PROCEEDING
INTERNATIONAL SEMINAR ON EDUCATION
Responding to Global Education Challenges

Yogyakarta State University
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Words from the Editor

Our world now has become a global village for everyone to live in. For our future generation the challenges to live in such a place would call for education which is specially tailored for them. Therefore, it is wise if educators from various disciplines and all levels work hand in hand in interpreting what it means to go global and in turn, articulate the philosophy into more manageable and feasible pedagogical practices for teachers to implement in the field.

Such a philosophy as going global would be a meaningless piece of jargon unless it is then interpreted in many educational aspects and disciplines. The interpretation would make educators, teachers, parents and the society have a basis for developing educational efforts which provide Indonesian children with values, learning experiences and skills needed to face the global challenges. The International Seminar on Global Educational Challenges conducted by Yogyakarta State University has attracted many educators and educational practitioners to propose ideas in their respective disciplines in articles which are worth reading due to their relevance to our needs of the most current guideline for responding to the global challenges. Each of the topics elaborated in the article has been an effort to improve the quality of pedagogical practices in various fields and levels of education.

The topics that have been proposed, shared and discussed cover many disciplines. From the field of education there are life skills, citizenship and character building. From the teaching of school subjects English, mathematics, sports and science are also investigated and discussed. The educational levels vary from those of primary to tertiary. Some topics present to us teacher professionalism and pre service teacher training which give us insights how significant the role of human resources is. Topics presented in the plenary sessions cover the most current issues in our educational system today on internationally standardized schools and vocational education. Since ideas come from different fields and disciplines as well as proposed by scholars from various countries and background.

Apart from being diverse, the edited articles give us almost a whole picture of the face of our today education. They have convinced us that educators must work with and learn from other experts from other disciplines to search for a new and better educational concept for the nation.

Nury Suupriyanti
Chief Editor
Foreword

Practitioners from emerging international-standard schools have expressed the need for multidisciplinary forums where participants may share ideas, problems, and possible solutions on matters related to their new school status. Although at the national level there have been KONASPI (the Indonesian Education National Convention) forums where participants from diverse disciplines share their ideas on different fields of study, such a forum, which was formulated as an international seminar at Yogyakarta State University, was the first of its kind. It was in response to the above need that the seminar was conducted.

The International Seminar on Education: Responding to Global Education Challenges, with the proposed theme “Current issues in global education and their implications for pedagogical practices” aims at facilitating teachers’ professional development through the sharing of ideas, problems, and possible solutions. Research results and opinion-based papers were presented to enable the participants to see what others are doing in trying to help learners achieve the competence they were expected to possess.

Therefore, in the plenary session there were Mr. Coleman presenting a topic on English language teaching and international standard schools, Prof. Dr. Takeshi (majoring in history) on professional teacher development, and Prof. Dr. Abdul Wahid Mukhari on vocational education. In the parallel sessions there were 38 papers on diverse disciplines under the subtopics of language teaching, language tests and assessment, citizenship and character building, teaching mathematics, science teaching, sports education and research, instructional system, electronics and electrical engineering, teaching in primary schools, and life skills. Speakers in the seminar represented their respective university or institution from The UK, Japan, Malaysia, The Netherlands, Guyana, Surabaya, Klaten, Semarang, Mataram, Gresik, Bandung, and Yogyakarta.

While the speakers and the audience of these diverse disciplines must have learned from each other during the seminar, we do hope that readers can find this seminar proceeding inspiring and broadening their horizon.

Yogyakarta, May 2009

Sugirin
Chairman of the Seminar Committee
Nury Supriyanti
How Unprofessional Teachers Can Be!
An Experience in the Teacher Certification Process in Indonesia
Basikin
School-based Professional Learning Community: An Alternative to Reinforce Quality Teachers
Sukarno
Developing English Teachers’ Competencies: From Autonomous to Professional
Sukisman Purtadi & Rr Lis Permana Sari
The Implementation of Chemdoku and Chemkuro on Chemistry Learning: A Review
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Pedagogical Content Knowledge in the Curriculum of PE Teacher Education (An International Comparative Study)
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Common Flaws in Students’ Research Proposals
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Improving Students’ Reading Skill (LESEVERSTEHEN) in German Department by Using ‘FLUßDIAGRAMM’
DEVELOPING ENGLISH TEACHERS’ COMPETENCIES: FROM AUTONOMOUS TO PROFESSIONAL

