

THESIS



**PROBLEMS AND EFFORTS OF HIGH SCHOOL ENGLISH TEACHERS
IN CULTIVATING PROFESSIONAL DEVELOPMENT THROUGH
WRITING SCIENTIFIC PAPERS**

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**GRADUATE PROGRAM OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS**

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IN CULTIVATING PROFESSIONAL DEVELOPMENT THROUGH
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THESIS

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**In Partial Fulfillment of the Requirement for Completing
The Graduate Program in English Education**

BY:

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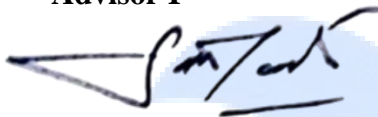
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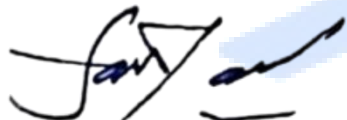
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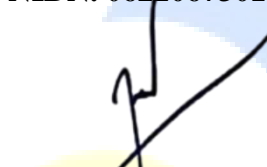
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Motto and Dedication

Motto

Think intelligently and act wisely in doing anything.

Dedication

I dedicate the thesis to:

My beloved parents for their valuable endless prayers and support. My beloved husband, Murtadho, and my lovely children, Hunaida, Helma, and Ghalib for their endless love, their full attention, and their great motivation so that I can complete this thesis.

Acknowledgment

Firstly, the writer would like to express the deepest gratitude to Allah SWT, for the most glorious and the most merciful so the writer has finally completed this thesis. Sholawat and salam for our prophet Muhammad because of his guidance we got the right way in our life. This thesis is aimed to fulfill one of the requirements for the Graduate Program of English Education, Faculty of Teacher Training and Education, Muria Kudus University. The writer is also expressing gratitude to the following people:

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5. All of the teachers and students in SMA 1 Bae Kudus
6. All of my friends at MPBI Muria Kudus University

Abstract

Irwit Santi, Lisa. 2024, Problems, and Efforts of High School English Teachers in Cultivating Professional Development through Writing Scientific Papers, A thesis of the Graduate Program of English Education Faculty, Muria Kudus University, Advisors: (i) Dr. Rismiyanto, S.S., M.Pd (ii) Dr. Fitri Budi Suryani, S.S., M.Pd

Keywords: Cultivating, Professional, Development, Writing, Scientific Paper

Writing scientific papers is an important activity for professional teachers. Many teachers still encounter obstacles to making scientific papers. Some of the teachers still didn't write scientific papers to be published in journals. And it caused the low productivity of teachers in writing scientific papers. So, the professional development of teachers in writing scientific papers needs to be cultivated.

This research aims to find the problems that cause difficulties for the English teachers in Kudus to write scientific papers and the efforts made by the English teachers in Kudus to write scientific papers to develop teacher professionalism based on age, gender, and school institutions.

The method of the research was descriptive qualitative. Its data sources were represented by 25 English teachers of SMA in Kudus. This research data was collected through questionnaires, FGD, and documentation.

The research results show that the internal factors in writing scientific papers are 51.4% experienced limited time, 22.9% had low motivation, 17.1% felt comfortable with existing conditions, and 8.6% lacked skills in using technological media. Internal factors related to age, gender, and school institutions are dominated by problems of limited time. External factors in writing scientific papers are 29.4% scientific publications, 26.5% no assistance, 20.6% high publication costs, and 20.6% difficulty getting references. External factors related to age, gender, and school institutions are dominated by scientific publication problems. The efforts to overcome difficulties in writing scientific papers include 19.2% through training, 23.1% through workshops, 19.2% through seminars, 11.5% through journalistic, 3.8% through consultation with experts, and 23.1% through independent study. The dominant efforts made to overcome difficulties in writing scientific papers related to age, gender, and school institutions are joining workshops, and studying independently.

Therefore, the teachers should be motivated and facilitated in producing scientific papers so that they can increase their professional development.

Abstraksi

Irwit Santi, Lisa. 2024, Permasalahan dan Upaya Guru Bahasa Inggris SMA dalam Membudayakan Pengembangan Professional Melalui Penulisan Karya Ilmiah, Tesis, Magister Pendidikan Bahasa Inggris, Universitas Muria Kudus, Pembimbing: (i) Dr. Rismiyanto, S.S., M.Pd (ii) Dr. Fitri Budi Suryani, S.S., M.Pd

Kata Kunci: Membudayakan, Profesional, Pengembangan, Menulis, Karya Ilmiah

Menulis karya ilmiah merupakan kegiatan penting bagi guru profesional. Banyak guru yang masih menemui kendala dalam membuat karya ilmiah. Sebagian guru masih belum menulis karya ilmiah untuk dipublikasikan di jurnal. Dan hal tersebut menyebabkan rendahnya produktivitas guru dalam menulis karya ilmiah. Oleh karena itu, pengembangan profesionalitas guru dalam menulis karya ilmiah perlu dibudayakan.

Penelitian ini bertujuan untuk menemukan permasalahan yang menyebabkan kesulitan guru bahasa Inggris di Kudus dalam menulis karya ilmiah dan upaya yang dilakukan guru bahasa Inggris di Kudus dalam menulis karya ilmiah untuk pengembangan profesionalisme guru berdasarkan usia, jenis kelamin, dan institusi sekolah. .

Metode penelitian yang digunakan adalah deskriptif kualitatif. Sumber datanya diwakili oleh 25 guru Bahasa Inggris SMA di Kudus. Data penelitian ini dikumpulkan melalui kuesioner, FGD dan dokumentasi.

Hasil penelitian menunjukkan bahwa faktor internal dalam penulisan karya ilmiah adalah; 51,4% mengalami keterbatasan waktu, 22,9% memiliki motivasi rendah, 17,1% merasa nyaman dengan kondisi yang ada, dan 8,6% kurang terampil dalam menggunakan media teknologi. Faktor internal dikaitkan dengan usia, gender, dan institusi sekolah didominasi oleh masalah keterbatasan waktu. Faktor eksternal dalam penulisan karya ilmiah adalah; 29,4% publikasi ilmiah, 26,5% tidak ada bantuan, 20,6% biaya publikasi tinggi, dan 20,6% kesulitan mendapatkan referensi. Faktor eksternal dikaitkan dengan usia, gender, dan institusi sekolah didominasi oleh masalah publikasi ilmiah. Adapun upaya untuk mengatasi kesulitan dalam menulis karya ilmiah, diantaranya adalah; 19,2% melalui pelatihan penulisan ilmiah, 23,1% melalui workshop, 19,2% melalui seminar, 11,5% melalui pelatihan jurnalistik, 3,8% melalui konsultasi dengan pakar, dan 23,1% belajar mandiri. Upaya yang dominan dilakukan untuk mengatasi kesulitan dalam menulis karya ilmiah dikaitkan dengan usia, gender, dan institusi sekolah adalah workshop, dan belajar secara mandiri.

Oleh karena itu, guru seharusnya dimotivasi dan difasilitasi dalam pembuatan karya ilmiah sehingga dapat meningkatkan pengembangan diri mereka.



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