

CHAPTER I

INTRODUCTION

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1.1 Background of the study

It has been widely known that the teaching of English at high-schools in Indonesia has not been very successful yet (Dardjowidjojo in Nur, 2003: 169). The majority of high-school graduates are not able to comprehend even simple texts written in English, let alone the language orally for communicative purposes in real-life situations. This problem is a complex one and it is not easy to pinpoint the real causes for ELT's lack of success (Nur, 2003: 170). As seen in the list of public and private senior high-schools (SMU) in Surabaya based on 2003 national exam average grade in English subject (appendix 1), there are 89 (= 61 %) out of 146 SMU (social science program) in Surabaya having the average grade less than the mean (the mean=5,00), and 80 (= 59%) out of 136 SMU (natural science program) in Surabaya, having the average grade the same or less than the mean (the mean = 5,54). This means that the majority of 2003 SMU graduates in Surabaya have relatively low English proficiency.

Moreover, Sadtono (1997) finds out that English proficiency among Indonesians is low due to some problematic factors such as large class size (40-50 students), lack of instructional resources, poor teacher salaries and a limited amount of curriculum time for English. These problems are a complex nation-wide one that needs such a comprehensive restructuring of the national English education policy and also requires an enormous amount of funding for alternative solutions, such as upgrading English teachers, producing good textbooks, providing library resources and raising teachers' salaries. Due to the fact that Indonesia, so far, still has to face political and economic crisis, it is hard for the government of Indonesia to solve those problems at

once and by itself. Private sectors that manage private schools in Indonesia should contribute their own efforts to overcome those problems as well. In short, at least something must be done by either public schools or private ones to achieve the success of English mastery in response to the global challenges by improving the English teachers.

The key points of the problems above imply the expectations on how to improve the quality of English instruction, to upgrade the English teachers for professional development, to improve teaching facilities, and to raise the teachers' welfare as professionals. As a matter of fact, teachers are still one of the teachers would be the key factors in the practice of English education in Indonesia. This inspires the writer to help upgrade the English teachers by establishing an English Language Teaching Training Center. For the purpose, it is necessary to conduct a research on the feasibility of the establishment of an English language teacher training center.

Further, the establishment of an ELT Training Center is strongly needed due to the fact that the success of ELT programs in Indonesia might depend on the teachers and other factors relating to the establishment of the training center. These factors could be the schools' or the school-boards' strategic plans and fund for upgrading teachers and establishing a teacher training center, the teacher trainees, the qualified trainers, the best time for training, the sufficient facilities, the needs of the trainees on a teacher training, the teacher performance appraisal for teacher trainees, the question of sustainability of the training center, and the monitoring and evaluation system.

Therefore, the writer would like to do his study for the following rationale:

- a the feasibility of the establishment of an ELT training center could give some useful results, such as whether this training center project is feasible or not, and whether there are some potential problems that could be

minimized, whether the training center have good prospects in the long run.

- b this study will be beneficial for school-boards that have the strategic plan to establish the training center and could finance this project. They may design their long-term training scheme based on the schools' objectives, standards and needs so that their training programs are matched with the schools' strategic plans as well as the teachers' needs.
- c there will be some positive impact of the establishment of an ELT training center for the teachers, such as learning how to use teaching and learning facilities/technologies properly, learning to produce their own media for teaching, learning how to use video-recordings for observation or self-reflection, and learning other important things.
- d if the school-boards plan to establish a teacher training center, they are also supposed to provide some fund for teaching and learning facilities in the training center as well as at the schools so that the teacher trainees could utilize the facilities in the training center and also apply them at their schools.
- e if the school-boards plan to establish a teacher training center, they might also provide the teacher performance appraisal for the teacher trainees so that it will encourage them to teach better or their best at school.
- f if the school-boards plan to establish a teacher training center, they would also provide monitoring and evaluation system for teacher trainees in the training center and at schools so that the teacher will not go back to the old habit of teaching but they would try to apply the most appropriate techniques, knowledge, and skills they have got during INSET.

Furthermore, as an attempt to cope with the increasing problems that ELT society has to face in the implementation of ELT in Indonesia, Djiwandono (1995) also considers that a center for the development of ELT is an urgent necessity because in the center, theories and concepts can be studied, ideas can be exchanged, teaching methodologies and materials can be developed, research can be conducted for the improvements of ELT programs.

To establish an ELT training center, a school-board also needs big investment and strong commitment. This means that school-boards have to invest an enormous amount of money for educational improvement. It is believed that training English teachers to become desirable qualified ones takes a long time and is truly costly. It is true that human investment requires a lot of money and refers to the long term benefits. In short, without strong commitment and continual financial and psychological supports, it is really hard to set up a sustainable training center.

Moreover, relating to the English teachers' training problems, Tupan (1991) state that there were many high-school English teachers who did not continue to use the new ways of teaching at their schools after following an In Service Training (INSET). Quite a number of teachers were so reluctant to change their habits of teaching and went back to the old habits of teaching after completing 16 of weeks PKG (*'Pemantapan Kerja Guru'*/strengthening of the teachers' work) training funded by the Indonesian government and the World Bank. This problem also inspired the writer to collect data/information about why the English teachers would go back to the old habits of teaching after completing a teacher training. For that purpose, he conducted a survey to support the feasibility of the establishment of an ELT training center which also related to the teacher training problems.

Therefore, this thesis would discuss some important concepts/theories, relating to the teacher training, procedures for establishing a teacher training center, the survey results on the feasibility of the establishment of an ELT training center and suggestions.

