3rd ENGLISH LANGUAGE TEACHING, LITERATURE, AND TRANSLATION
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Unnes in collaboration with AWEJ and RELO

Conference Proceedings

"The Global Trends in English Language Teaching, Literature and Translation"

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Faculty of Languages & Arts
Semarang State University
ELT LT

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“The Global Trends in English Language Teaching, Literature, and Translation”

Faculty of Languages & Arts
Semarang State University
Preface

Last year, we discussed about issues and challenges in English Language Teaching, Literature, and Translation but at present, we discuss The Global Trends in English Language Teaching, Literature, and Translation. We also expect that there are many lecturers, researchers, teachers, students and those interested who would like to contribute to the better relation among nations.

Re-Elected again as the chair of ELTLT, in this 3rd English Language Teaching, Literature, and Translation International Conference 2014, I would like to extend our sincere gratitude to all presenters, especially for Assoc. Prof. Pam Allen and Prof. Richard Kiely, MA., P.hD for accepting the invitation to speak as the keynote speakers.

We would like to do best for the smooth of the programs. The committee would also like to thank the Rector of Semarang State University, Prof. Fathur Rokhman and the Dean of Languages and Arts Faculty, Prof. Agus Nuryatin for their full support. The deepest thank also goes to Dr. Issy Yuliasri, M.Pd as the Head of English Department. The last, we expect all presenters and participants to have wonderful conference at present and we hope all of you would like to join 4th ELTLT next year.

Bambang Purwanto, S.S., M.Hum
Chair of ELTLT Committee
Faculty of Languages and Arts
Semarang State University
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REVITALIZATION OF ENGLISH TEACHER EDUCATION:
AN EFFORT TO IMPROVE THE QUALITY OF STUDENTS’
LEARNING IN ENGLISH

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Abstract

It is commonly believed that the quality of teachers correlates with the quality of students’ learning. This implies that if the quality of teachers is good the quality of students’ learning will be good too. On the contrary, if the quality of teachers is bad the quality of students’ learning will be bad too. The following data may justify this belief. First, the results of UKA (Uji Kompetensi Awal) and UKG (Uji Kompetensi Guru) held by the Ministry of Education and Culture in 2012 indicate that the mean score of the first was 42.25 whereas the mean score of the second was 45.82 – lower than the passing grade of UN (Ujian Nasional). When they are correlated with the results of study carried out by PISA on mathematics, natural sciences and language in 2009 and the study conducted by TIMSS on mathematics and natural sciences in 2007 and 2011 the belief may have its justification. PISA’s study uncovered that Indonesian students were only in level 3 (out of 6 levels). Whereas, TIMSS’ study revealed that around 95% of Indonesian junior high school students could only reach intermediate level (among five levels). Based on the above data, there must some efforts that must be done to improve the quality of teachers so that the quality of students’ learning can be made better too. Revitalization of language teacher education is suggested to be one of the solutions.

Keywords: UKA, UKG, UN, quality of teachers, students’ learning

Introduction

The quality of Indonesian education is in question. Some people claim that the quality of Indonesian education now is better than the quality of Indonesian education some years ago. They indicate the result of UN as reference, though UN itself is still in controversies. They argue that the percentage of the students of all level of education who pass UN increases every year. This year the percentage of students who passed UN reaches more than 95%. 
Some others say that the quality of Indonesian education is not satisfying yet. This is especially true when it is compared with the quality of education in other countries. The result of study conducted by PISA on mathematics, natural sciences and language in 2009 and the study conducted by TIMSS on mathematics and natural sciences in 2007 and 2011 are quoted as reference to justify their belief. PISA’s study uncovered that Indonesian students were only in level 3 - out of 6 levels. Whereas, TIMSS’ study revealed that around 95% of Indonesian junior high school students could only reach intermediate level - among five levels (Minister of National Education, 2013).

I myself have the same opinion with the second group of people who say that the quality of Indonesian education is still not satisfying yet. In my mind, the increasing number of students who pass UN cannot become a valid argument to claim that the quality of Indonesian education is already good since UN itself is still under hard criticism. The result of two assessments: UKA and UKG held by the Ministry of Education and Culture in 2012 become basis of my argument. The results of both UKA and UKG indicate that the quality of Indonesian teachers is worrying. The mean score obtained in UKA was 42.25, while the mean score attained in UKG was 45.82. The mean scores of the two assessments indicate that both are lower than the bench mark of passing grade of UN. With this condition they fulfill their professional work: teaching. The question is, “Can such kind of teachers improve students’ learning?”

