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Maximizing the Role of Pre-Service and In-Service Trainings in Improving Teachers’ Professionalism

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Abstract

In the past, youngsters seemed uninterested in becoming teacher as their profession. It is not known why. One possible reason might be about salary. Up to some years ago, teaching profession was still considered as a profession that did not give better payment. However, as time goes by, this perception changes significantly. This is indicated by the increase number of high school graduates enrolling in teacher training and education programs. This phenomenon is pleasing because more future teachers can be produced and recruited. By recruiting more new teachers, the problem of lacking teachers in this country can partly be overcome. If the motivation of high school graduates and the motivation of educational institutions is merely based on economic consideration, the teachers produced from this situation may become another problem for our education. It is reasonable then to expect that through pre-service training and in-service training, teachers’ professionalism can be maximized.

Key words: teacher, professionalism, pre-service training, in-service training, maximized
INTRODUCTION

For some decades teaching profession might not have attracted youngsters to choose. This can be seen from the phenomenon that only a small number of high school graduates continued their study to teacher training and education institutes (LPTK). If they then finally chose the institute as their place to study, not many of them chose it as their first choice. Only those who are categorized as ‘nekad’ (a situation in which a person does not care much about the risks of what he is doing) high school graduates really wanted to become teachers. The majority of high school graduates in that era tended to choose universities or colleges that offer courses preparing the students to get “promising” professions in the future such as doctor, engineer, accountant, etc.

However, as time goes by, the situation changes gradually but significantly. Youngsters are not hesitated anymore to choose IKIP, STKIP, or FKIP as their place to study. The indication of this change is shown by the increase number of high school graduates enrolling in the institutions in the last few years. Even, some universities, institutes, or colleges which were previously focusing on the study of non-teaching education programs begin to provide teacher training and education programs in their institutions.

In one side, the phenomena of increasing number of high school graduates to study in LPTK and the spirit of non-LPTK to open teacher training and education program in their universities or institutes are pleasing. Both give a hope that the quality of Indonesian teachers in the future is expected to be better. This is because the increase number of high school students enrolling in the LPTKs enables our government to choose the best teachers graduating form the institutions. The willingness of non-LPTK universities or institutes to open teacher training and education programs will enable the high school graduates to choose the best institution which can educate and train them to be the best professional teachers.
Nevertheless, the phenomena also invite some kind of worry. What makes us worry is if the enthusiasm of those high school graduates enrolling in LPTK and the spirit of non-LPTK universities or colleges to open teacher training and education programs are not purely based on their motivation to become professional teachers, but based on other motives such as financial rewards and business interests. Such kinds of motivation in the long run will not give good impact for the quality of education in general and especially for the quality of teaching practices done by the teachers.

This article will present the following sub-titles: profession and professional, the condition of Indonesian teachers, language teacher professionalism, pre-service education, in-service training, teacher recruitment, and supervision.

**Profession and Professional**

Teacher is a profession, not just a job. Like other professions such as doctor, engineer, painter, sculptor, and so forth, teaching can not be done by anyone whose bases are just spirit and readiness to be teachers, let alone if the reason is because of there is no other job vacancy available. Profession, in accordance with Hamalik (2004), is an occupation or certain job that needs certain expertise, knowledge, and skill. This is in line with the definition given by Cambridge Advanced Learner’s Dictionary (2008) which defines profession as any type of work which needs special training or a particular skill, often one which is respected because it involves a high level of education. Longman Dictionary of Current English (2010) also defines profession quite similarly as a job that needs a high level of education and training. That is the reason why, Hamalik (2004) claims, that a teacher should (1) master the principles of education, (2) be able to plan teaching and learning program (3) be able to manage classroom interaction, (4) master various kinds of teaching method, (5) be able to assess students’ achievement objectively, (6) be familiar with the function and program of counseling service at school,
(7) be familiar with school administration management, and
(8) be able to comprehend and translate the results of research in
the field of education for the purpose of teaching improvement.

From the above definitions, it can be concluded then that a
professional is a person whose profession is based on a particular
skill attained through special training and/or education. In other
words, a professional is supported by deep knowledge of certain
field, has expertise in the field, and acknowledged by society.
Teacher profession seems to meet all the requirements mentioned
above. It is no wonder then that the Government of the Republic
of Indonesia officially acknowledges teachers as one of the
professions that deserves to get an incentive in the form of
functional allowance as a reward. This is proven by the issuance
of SK MENPAN No. 26/1989, article 1 and 2).

