

Editors:
Manneke Budiman
Marti Fauziah

PROCEEDING

ACHIEVING
INTERNATIONAL
STANDARDS
IN TEACHER EDUCATION

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Conference

TEFLIN

60th



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PROCEEDING

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There have been complaints about the English proficiency of high school or university graduates in Indonesia and other parts of the world, and teachers are always considered the ones responsible for this. As we move from a period of "teacher training," characterized by approaches that view teacher preparation as familiarizing student teachers with techniques and skills to apply in the classroom, to "teacher education," characterized by approaches that involve teachers in developing theories of teaching, understanding the nature of teacher decision-making and strategies for critical self-awareness and self-evaluation, it is time to reassess current practices and issues in teacher training education and development.

An overview of recent studies shows that there has been less emphasis on prescriptions and top-down directives, and more emphasis on an inquiry-based and discovery-oriented approach to teacher training and education. In addition, there seems to be an agreement that teachers and student-teachers need to adopt a research orientation to their own classrooms and teaching to improve themselves as teachers.

In this 60th TEFLIN conference hosted by Universitas Indonesia (UI) and Universitas Siswa Bangsa Internasional (USBI), a representative group of teacher educators from different parts of the world and teachers themselves address major issues in second/foreign language teacher education in order to provide a more focused exploration of issues in teacher education so that the quality of teacher education and teachers can be improved to meet international standards.



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EDITORS' NOTES

This Conference Proceeding contains selected participants' paper. The selection was not based on the quality of the contents as all of the papers accepted for presentation in this conference have met the standard of quality set by the Conference Committee.

The papers published in this Proceeding are those that met the formal requirements set on the conference website, among others, the papers should not exceed a total number of five pages (excluding tables, figures, and references). In the process, the editors extended the maximum page limit to seven in order to accommodate more papers.

Unfortunately, not all of the papers can be published. Papers with multiple figures and tables, or those submitted in the PDF format, cannot be included as they would have taken too much space and caused the Editors a lot of trouble with formatting. However, the Committee has also provided a separate Compact Disc containing the remaining of the papers that are not published in the Proceeding. The Proceeding is organized based on the alphabetical order of the titles of the papers. An accompanying index of the author names based on the first name basis is provided at the end for users' convenience.

Neither the Conference Committee nor the Editors are responsible for the outlooks, opinions and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers is with the individual authors.

Manneke Budiman

Marti Fauziah

Designing extracurricular programs to support prospective teachers' professional development

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The jobs of professional teachers are not limited to teaching but also facilitating learning process in the classroom. This fact requires that the department of teacher education design teaching-learning programs by which the prospective teachers can enlarge their horizon about teacher professionalism. To meet professional development of prospective teachers, English Department of State Islamic College (STAIN) Tulungagung designs extracurricular programs beneficial in sharpening the sense of pedagogy. The programs are *Holiday English Dormitory (HED)* and *Wiyata Bhakti (WB)*. The former program, HED, offers an alternative to develop prospective teachers' language skills by staying in a language course for weeks and communicate in English all the times. This activity provides exposure to English in a more real situation. Having accomplished HED, the next program to join is WB. In this program, prospective teachers stay at a school, usually a private school with a dormitory, for ten days and some activities such as tutoring students, assisting study club, and playing language game.

Key words: extracurricular programs, prospective teachers, professional development

Introduction

The changing trend of education in which autonomy in learning becomes the heart of it has challenged teachers to be professional. Students nowadays are expected to be autonomous learners in the sense that they can regulate and be responsible to their own learning. This fact requires teachers to follow continuous professional development so that they can keep in pace with the trend. Teachers have different needs in different times during their careers. In addition Richards and Farrell (2005:2) accumulates the assumptions underlying the needs of professional development such as the mutual sharing among novice teachers and senior teachers are working for both parties, teachers are generally motivated to continue their professional development since their first teaching, knowledge about teaching is in a tentative and incomplete state, and classroom is a place to learn not only for students but also for teachers. The aforementioned assumptions illustrate the crucial needs of continuous professional development.