**Professional teachers**

It must be born in mind that teaching is not just a job, but it is a profession. As a profession, it cannot and may not be done by anyone whose bases are just spirit and readiness to be teacher, let alone if the reason is because of there is no other job vacancy available. Teaching profession should be done by someone who has special training or a particular skill, often one which is respected because it involves a high level of education (Cambridge Advanced Learner’s Dictionary, 2008). It is no wonder then that this kind of person is called a professional (see UU No. 20 – 2003 on National Education System, *Sistem Pendidikan Nasional*) and teachers’ professionalism is acknowledged by our Government, the Republic of Indonesia (see PP. 4, 2009 on Professional Financial Incentive for Teachers and Lecturers, *Tunjangan Profesi Guru dan Dosen)*.
Professional teacher, in accordance with Hamalik (2004), is a teacher who masters the principles of education, is able to plan teaching and learning program, is able to manage classroom interaction, masters various kinds of teaching method, is able to assess students’ achievement objectively, is familiar with the function and program of counseling service at school, is familiar with school administration management, and is able to comprehend and translate the results of research in the field of education for the purpose of teaching improvement.

This might be in line with the required competences stipulated by the Ministry of Education and Culture: pedagogical competence, personal competence, social competence, and professional competence (Kementerian Pendidikan dan Kebudayaan, 2012). Further, the four competences are elaborated as the following.

Pedagogical competence covers the familiarity of the teacher on student’s characteristics physically, morally, socially, culturally, emotionally, and intellectually; the familiarity of teacher toward the theories and principles of teaching and learning; the ability to develop curriculum related to the subject matter taught; the carrying out of educative activities making use of information technology for the sake of educative activities; facilitating the development of students’ potential; communicating effectively, emphatically, and politely with learners; assessing and evaluating the process and learning outcome; making use of the result of assessment and evaluation for the sake of teaching and learning and doing reflective measures for the purpose of improving the quality of teaching and learning.

Personal competence includes taking action based on religious, law, social, and cultural norms of Indonesians; performing himself/herself as an honest, respectful, and good model of personality for his/her students and community; performing himself/herself as a tough, stable mature, wise, and influencing personality; demonstrating work ethic, high responsibility being proud of becoming teacher, and self-confident; and appreciating the code of conduct of teaching profession highly.

Social competence are indicated by objective and indiscriminative in taking action whatever the student’s sex, religion, race, physical condition, family background, and the status of
economy and social; effective, emphatic, and polite in communicating with colleagues, students’ parents, and community at large; adapting himself/herself with the work place of different social and cultural backgrounds wherever he/she is assigned all over Indonesia; communicating with people of the same profession and people of different profession orally, written, or in other form of communication.

Professional competence can be identified by the mastery of subject matter, structure, concepts and patterns of the knowledge supporting the subject matter taught; competence standard and basic competence of the subject matter/field of study taught; the development of the subject matter taught effectively; the continuous development of his/her profession by doing reflective actions, and making use of information and communication technology for the purpose of communication and self-development (Kementerian Pendidikan dan Kebudayaan, 2012).

For English teachers, in addition to thee above requirements, they should also be good in four areas, namely: technical knowledge, pedagogical skills, interpersonal skills, and personal qualities (Brown, 2007).

Technical knowledge is related with the understanding of t linguistic systems of English phonology, grammar, and discours; comprehensive grasp of the basic principles of language teaching and learning; the fluent competence of speaking, writing, listening to, and reading English; knowing what it is like to learn a foreign language; understanding the close connection between language and culture, and keeping up with the field through regular reading and conference/workshop attendance.

Pedagogical skills are connected with having a well-thought-out, informed approach to language teaching; understanding and using a wide variety of techniques; designing and executing lesson plans efficiently; monitoring lessons as they unfold and makes effective mid-lesson alterations, perceiving students’ linguistic needs effectively; giving optimal feedback to students; stimulating interaction, cooperation, and teamwork in the classroom, using appropriate principles of classroom management; using effective, clear presentation skills; adapting textbook material and other audio, visual, and mechanical aids creatively; creating

brand-new materials when needed innovatively; and using interactive, intrinsically motivating techniques to create effective tests.