The Condition of Indonesian Teachers

As discussed earlier, teaching profession is a profession that
can not and may not be done by everyone because it needs special
skill attained in special training and/or education. Formally, in
accordance with Education Act No. 19 on National Education
Standard of the year 2005, Chapter VI about Educators Standard
and Standard of the Officials of Education Affairs, Article 29,
regarding (1) the qualification of kindergarten teachers (PAUD),
(2) the qualification of SD/MI teachers, (3) the qualification of
SMP/MTs teachers, (4) the qualification of SMA/MA teachers,
(5) the qualification of SDLB/SMPLB/SMALB, and
(6) the qualification of SMK/MAK, it is stipulated that the
minimum qualification for the teacher is Diploma IV or Sarjana
degree (S1). The impact of this regulation is that those who
formerly held DIII or/and BA do not belong to the category of
qualified teachers anymore.

As it is reported by The Ministry of National Education in
academic year 2006-2007, the number of teachers teaching in
state-owned SMP and in private SMP was 624,726 persons.
Some of them teach in state-owned SMP and some others teach in private SMP. The distribution is described in Table 1.

Table 1. The Number of SMP Teachers in Academic Year 2006-2007

<table>
<thead>
<tr>
<th>State-Owned Teachers</th>
<th>%</th>
<th>Private Teachers</th>
<th>%</th>
<th>Total Indonesian Teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>414,503</td>
<td>66.35</td>
<td>210,223</td>
<td>33.65</td>
<td>624,726</td>
<td>100</td>
</tr>
</tbody>
</table>

(Source: Kementrian Pendidikan Nasional, 2007)

Of those SMP teachers, not all were qualified. Some teachers were considered as unqualified. Only as many as 487,512 teachers were considered as qualified, while as many as 137,212 teachers were categorized as unqualified. Both categories of teacher teach either in state-owned SMP or in private SMP. The spread of teachers is presented in Table 2.

Table 2. The Comparison of Qualified and Unqualified SMP Teachers in 2006-2007

<table>
<thead>
<tr>
<th>State-owned SMP</th>
<th>Private SMP</th>
<th>Total SMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified</td>
<td>Unqualified</td>
<td>Qualified</td>
</tr>
<tr>
<td>132,276</td>
<td>66</td>
<td>82,227</td>
</tr>
</tbody>
</table>

(Source: Kementrian Pendidikan Nasional, 2007)

From Table 2, it can be concluded that though Indonesia has 624,724 SMP teachers that spread in state-owned SMP and private SMP, only 487,512 (78.04%) were categorized as qualified. The rests, as many as 137,212 teachers or around (12.96%) were still considered as unqualified. These teachers were distributed in public schools and private schools. In public schools as many as 332,276 teachers (68.16%) were categorized as qualified teachers; and 82,227 teachers (16.87%) were categorized as unqualified. In private schools, the qualified teachers were 155,236 persons (73.84%) and unqualified teachers were 54,987 persons...
or 29.16%. In SMA, the lack of qualified teachers also occurred. Table 3 that follows will describe the situation.

Table 3. The Number SMA Teachers in Academic Year 2006-2007

<table>
<thead>
<tr>
<th>State-Owned Teachers</th>
<th>%</th>
<th>Private Teachers</th>
<th>%</th>
<th>Total Indonesian Teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>157,995</td>
<td>55.28</td>
<td>127,823</td>
<td>44.72</td>
<td>285,818</td>
<td>100</td>
</tr>
</tbody>
</table>

(Source: Kementrian Pendidikan Nasional, 2007)

Of those SMA teachers, not all were qualified. Some teachers were considered as unqualified. Only as many as 215,722 (75.48%) teachers were considered as qualified, while as many as 70,096 (24.52%) teachers were categorized as unqualified. Both categories of teacher teach either in state-owned SMA or in private SMA. The spread of teachers is presented in table 4.

Table 4. The Comparison of Qualified and Unqualified SMA Teachers in 2006-2007

<table>
<thead>
<tr>
<th>State-owned SMA</th>
<th>Private SMA</th>
<th>Total SMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified</td>
<td>%</td>
<td>Unqualified</td>
</tr>
<tr>
<td>127.651</td>
<td>.7</td>
<td>9</td>
</tr>
<tr>
<td>61</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

(Source: Kementrian Pendidikan Nasional, 2007)

From Table 4, it can be concluded that though Indonesian had 285,818 SMA teachers that spread in state-owned SMA and private SMA, only 215,722 (75.48%) were categorized as qualified. The rests, as many as 70,096 teachers or around (24.52%) were still considered as unqualified. These teachers are distributed in public schools and private schools. In public school as many as 127,651 teachers (80.79%) were categorized as qualified teachers; and 30,344 teachers (19.21%) were categorized as unqualified. In private schools, the qualified teachers

84
were 88,071 persons (68.90%) and unqualified teachers were 39,752 persons or 31.10%. In SMA, the lack of qualified teachers also occurred.