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Abstract

In the English teaching-learning process, the teacher of English is the key figure since it is the teacher who sets the tone for the learning activities and helps learners master English as the target language. The teacher of English, therefore, is one of the main components determining the success of the English teaching-learning process. The purpose of the article is to discuss the factors possessed by a good teacher of English—linguistic competence and performance, good roles, good teaching styles, and good characteristics of teachers. Realizing that the teacher of English is the key figure in the English teaching-learning process, one who wants to be a good teacher of English should not only have factors of a good teacher of English but also should put himself as his students’ friend, manager, monitor, counselor, facilitator of learning, and reliable informant on the teaching-learning so that he will easily guide the students and will have good teaching styles. The teacher of English must be active, creative, and progressive in facilitating students’ learning by giving tasks to accomplish in order that the students keep learning either inside or outside the classroom. Furthermore, it is suggested that a teacher of English have technical knowledge, pedagogical skills, interpersonal skills, and personal qualities. He should also be able to adopt, adapt, develop, and create such materials suitable with the students’ lives and their environment since the government gives him freedom to do so. The implementation of school-based curriculum insists that the teacher of English be able to develop standard of content of English—standard of competence and basic competence into teaching objectives, indicators, and teaching materials suitable with the students’ lives and the uniqueness of the regions where English teaching-learning takes place, as stated in the Ministerial Rule of National Education No. 22 Year 2006. It is what the teacher of English should do in order that the students’ learning becomes meaningful and useful. It is what is meant by being autonomous towards being professional.

Keywords: a good teacher of English, autonomous, and professional

A. Introduction

English is an international language used in all fields of life. Because of the fact, mastering English, one will be able to follow developments of information in all fields
of life so that he can possibly absorb information covering various branches of science. However, it is still a foreign language in a number of countries, including Indonesia in which there is no ready-made context for communication beyond the classroom. Officially the students in Indonesia get English since they enter junior high school but some elementary schools in some regions have already given English as one of the subject matters.

Mastery of English as a foreign language is begun with English learning activities and is usually conducted in the classroom. In the English learning activities, the English teaching-learning process will help learners master English. The teacher of English, therefore, is one of the main components determining the success of the English teaching-learning process.

Kral (1994: 12) states that a teacher is still the person specially trained to guide the students, help them select appropriate learning materials, and create a positive classroom environment. Allen and Valette (1977: 3) believe that the teacher is the key figure in the language course since it is the teacher who sets the tone for the learning activities and therefore, teaching should be guiding and facilitating learning, enabling the learners to learn, and setting the conditions for learning (Brown, 1987: 7). As English instructors, it is their responsibility to not only teach a language, but to also inform and instruct how to study outside the classroom. It will be accomplished by presenting tasks that inspire the learners to take learning into their own hands (Nowlan, 2008: 115-132).

The writer agrees with the experts' statements above that the duty of the teachers of English is to make their students learn English and to guide or facilitate their students' learning either in the classroom or outside the classroom. The teachers of English can give the students tasks to accomplish in order that the students keep learning. The tasks for outside classroom must be related to real life situations to make their learning meaningful.

In relation to the experts' thought above, the government of the Republic of Indonesia establishes acts, government rules, and ministerial rules that give the teachers autonomy in facilitating their students' learning especially in selecting materials—based on the standard of content—standard of competence and basic competence (Ministerial
Rule No. 22 year 2006). The implication is that, therefore, to be a good English teacher one should have good linguistic competence and performance, good roles, good teaching styles, good characteristics of language teachers, and ability to develop materials suitable with the students and their environment.

In short, the writer views that the teachers of English must be active, creative, and progressive in facilitating their students’ learning. Active means that the teachers of English must actively deepen their knowledge to achieve teachers’ competence by reading books, attending seminars, and doing group discussions. Creative means that the teachers of English must be able to adopt, adapt, develop, and create teaching materials facilitating students’ learning. Progressive means that there must be any improvements of what the teachers of English do. It means that being autonomous is being professional.

B. Discussion

Being autonomous to be professional, the teachers of English should have good linguistic competence and performance, good roles, good teaching styles, good characteristics of language teachers, and ability to develop materials appropriate for the students and their environment in learning English.

1. Teacher’s competence and performance

Brown (1987: 24-25) and Chomsky in Clark and Clark (1977: 6) define competence as one’s underlying knowledge of a system, event, or fact. It is, therefore, the non-observable, idealized ability to do something. In reference to language, Brown states that competence is the underlying knowledge of the system of a language –its rules of grammar, its vocabulary, all the pieces of the language, and how those pieces fit together. Chomsky in Stern (1983: 129) affirms that competence is the capacity of the individual to abstract from acts of performance and to develop system and order. It means that the teacher of English must master linguistics –science of language related to English language.

Performance, on the other hand, refers to the infinitely varied individual acts of verbal behaviour with their irregularities, inconsistencies, and errors. It is the observable and measurable skills that the teacher of English must master –
consistent with their ways that make them comfortable during the teaching-learning process. In other word, the teachers must be genuine in the classroom and learn how to capitalize on the strengths of their teaching styles. It means that the teachers of English must be who they are, not pretending as others.

4. Good teacher's characteristics

Slavin (1991: 3) states that what makes a good teacher is the ability to accomplish all the tasks involved in effective instruction. Warmth, enthusiasm, and caring are essential, as is subject matter knowledge; but it is the successful accomplishment of all the tasks of teaching that makes for instructional effectiveness. Slavin (1994: 24), furthermore, asserts that good teachers know their subject matter and have mastered pedagogical skills.


a. competent preparation leading to degree in TESL
b. a love of the English language
c. critical thinking
d. the persistent urge to upgrade oneself
e. self-subordination
f. readiness to go the extra mile
g. cultural adaptability
h. professional citizenship
i. a feeling of excitement about one's works

The nine items above contain a good deal of grist for the professional growth mills. To know the places where they are, the teachers of English should rate themselves honestly based on the professional competences they have.