Interpersonal skills are correlated with the awareness of cross-cultural differences and is sensitive to students' cultural traditions; enjoying people; showing enthusiasm, warmth, rapport, and appropriate humor; valuing the opinions and abilities of students, the patience in working with students of lesser ability; offering challenges to students of exceptionally high ability; cooperating harmoniously and candidly with colleagues (fellow teachers); and seeking opportunities to share thoughts, ideas, and techniques with colleagues.

Personal qualities have something to do with being well-organized, conscientious in meeting commitments, and dependable; being flexible when things go awry; maintaining an inquisitive mind in trying out new ways of teaching; setting short-term and long-term goals for continued professional growth; and maintaining and exemplifying high ethical and moral standards (Brown, 2007).

**Teacher education**

To meet the aforementioned requirements, the students should undergo certain training and education in the teacher training institutes. According to a report released by UNESCO in 2006 it is stated that “this initial teacher preparation remains the function of universities and teacher training institutes that are accredited by the MoNE’s Directorate General of Higher Education” (p. 28). Some institutes like IKIP, STKIP, or Faculty of Teacher Training and Education (FKIP) are assigned by GOI as pre-service education. The main role of teacher training education is to provide the first step in the professional development of teachers.

Watson (2008) argues that the areas needing attention in pre-service education cover preparation of courses which have a more practical element and introduce student teachers to the best educational practices including working alongside good practising teachers and support for developing the practical knowledge and skills of lecturers to deliver such courses. In my college, FKIP Lambung Mangkurat University, for instance, the students of future teacher should study a number of courses that are supposed to be able to equip and guide them to be good teachers. They should study general basic courses, such as: religion
Indonesian language, and Pancasila (Indonesian ideology). They also study courses which provide the students with basic knowledge and skills of the subject matter, such as: linguistics, literature, language components, and language skills. Additionally, they also should study the courses which equip them to be able to handle their work well such as methods and strategies of teaching English. Besides, they have to study the courses that teach students how to live together in society.

The length of time spent for preparing students before they are officially acknowledged to have qualification of being good teacher ranges from 8 to 14 semesters. Eight semesters to fourteen semesters of education are assumed to be adequate in preparing students to be professional teachers. However, the hope does not always run hand in hand with reality. The data of UKA and UKG as presented earlier and a report released by Wetson (2008) in Decentralized Basic Education Three (DBE3) which revealed that “pre-service training is largely theoretical, lacks a practical elements and fails to prepare teachers to teach effectively” (p.4), may become the reasons why GOI do not merely depend on pre-service education.

GOI (Government of Indonesia) in their policy of developing teacher professionalism (Kementerian Pendidikan dan Kebudayaan, 2012) offer various in-service trainings and educations that may be followed by teachers, such as: in-house training (IHT), program magang (internship program) kemitraan sekolah (school partnership), belajar jarak jauh (distance learning), pelatihan berjenjang dan pelatihan khusus (graded and special training), kursus singkat (short course) in other LPTK (Teaching and Learning Institutes), and pendidikan lanjut (advanced education).

In-house training is carried out internally by KKG (Working Group of Teachers) or MGMP (Subject Matter Teachers’ Forum), school or other venue determined to run the program. IHT is carried out based on the assumption that most efforts to improve teachers’ competences need not to be carried out externally, but it can be done by the teacher who have the competence to other teachers who have no competence yet. With this strategy time and money spent may be economical.
Internship program is carried out in relevant institutes/industries. This program is mainly intended to improve vocational teachers’ competence. This program is chosen as an alternative based on the belief that vocational teachers’ competence need real experience.

School partnership program can be carried out in cooperation with governmental or private institutions. The program can be executed in the school or in the school-partner. The development of teachers’ competence through school partnership program is needed because the uniquenesses or strengths possessed by the school-partner can be made use of by the teachers in improving their professionalism.

Distance learning is carried out without the presence of instructor and the participants in a certain determined venue, but it is carried out through internet and the like. This program is carried out with the assumption that not all teachers especially those in remote areas can participate trainings and education in places situated in the capital city or regency/municipality.

Graded and special training is carried out in P4TK, LPMP, or other institute given the authority to run the program. The program is designed gradually starting from basic to advanced level. The grade of training is designed based on the level of difficulty and kinds of competence. Special training is prepared based on specific needs or based on new development of certain knowledge.

Short course in other LPTK is intended to train teachers to improve their competence in carrying out certain skill such as classroom action research, scientific writing, planning executing and evaluating teaching and learning, and so on.