The lack of teachers seems to occur all over this country. Data reported from some regions may confirm this. For instance, it was reported from Bojonegoro that out of 6,824 teachers in this region, the lack reached 1,664 persons (SI:13/6/2010). From Magelang, the lack of teachers reached 456 elementary school teachers (Suara Merdeka, 24 Juni, 2010). Even in Jakarta, the capital city of the Republic of Indonesia, the lack also happened in some schools. The headmaster of SMKN 57 reported that his school lacked teachers on adaptive subjects such as Natural Science, English, and Mathematics. To overcome this problem, the school hired 10 temporary adaptive teachers. SMKN 29 Jakarta also suffered the same problem. Lack of teachers in this school brought an impact on the capacity of each class in this school. Ideally, according to the principal of the school, the number of students placed in each class is 24 students. However, because of lacking teachers in his school, 36 students were placed in each class. In general, SMK (Vocational High School), according to the Director of Vocational High School of National Education Department, still needs 129,288 teachers (Pena Pendidikan, 8 July 2010). From Banjarmasin, the head of public relation of South Kalimantan Province reported that among 54,315 teachers in South Kalimantan, there were 21,117 teachers categorized as unqualified teachers (MI, 14 September 2008). From Samarinda, the number of unqualified teachers reached 3,863 persons (www/kaltimpost.co.id/07/06/2010).

The lack of teachers is not the only problem faced by our education. The study conducted by Weston (2008) found the unevenness in teacher distribution. As the result, some districts and schools have excesses and others shortages of staff. Mismatch of teachers is another issue Weston found. This means that teachers have to teach a subject for which they are
not qualified. For example, many madrasah teachers have a religion degree but are required to teach secular subjects. Many poor private schools, especially madrasahs, resort to hiring unqualified teachers.

**Language Teacher Professionalism**
What are suggested by Hamalik above are the conditions that teachers in general should possess. Specific subject needs more specification. For language teachers, for instance, they should have more specific conditions. Brown (2001) in this case claims that good language teachers should be good in: (1) technical knowledge, (2) pedagogical skills, (3) interpersonal skills, and (4) personal qualities. He then elaborates these four characteristics as the following.

**Technical Knowledge**
1. understanding the linguistic systems of English phonology, grammar, and discourse
2. comprehensively grasps basic principles of language learning and teaching
3. has fluent competence in speaking, writing, listening to, and reading English
4. knows through experience what it is like to learn a foreign language
5. understands the close connection between language and culture
6. keeps up with the field through regular reading and conference/workshop attendance

**Pedagogical Skills**
1. has a well-thought-out, informed approach to language reading
2. understands and uses a wide variety of techniques
3. efficiently designs and executes lesson plans
4. monitors lessons as they unfold and makes effective mid-lesson alterations
5. effectively perceives students’ linguistic needs
6. gives optimal feedback to students
7. stimulates interaction, cooperation, and teamwork in the classroom
8. uses appropriate principles of classroom management
9. uses effective, clear presentation skills
10. creatively adapts textbook material and other audio, visual, and mechanical aids
11. innovatively creates brand-new materials when needed
12. uses interactive, intrinsically motivating techniques to create effective tests

Interpersonal Skills
1. is aware of cross-cultural differences and is sensitive to students’ cultural traditions
2. enjoys people; shows enthusiasm, warmth, rapport, and appropriate humor
3. values the opinions and abilities of students
4. is patient in working with students of lesser ability
5. offers challenges to students of exceptionally high ability
6. cooperates harmoniously and candidly with colleagues (fellow teachers)
7. seeks opportunities to share thoughts, ideas, and techniques with colleagues

Personal Qualities
1. is well organized, conscientious in meeting commitment, and dependable
2. is flexible when things go awry
3. maintains an inquisitive mind in trying out new ways of teaching
4. sets short-term and long-term goals for continued professional growth
5. maintains and exemplifies high ethical and moral standards. (Brown, 2001:430).

From the characteristics of a good language teacher described by Brown above, it is right to say that not everyone can be a language teacher especially the one whose basis is just readiness to be teacher, or the one who has an idea that being a teacher is better than having no job at all. These phenomena are believed to have occurred in the teaching and learning English in Indonesia. One indication of these is the availability of mismatched teacher as reported by Weston.