In realm of teacher education, two general goals are identified, teacher training and teacher development. Teacher training is defined as activities focused on preparing teacher to the first experience of teaching (Richards and Farrell, 2005:2). It involves activities in understanding the principles in the field of education including teaching-learning process and in demonstrating the ability to teach in the classroom. In Indonesian context, somebody can be a teacher after he has a certificate from teacher training department. Referring to the National Act 14/2005 chapter 4 article 10, a teacher must be competent in terms of pedagogy, social, personal, and professional the early stage of becoming professional teacher, therefore, going to a teacher training department is a must. Having accomplished the teacher training program, teacher needs to develop the professionalism through teacher development. Meanwhile, teacher development is defined as

to facilitate teacher's understanding of teaching and teachers (Richards and Farrell, 2005:2; ... sometimes teacher development is also understood as teacher moving forward in ... and skill. The need of teacher development is increasing nowadays as the impact of ... ideally, a teacher develops from time to time during working on his profession.

awareness of teacher development, in this paper it means professional development, might ... since the teachers are still students with regard to the fact that professionalism can be ... earlier. The department of teacher education should provide some extra activities ... of some teaching practices outside classroom. Working with experienced teachers ... students' understanding about teaching. By doing so, it is expected that it can raise ... awareness of being professional teacher and to support their professional development. ... intended to discuss the practices in English Department of Sekolah Tinggi Agama Islam ... that are oriented to support students or prospective teachers' professional ...

... growth and development and group differences that when it is ... background knowledge will give information about how learning process ... by learners' background knowledge for the prospective teachers to have deep ... designed. In addition, it is also necessary for the prospective teachers to become ... about learning process and combines it with some research findings to become ... for teaching and evaluating learners. Prospective teachers should also get deep ... about how to manage the demands of curriculum. In short, prospective teachers ... have an ability to maintain a strong professional identity, get involved in self-directed ... growth and development and collaborate with colleagues within a professional ... to improve learning outcomes.

... development of teachers is conducted under some principles, namely, to provide ... for teachers to try out new practices and have self-directed learning, provide ... to teachers to enrich their learning, and give personal supports in their learning. It is ... to support teachers' professional development from the beginning. Prospective ... should be introduced to the real teaching contexts ever since they are in their training ... (2010) recommend that teacher educators use field experiences that ... from the presumptions about teaching and take them out of their ... zone be it in the immediate community or beyond. In addition, Crandall (2000) state ... between language teacher education and schools provide opportunities for ... and integrating pre service and in service teacher education, and provide enhanced ... for language learners.

... of teacher education is designed to balance education and training. Education ... the importance of mastering language and the knowledge of teaching language. ... puts an emphasis on developing skills to anticipate problems in the class by providing ... to have classroom observation or little teaching practice. Widdowson (1997) ... that education program is problem-oriented that implies that it foster a broader intellectual

awareness of theoretical principles underlying particular practices. Whereas, training programs solution-oriented by which teachers are provided with strategies to cope with the problems during the teaching practice. In this matter, prospective teachers are seen as passive recipients of the treatment. However, as teaching is a dynamic job, they must develop continuously and development is a life-long process of growth. During the process, it involves autonomous and collaborative learning. Professional development may take numerous forms such as pre-service and in-service courses, reflection on experience, reading, discussions with colleagues, writing, and research. The numerous forms are intended to prepare teacher to do competent job through learning (Ur, 2002 in Richards, 2002:389).

In relation to the professional development of prospective teachers, or sometimes they are called student teachers, Wallace (1991) in Widdowson (1991) classifies three models of teacher education: 1) craft or apprenticeship in which less experienced learned through observing teachers with more experience, 2) applied science or theory-to-practice by which the students learn from experts and it is practiced in the real contexts, and 3) reflective model by which teachers make a reflection and evaluate their own practice. This classification corresponds to Richards' (2002) view about approaches of teacher training and education. According to Richards (2002:6), the conceptual teaching in recent times are of three different types. First, science-research conceptions by which applies research results into teaching methods and see improvement in teaching as dependent on research into learning, motivation, memory, and related factors. Second, theory-philosophical conceptions which derives teaching practice from rational commonsense understanding of teaching from someone ideology or value system rather than from research. Third, art-craft conceptions in which teaching theory is viewed as something constructed by individual teachers. Wallace's three models of teacher education are adapted by many departments of education with different degrees across departments depending on the goal of each department including English Department of STAIN Tulungagung.

Adapted from Wallace's first model of teacher education, craft or apprenticeship, the English Department of STAIN Tulungagung, develops an extracurricular program by which the students can broaden their understanding about theory of teaching as well as practice teaching English in a more relaxed atmosphere being relaxed in this case is due to the fact that they will not have examination for their teaching practice. As it is widely understood, having examination often cause some depression to the students (prospective teachers).

In the curriculum, the division of subject matters is done with reference to the Ministry Education Decree Number 045/2002 about the core curriculum in higher education. It is mandated that competence to be attained in each department should address three competences, namely, main competence, supporting competence, and specific competence that closely related to the main competence. It is also stated that there is no uniform main competence amongst departments. In other words, every department gains autonomy to develop curriculum and the content of curriculum by considering the local potency and inputs from the stakeholders beside the need analysis conducted by the department, of course.