1.2 Research problems

In this part, there are two kinds of questions relating to the research problems. The first question relates to the major problem and the second ones relate to the minor problems. They are presented in the following:

A A question relating to the major problem

Is the establishment of an ELT training center for SMU teachers feasible?

B Questions relating to the minor problems

1. a Do the SMU school-boards/principals have the school strategic plans to upgrade their teachers?
- b Do the SMU school-boards also have the strategic plans to establish a teacher training center?
- 2 Can the school-boards provide sufficient fund to finance the teacher training center?
3. a Do the SMU principals have their school plans to send their teachers in a teacher training for their professional development?
- b Do the “SMU” English teachers have their own need to follow a teacher training for their professional development?
- 4 Do the SMU English teachers require qualified trainers?

5. a What is the preferred time for the “SMU” English teachers to follow a teacher training?
- b What is the compatibility of teachers’ time with school schedule?
6. a What training facilities do the SMU English teachers expect if they follow a teacher training?
- b What teaching and learning facilities do the SMUs have?
- 7 What programs/activities do the SMU English teachers need if they follow a teacher training?
8. a Are the SMU school-boards willing to provide the teacher performance appraisal for teacher trainees?
- b Are the SMU principals willing to provide the teacher performance appraisal for teacher trainees?
- c Are the SMU English teachers willing to accept the idea of the teacher performance appraisal after completing INSET?
- 9 What efforts do SMU school-boards make to sustain the ELT training center?
- 10 Do the SMU principals monitor and evaluate their teachers’ performance regularly?

1.3 Purpose of the study

Based on the questions of the research problems mentioned above, the writer would like to find the answers by:

- Finding out the feasibility of the establishment of an ELT training center
- Finding out whether the SMU school-boards and principals have the strategic plans to upgrade teachers

- Finding out whether the SMU school-boards have the strategic plans to establish a teacher training center and provide sufficient fund to finance the teacher training center
- Finding out whether the SMU principals have the school plan to send teachers in a teacher training for professional development
- Assessing the need of the SMU English teachers concerning their teacher training
- Finding out whether the SMU English teachers require qualified trainers
- Finding out what the preferred time is for the SMU English teachers to follow a teacher training and what the compatibility of teachers' time with school schedule is
- Finding out what training facilities the SMU English teachers expect if they follow a teacher training
- Finding out what teaching and learning facilities the SMUs provide
- Finding out what programs/activities the SMU English teachers need if they follow a teacher training
- Finding out whether the SMU school-boards are willing to provide the teacher performance appraisal for teacher trainees
- Finding out whether the SMU principals are willing to provide the teacher performance appraisal for teacher trainees.
- Finding out whether the SMU English teachers are willing to accept the idea of the teacher performance appraisal after completing INSET
- Finding out what efforts SMU school-boards make in order to sustain the ELT training center

- Finding out whether SMU principals monitor and evaluate their teachers' performance regularly

1.4 Definitions of key terms

In this study, some terms need to be specified in order to make the study clearer and more focused. They are:

Establishment of a training center refers to the process/procedures of setting up/designing the building/rooms/places (civil work premises), providing facilities (hardware and software), and activities/programs for trainees to upgrade themselves or improve their knowledge/skills for professional development.

In service training (INSET) or education refers to experiences which are provided for teachers who have already been teaching and which form part of their continual professional development. In an INSET, the trainees usually followed their teacher training in a training center.

On service training (ONSET) or education refers to experiences which are provided for teachers who have already been teaching and which form part of their continued professional development. In an Onset, the trainees are trying out/implementing their training principles in their real teaching at school and making some reports/discussion on the results of the implementation in their real-work conditions.

ELT in Indonesia: an abbreviation for English Language Teaching. It is used in Indonesia to refer to the teaching of English as a Foreign Language (EFL) where it is taught as a subject in schools but not used as a medium of instruction nor as a language of communication within Indonesia.

An ELT Training Center refers to a place where teacher trainees are learning to upgrade themselves to become better teachers. In this training center, theories and concepts/ideas including the new ones can be studied and exchanged, teaching methodologies and materials can be developed, and teaching practice and research can be conducted for the improvement of the English teachers trainees' performance and the trainees' professional development.

1.5 Scope and limitation

This study is limited to the feasibility study of setting up an ELT training center for English teachers. For that purpose, the writer used senior high-school ('SMU') English teachers (n = 74), principals (n = 33) and school-boards/school-committees (n=31 schools) in Surabaya as the subjects of the study. In order to gain information on the feasibility of the establishment of an ELT center, the writer conducted a survey to find out whether this training center project would be feasible or not. Moreover, he discussed the potential problems and the prospects relating to the establishment of the training center and gave some suggestions as well

1.6 Significance of the study

By conducting a survey, the writer intends to collect information on the feasibility of the establishment of an ELT training center. Hopefully, this study would give contribution to "SMU" English teachers as well as their school principals and school-boards. The writer hopes that this study will inspire private school-boards or school-committees with fruitful ideas of the establishment of a training center for their teachers. By establishing their own training center, they might give effective and continuous training for their teachers. This study is also expected to inspire the SMU principals and the school-boards to upgrade their teachers for their school

improvement as an important strategic plan. Further, it is expected to inspire the school-boards with the idea of conducting feasibility study on the establishment of their own teacher training center on it. Moreover, this study is expected to encourage the SMU English teachers to follow a long-term teacher training for their professional development.