Pre-Service Education

Before one becomes a teacher he or she should undergo a teacher training education, called pre-service education which is commonly managed by LPTK. In the LPTK, future teachers are educated and trained to be future professional teachers. Young et al. (2001:1) argue “teachers need to be experts in one or more specific subjects. They also must be prepared to effectively handle the challenges of a growing diverse population of students with a variety of multicultural, multilingualistic, and multiability needs. Teachers also are expected to manage the far-reaching changes that are taking place in and out of schools”.

Unfortunately, most pre-service training carried out so far, as revealed by Weston (2008), is largely theoretical, lacks a practical element, and fails to prepare teachers to teach effectively. Tardif (2001) claims that within pre-service training, various disciplines within the science of education (the psychology of learning, the sociology of education, etc.) were supposed to bring theoretical, cultural and critical contributions to the knowledge of teaching and, more generally, of education. Once again, unfortunately, those disciplines are often still taught without relationship to practice, or even to the school system (p. 4). In line with this claim Semiring et al. (1981 as cited in Young et al., 2001) found that teachers’ years of schooling do not affect
student achievement. A report released by UNESCO in 2005 revealed that teacher quality has been another constant challenge, and average numbers of qualified teachers remain low. Teaching and learning strategies employ fairly old-fashioned approaches to classroom instruction, and the total number of instructional hours in the school year is well behind international averages. Young, et al. (2001) suggest that the balance between what is required of teachers and what is offered to them has a significant impact on the quality of their teaching and their capacity to implement effective literacy instruction.

In my institution, for instance, the courses which directly give experience for students to the world of teaching practice are PPL I (4 credits) and PPL II (2 credits). PPL I gives guidance for the students how to make lesson plan and practice it in a form of micro-teaching in class. PPL II gives ‘real’ teaching experience for the students. In PPL II, the students, under the guidance of school teacher and under the guidance of lecturer, practice teaching for about four months.

How to improve the quality of Indonesian teachers? What have been done in the US in improving the quality of teachers, especially beginning teachers, might be worth considering. Young et al. (2001) give an example how Americans prepare their beginning teachers through a program which they call induction program.

- A mentoring/coaching component is an essential part of the program. Before school starts, the beginning teacher is assigned to a mentoring coach.
- There is always some type of professional development offered to the beginning teacher before the first week of the school year. The professional development offered could focus on one or more of the following: school culture, home-school connections, classroom strategies, classroom management, and stress reduction.
- A structure for modeling effective teaching during the beginning teacher’s daily instructional time.
(e.g., one possible structure could be team teaching) is set in place as a natural part of the school day.

- A strong sense of administrative support evidence.
- Opportunities for beginning teachers to have observation visits in master teachers’ classrooms are in place.
- Beginning teachers are provided with systematic ongoing professional development whereby the beginning teachers have an active role in the planning, implementation, and evaluation of the professional development process (p. 7).

From what Young, et al. state above, it is clear then that being a professional teacher cannot be produced instantly. Rather, it should go through a few processes and stages: mentoring, professional development, modeling of effective teaching, sense of administrative support evidence, having observation visits by master teachers’ classroom, and an ongoing systematic professional development.

**In-Service Training**

As a professional occupation, teacher’s professionalism should be continuously developed and upgraded. This is because of the fact that knowledge, skills, and expertise in this profession are always changing and developed. New ideas, new concepts, new theories, new approaches, new methods and strategies of teaching are introduced. Teachers may not merely depend on what they have already got from their LPTK some years ago. One of the ways to improve the quality of teacher professionalism is through in-service training. In-service training, as claimed by Hendayana (2008), should play an important role in updating teacher’s knowledge and skills for continuous improvement in the quality of education. Research conducted by Harris and Rass (2008) reveals that two interesting findings: (1) content-focused teacher professional development is positively associated with productivity in middle and high school math, and (2) more experienced teachers appear more effective in teaching elementary math and reading and middle school math (p.1).
Of course the one who is mostly responsible for the development of teacher's professionalism is the teacher himself/herself. To support his/her technical knowledge as previously suggested by Brown, a teacher should keep up with the field through regular reading and conference/workshop attendance. In the past, buying textbooks or attending conference or workshop that charges payment might be beyond the teacher's capability. This is because of the salary they got was not enough to afford. However, the situation is changing now. By the additional income they get from teacher certification, teachers may spare some amount of money for these purposes.

Attending meeting held by a group of teachers of the same field (MGMP) regularly is another worth doing to develop teachers' professionalism. Through the meeting, a teacher may get solution of the problem he or she faces in his/her class. He or she may also learn new ideas, methods and strategies of teaching shared by other teachers. As far as I know, this activity is fully supported by the Dinas Pendidikan. Some amount of fund is provided for this activity. So, the teachers do not have to worry about how to finance the activity.

