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DESIGNING EXTRACURRICULAR PROGRAMS TO SUPPORT PROSPECTIVE TEACHERS' PROFESSIONAL DEVELOPMENT

Arina Shofiya
STAIN Tulungagung
arina.shofiya@gmail.com

The jobs of professional teachers are not limited to teaching but also facilitating learning process, managing classroom activities, and conducting effective assessment. 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 need 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 two 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, the prospective teachers stay at a school, usually a private school with a dormitory, for ten days and do 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 worth-doing 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 holds 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. In 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 activities to facilitate teacher's understanding of teaching and teachers (Richards and Farrell, 2005:2; Craft, 2000:9). Sometimes teacher development is also understood as teacher moving forward in knowledge and skill. The need of teacher development is increasing nowadays as the impact of globalization. Ideally, a teacher develops from time to time during working on his profession.

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

SUPPORT FOR PROSPECTIVE TEACHERS IN ENHANCING THEIR PROFESSIONAL DEVELOPMENT

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

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

Department of teacher education is designed to balance education and training. Education addresses the importance of mastering language and the knowledge of teaching language. Training puts an emphasis on developing skills to anticipate problems in the class by providing some opportunities to have classroom observation or little teaching practice. Widdowson (1997) states that education program is problem-oriented that implies that it foster a broader intellectual awareness of theoretical principles underlying particular practices. Whereas, training program is solution-oriented by which teachers are provided with strategies to cope with the problems appear during the teaching practice. In this matter, prospective teachers are seen as passive recipient of the treatment. However, as teaching is a dynamic job, they must develop continuously since 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 as 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 the approaches of teacher training and education. According to Richards (2002:6), the conceptions of teaching in recent times are of three different types. First, *science-research conceptions* by which it applies research results into teaching methods and see improvement in teaching dependent on research into learning, motivation, memory, and related factors. Second, *theory-philosophy 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 causes 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 the 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 bit a waste of time since they need to get deep understanding about teaching

practice and strategies to cope 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 teaching 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.

The extracurricular programs consist of two main activities, improving language skills and developing teaching skills. The former is called as Holiday English Dormitory. This activity is followed by students with no limitation of their level. Freshmen, sophomore, and junior students are supposed to join this program. This program is designed to increase students' skills of communication, especially speaking. Speaking skill has always been the emphasis in methods of teaching English after the classical method (Grammar Translation Method) era. Direct Method, Audio Lingual Method, and other methods emphasize on the primacy of speech. Cahyono & Widiati (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 ability is very essential for 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 language course completed with dormitory for two weeks. During this period, intensively learn the four skills with the focus on speaking skill. Every time they communicate, English is the only language used. Such condition is very different from their regular learning in the classroom. Due to the large number of the students in the class, the opportunity to speak English is somewhat limited. Besides, since 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, the students will improve their speaking ability.

Not only speaking, the students also learn grammar during HED. Grammar occupies important role in the practice of language. Richards and Renandya (2002:145) state that grammar is too important to be ignored. Without the knowledge of grammar, the learners' language development will be constrained. At this point, mastery of grammar will help much in constructing meaningful sentences and thus, ease the communication between two parties. The aspect of grammar that is learned via HED is the most frequently used grammar such 12 tenses and word classes. This knowledge is important as the preparation for their future career as teachers who should be able to teach grammar.

Having accomplished HED, the next program is applying their knowledge of language and language 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 participate in the experienced teacher's class and conduct observation about how to teach English.

Since this program is conducted out of the curriculum, the participants come from various grades, not only senior students. This program is deliberately open to anyone who wants to have practice teaching schools. The department has already made a memorandum of understanding with schools to facilitate the students to do this. The selection of school comes to private school with a dormitory because the program will be carried out during the day and night. This program which is called as Wiyata 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 in the classroom.

Prospective teachers' activities in WB are started in the morning in which they go to schools and provide learning assistance to the students. At six o'clock, the students come to the classroom and 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 classrooms and play language game. In this matter, the prospective teachers are forced to be creative and seek a collection of language game. In the afternoon, the students come to school again to have study club learning English under the assistance of the prospective teachers. The teachers need to learn 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 is 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 activities that help prospective teachers identify their strength and weakness as teacher. These activities are 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 programs 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 networking with schools and some selected prospective teachers are recruited to be part time teachers in such 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 being 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, pedagogy, social, personal, and professional competences.

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