School-internal development is carried out by headmaster and other teachers who have the right to do the development through official meeting, rotating teaching assignment, giving additional internal assignment, having discussion with colleagues and the like.

Advanced education is carried out by assigning teachers, especially the teachers who have good achievement, to continue their study to a more advanced level of education domestically.
or abroad. By sending them to advanced education it is expected that they can help other teachers develop their professionalism (Kementerian Pendidikan dan Kebudayaan, 2012).

In addition to the above trainings and education, GOI also encourage the teachers to get involved in various kinds of related-educational activities, for examples, discussion on educational issues, seminars, workshop, research, writing book/book-course, making media of learning, and creating technology/art. Moreover, supported by the spirit of developing their professionalism lots of teachers involve and take part in KKG/MGMP. The main objectives of KKG/MGMP are: (1) to widen the horizon and teachers’ knowledge in various fields, especially in: mastering the substance of teaching materials, planning syllabus, planning teaching materials, implementing strategies of teaching, applying methods of teaching, maximizing the use of facilities and infra-structure of learning, making use of learning sources, etc., (2) to give members of KKG or MGMP chance to share experience, help each other, and give feedback, (3) to improve teachers’ knowledge and skills members of KKG/MGMP to adopt new more professional approach (4) to empower and help the members of KKG/MGMP to accomplish their teaching assignment at school, (5) to change the culture of working of KKG/MGMP members (in improving knowledge, competence and performance) and to develop teachers’ professionalism through professional developmental activities in KKG/MGMP level, (6) to improve the quality of teaching and learning which is reflected in the improvement of students’ learning, and (7) to improve teachers’ competence through some activities in KKG/MGMP level (Direktorat Profesi Pendidik, 2008).

By the availability of so many instruments of developing teacher professionalisms, the level of teacher competence in the area of pedagogy and the area of professional as shown at the beginning of this paper should not have been low, as previously shown. It must be remembered that assessments administered by Kemendikbud just assessed two among four competences the teachers should have, namely: pedagogical competence and professional competence – their personal competence and social competence were excluded. The mean scores of UKA and UKG should have been higher. Hendayana in his study on in-service teacher training (INSET) found that teachers tend to be more creative to apply various methods of teaching, were confident enough in facilitating students to learn and participating
in scientific forum, students were motivated to learn as indicated by participating and discussing asking, questions, sharing ideas, and arguing” (Hendayana, 2007).

The low level of teachers’ competence on pedagogical and professional areas might be, firstly, based on teachers’ perception regarding their teaching profession. Chong et al., (no date) quoted some results of research on teachers’ belief. For instance, it is uncovered that teaching is easy and that learning merely involves transmitting information (Fielman-Nemer et al., 1989); that good teaching is related to content knowledge and the ability to convey that knowledge to others (Powell, 1992, Hollingsworth, 1989); that they would be good teachers without any preparation (Mertz, 1991). It might be these perceptions that, in their study, Haris and Sass claim that there is no evidence that pre-service (undergraduate) training or the scholastic aptitude of teachers influences their ability to increase student achievement (Haris and Sass, 2008).

Secondly, the low level of teachers’ competence on pedagogical and professional areas might be based on the inconvenient situation of teaching in which teachers experience uneducative interventions from “external power”. Batch by batch, almost all of the teachers taking part in PLPG in my hometown confess that they have a kind of stressful experience from “external power”. They are “asked” by any effort and by any cost to make their students pass in UN, if it is possible 100%. If they are reluctant or unwilling to do so, a number of risks are waiting. It is this situation that may make most teachers apatistic. For them, whatever new curriculum, whatever new method of teaching and learning and whatever new strategy of education is introduced, is of no difference. They pessimistically believe that whatever and however they do in class, the last decision will be determined by the “external power”. What a shame.

Conclusion

From the whole discussion we have this paper finally comes to the following conclusions:
1. Though most of Indonesian teachers hold S1 or DIV diploma and some of them have ever undertaken in-service trainings and education, their competences on pedagogical and professional aspects are still low.
2. The low level of teachers’ competence might be based on their wrong perception regarding teaching profession, or it might be based on the stressful experience they have from “external power”, or, it might come from both.

3. Since one of the indicators of professional teachers is the ability to plan, implement and evaluate learning, it is quite hard to correlate between teachers’ competence and the high percentage of students who pass UN.

4. Practical aspects of teaching and learning should be experienced by the students studying in pre-service education more than theoretical ones.

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