution role in informing of how to use online video as learning sources hopefully increases teachers' participation in using online video to improve their professionalism.

Keep providing reward for teachers who use the internet regularly is also expected to motivate others teachers who still do not use the internet. Giving extra incentive or accelerate teacher's promotion if the teacher succeed to bring positive impact in their teaching is considered to motivate other teachers. In addition, the institution should consider the teachers' workload at school that might overwhelm and decrease their opportunities to access the internet.

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