However, the writer thinks that it is not to worry about. They can make any improvement. If they can make good improvement, they can be in all nine items and they can be professional. In relation to language teachers' competencies, Bahrudin Mustofa asserts that the teachers of English should 1) know English and be able to use it for communicative purposes; 2) know students and their ways of learning; 3) know how to design learning tasks to ensure student learning; and 4) know how to motivate and support students to further develop as independent
learners. If the teachers of English comprehend and implement the four ideas above, they will effectively teach their students, facilitating the students’ learning.

Brown (2001: 430), furthermore, states that a good language teacher has good characteristics in language-teaching which include technical knowledge, pedagogical skills, interpersonal skills, and personal qualities.

a. Technical knowledge

Technical knowledge includes items that a language teacher:

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

b. Pedagogical skills

In this category, a good language teacher:

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

c. Interpersonal skills

A good language teacher, in this category, should
be aware of cross-cultural differences and be sensitive to students' cultural traditions;

enjoy people; show enthusiasm, warmth, rapport, and appropriate humor;

value the opinions and abilities of students;

be patient in working with students of lesser ability;

offer challenges to students of exceptionally high ability;

cooperate harmoniously and candidly with colleagues (fellow teachers); and

seek opportunities to share thoughts, ideas, and techniques with colleagues.

d. Personal qualities

The component of personal qualities states that

the teacher is well organized, conscientious in meeting commitments, and dependable;

the teacher is flexible when things go awry;

the teacher maintains an inquisitive mind in trying out new ways of teaching;

the teacher sets short-term and long-term goals for continued professional growth;

the teacher maintains and exemplifies high ethical and moral standard;

Technical knowledge, pedagogical skills, interpersonal skills, and personal qualities as proposed by Brown above are what the teachers should have and how the teachers of English behave. It is hard to have them all, but if the teachers can do from easy and small things from those components, they will gradually be
professional. It means that they should be autonomous, not depending on others, in developing themselves towards teachers’ competencies.

Furthermore, Rambepajung (1988: 10-11) proposes that ideal teachers have personal quality, technical skills, and other skills. Personal quality includes intelligence, personality, and emotional maturity. Technical skills include the skill of managing the classroom and presenting materials. Other skills include general skills related to education and skills related to the syllabus and characteristics of materials. Actually what Rambepajung and what Brown proposes are in line but Brown makes details.

5. Ability to develop materials appropriate for the students

The teachers of English must have the ability to develop materials or tasks for their own teaching. It is based on Act No. 20, 2003 about National Education System articles 1 and 36, Act No. 14, 2005 articles 7 and 10 about Teachers and Lecturers, Government Rule No. 19, National Education Ministerial Rule No. 22, 23, and 24, 2006. Based on the articles of the acts and rules, the teachers of English should be able to:

a. develop the standard of content of English. The English teachers must be able to develop the standard of content of English, standard of competence and basic competence, into syllabus and lesson plans. After that, the teachers of English should be able to develop materials suitable for the students’ characteristics (learning style, interests, motivations, entry behaviours, language aptitude, ability, socio-economic background), support services, and learning environment. The Ministerial Rule of Minister of National Education No. 22 Year 2006 only states the standard of competence. It should be developed by the English teachers in Indonesia on the basis of the uniqueness of each region in Indonesia (Act No. 20 Year 2003, article 1). This model is aimed to make the learning materials be meaningful the students’ lives due to students’ learning environment.

b. be professional (Act No 14 Year 2005, article 10). To be professional, the teachers of English must have knowledge: publication, practical experience, and people (Erant, 1996 in Bachrudin Mustofa). As a result, their teaching will be meaningful to the students.
The three points above shows that the government gives the teachers freedom. It means that the teachers are autonomous but they should be professional. In accordance with the points, Bachrudin Mustofa states that what English teachers should do to develop professionally are 1) reading extensively and explore publications in English; 2) learning from teaching experiences by doing reflective teaching and experimentation in various of aspects of TL (target language); and 3) sharing knowledge and experiences with colleagues to improve quality of TL.

C. Conclusion

Realizing that a teacher is the key figure in the English teaching-learning process, one who wants to be a good teacher of English should have good linguistic competence and performance, good roles, good teaching styles, good characteristics of language teachers, and ability to develop materials suitable with the students and their environment. It means that having good linguistic competence and performance is not enough. The teacher of English should put himself as his students’ friend, manager, monitor, counselor, facilitator of learning, and reliable informant on the English teaching-learning process so that he will have good teaching styles. Besides that, it is suggested that the teachers of English have technical knowledge, pedagogical skills, interpersonal skills, and personal qualities. As a result, the teachers of English will be professional.

BIBLIOGRAPHY