Getting involved in workshop or training in the field is another appreciated effort to do. Regularly, the Department of National Education (now, the Ministry of National Education and Culture) holds workshops and training for teachers on related fields. This activity is sometimes held nationally, and sometimes it is held regionally. However, since the number of teachers are so large while the fund is limited, not all teachers have the chance to get involved in this training and education. This weakness can be overcome by this strategy. Headmaster can assign the teacher(s) who attended the workshop or training to disseminate the knowledge or skills of their attendance to seminars or conferences in the field to their colleagues. This will bring two advantages that can be benefited from this way. First, it will train the teacher who attended the workshop or training to be more skillful in the field.
Second, other teachers who do not have a chance to attend the workshop or training will get the same benefit too.

**Teacher Recruitment**

Between the process of pre-service education and in-service education there is another process which is not less important than the two processes. This process is teacher recruitment. I believe that the appropriate process of recruiting teachers results in better teacher than the inappropriate one. However, up till now, the way to recruit teachers does not seem to really reflect the fulfillment of teaching profession. Anyone can apply and become a teacher as long as the candidate has S1 diploma from an LPTK such as IKIP, FKIP, or STKIP. Even a graduate from non-LPTK, as far as he or she has *Akta Pendidikan* (a certificate certifying that the holder has undertaken and passed a one-year-education in the field of teacher training and education), also has the right to apply in the recruitment. This is different from what had happened in the pre-independence era. Nasution (1983) described the situation that teacher profession was one of the most prestigious occupations so that although many people wanted to become teachers, not all could do. There were strict prerequisites for it.

At present, however, recruitment for teachers seems to be very simple and easy. After the applicants accomplish all the administrative requirements, they then take a test. The test will be the same for all applicants no matter whether they apply for teacher position or for other positions. Generally, the applicants have to take written tests on Indonesian language, English, and general knowledge. For those who apply for non-teacher positions, the process of recruitment ends in this stage. However, for those applying for a teacher position, if they pass the written test, the next step that the candidates should follow is to have an interview. If all these stages can be accomplished successfully, they are considered to meet the requirements and have the right to be full teachers. It sounds simple and easy, does it?
Supervision

Other thing that should also be done is making the role of headmaster more effective. Headmaster should regularly check if the teachers have made scenario of their lesson plan. And if it is necessary, once in a while he does incognito visit to a class to see a teacher teaching. In this occasion, he or she may find out whether what has been planned by a teacher is approximately executed or not. By doing this, I believe, in the long run there will not be any more teachers coming into the class without any preparation. If all teachers make preparation before coming into the class, besides their professionalism is developed, their students will also get benefit from this condition.

Superintendent is the other part that is also responsible for the development of professionalism of teachers. One of the tasks of superintendent is to give guidance for the teacher to improve his teaching practices. To make supervision and guidance more effective, I think, recruitment of superintendent should be considered thoroughly and comprehensively. An ideal superintendent should be selected from senior and experienced teachers, not from young and unexperienced ones of which because of the administrative prerequisites they have the right, and are appointed to be superintendent. This is important to consider because a superintendent does not only deal with supervision business but also deals with psychological matters. Young and unexperienced superintendent might have problem in supervising “old and experienced teachers” though we understand that age is not automatically correlated with professionalism in teaching. There are lots of cases in which young teachers are more creative and more dedicated compared to old teachers. Anyhow, psychologically, especially for eastern people like Indonesians, most of youngsters are still “ewuh-pakewuh” (a situation in which younger person/lower person in status or experience is unwilling to say something which might offend the person he or she talks to openly: not at ease).
In addition to aforementioned, in order that the superintendent can give optimal supervision and guidance, it is recommended that the superintendent must be from the same field. This is also an important factor for the development of teachers’ professionalism. A superintendent coming from a different field may have a different vision from the teacher he observes and supervises. For example, a superintendent whose educational background is in mathematics might have different criteria from the teacher whose background is in English in translating Basic Competency (KD) into Indicators and Learning objective(s). As the result, the suggestion he gives might be implemented wrongly by the teacher or the teacher may disagree with the suggestion given by the superintendent and keeps on doing what he or believes is right.

CONCLUSION

The quality of Indonesian education depends very much on the quality of its teachers. This means that the more Indonesia has qualified teachers, the better the quality of its education will be. On the contrary, the less Indonesia has qualified teachers, the worse the quality of its education will be. That is why it is expected that the process of educating future teachers in LPTK as a pre-service training, the process of teacher recruitment, and the process of in-service training for in-duty teachers will be well managed. Only in these ways the role of the teachers can be maximized.
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