Based on the curriculum, the teaching practice or apprenticeship in schools is done by the students at the seventh semester. Students learn theory of teaching during their six semesters. It is done

of time since they need to get deep understanding about teaching practice and strategies to the problems in the classroom as early as possible. Therefore, designing some extracurricular programs can help prospective teachers to acquire background knowledge about how to manage and solve problems in the classroom. In other words, those programs will support prospective teachers' professional development ever since they are in their education stage.

Extracurricular programs consist of two main activities, improving language skills and communication, especially speaking. This program is designed to increase students' skills of speaking English after the classical method (Grammar Translation Method). Direct Method, Linguistic Method, and other methods emphasize on the primacy of speech. Cahyono & (2011:29) notes that the teaching of speaking is crucial due to the fact that large numbers of students are learning English for communicative purpose. Speaking model and input for second English teachers to master since in the classroom they become model and input for second language learning. At Holiday English Dormitory (HED), the students stay in an outstanding course completed with dormitory for two weeks. During this period, intensively learn four skills with the focus on speaking skill. Every time they regular learning in the classroom. Due to large number of the students in the class, the opportunity to speak English is somewhat limited. They only go to campus during the day, in the evening and at night the practice of English is uncontrollable. However, by having intensive practice of speaking, more than 12 hours a day will improve their speaking ability.

Prospective teachers participate in the experienced teacher's class and conduct observation about the teaching at schools. In this program, the prospective teachers collaborate with the experienced teacher in managing language learning. Before coming to the classroom, the prospective teachers apply their knowledge of language and conduct observation about the practice of language. This program is conducted out of the curriculum, the participants come from various grades, senior students. The department has already made a memorandum of understanding with the school to facilitate the students to do this. The selection of school comes to private school with a memorandum of understanding with the school. The selection of school comes to private school with a memorandum of understanding with the school. The selection of school comes to private school with a memorandum of understanding with the school.

is called as Whyata Bhakti (WB) is the one in which the prospective teachers stay in the school

dormitory for ten days to do many activities related to practice teaching and coping the problem

the classroom.

Prospective teachers' activities in WB are started in the morning in which they go to school and

provide learning assistance to the students. At six o'clock, the students come to the classroom

learn English under the guidance of the prospective teachers. This program is intentionally held

outside the regular schedule of the school so that the prospective teachers do not disturb the

students. After the school hour is over, the prospective teachers come again to the classroom

to play language game. In this matter, the prospective teachers are forced to be creative and

collection of language game. In the afternoon, the students come to school again to have

club learning English under the assistance of the prospective teachers. The teachers need to

more and be anticipative to the questions raised by the students. Unconsciously, the teachers

practice to cope with the problems of their students. The last activities happen at night in which

the prospective teachers make a reflection on what they have done during the day. Reflection

important as to make their teaching better. At this session, there is a discussion with colleagues

experienced teachers who will provide input the students, writing journal/ diary, and some

that help prospective teachers identify their strength and weakness as teacher. These activities

in line with the purpose of professional development of teachers that is improving and engaging

self-directed learning.

The result of casual interview with the participants of HED and WB shows they enjoy the program

because through HED they improve their language skills with an extra advantage that is they

gain their self-confidence and motivation in practicing English. Moreover, they also broaden their

understanding about the profession of teacher with all the complexities embedded to it. They

also start to love their profession and fully understand that the profession of teacher should be

developed continuously. Another good impact of joining WB is that they start to build network

with schools and some selected prospective teachers are recruited to be part time teachers in

school.

Conclusion

The transmission of view in language teaching has forced teachers to keep updated and

professional. The same is true with prospective teachers. In future, as their teaching career increases

the need of professional development increases too. The sense of pedagogy or awareness of

professional teachers might be internalized earlier during the prospective teachers' education

period. In spite of relying on the curricular program of the department in which students will

have apprenticeship at the fourth year, the support for professional development of prospective

teachers is started earlier through the extracurricular programs. Tailoring the needs of the students

in practicing their knowledge of language and language teaching, extracurricular program offers

some excellences especially the practice of teaching is carried out in a more relaxed way. Another

prominent advantage of extracurricular program, HED and WB, is it can be used to increase

prospective teachers' social and personal competence as it is mandated by the regulation of the

government that a professional teacher is the one who owns four competences, namely, pedagogical,

social, personal, and professional competences.

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