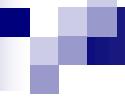


# **TRAININGS FOR ENGLISH TEACHERS: A Formality or An Entity?**

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# Background

- Act No. 14/2007 on Teachers and Lecturers
- Adult participants
- Kealing's popular and non popular sessions (a research on teacher training in 2008)



# Research Context: two trainings

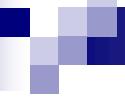
- A training by the government
- A training by an international NGO
- Survey: implementation and expectation
- Observation

# Descriptions of the Trainings

- Training by the government office
- 50 teachers teaching English in junior high schools in West Java
- 14-hour training a day (ten days)
- Training subjects: professional development, content standard, learning models, peer-teaching, teaching media, learning evaluation, academic writing, and classroom action research
- Techniques of delivery: lecturing, questions and answers, and group discussions

# Cont.

- Training by an international NGO
- 28 teachers teaching English in junior high schools in West Java
- Three-phase of training
- 8 hours a day (4 days)
- Technique of delivery: participation
- Stationeries



# Participants' Perceptions

- Beneficial trainings for professional development
- Positive aspects perceived by the participants
- Less expected aspects perceived by the participants

# Positive aspects perceived by the participants

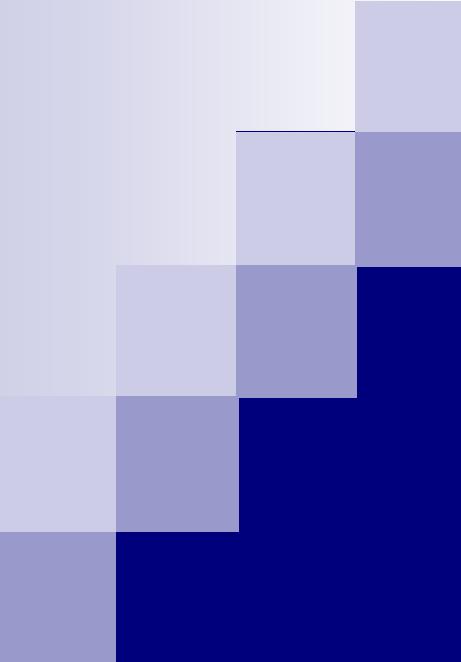
Training 1	Training 2
Improving knowledge and professional expertise Interacting with trainers and colleagues Self-reflection	Improving knowledge and professional expertise Interacting with trainers and colleagues Self-reflection Games Media

# Less expected aspects perceived by the participants

Training 1	Training 2
Trainers' delivery techniques-boring Lack of media Loaded assignment Tight schedule	Less trainers' talk Less energizing games

# Participants' expectations

Training 1	Training 2
<ul style="list-style-type: none"><li>■ Better schedule: duration, trainers, subjects, break time</li><li>■ Trainers' delivery techniques</li><li>■ Applicable examples of classroom instructions</li><li>■ Sufficient time for the participants to ask</li><li>■ Trainers' effectiveness in delivery: clear, not too fast, and time awareness</li><li>■ Handout provision</li></ul>	<ul style="list-style-type: none"><li>■ More information and innovation of teaching methods</li><li>■ Trainers' more talk</li><li>■ More games</li></ul>



Thank you very  
much

Hope formality is turned into entity



# Undang-undang Nomor 14/2007 tentang Guru dan Dosen

- Memilik dedikasi dan totalitas tinggi (pasal 1)
- Mampu memberikan motivasi, fasilitas, pendidikan, pengarahan dan pelatihan bagi siswa (pasal 1)
- Merancang dan melaksanakan proses belajar (pasal 9a)
- Mengkaji dan mengevaluasi pembelajaran (pasal 9a)
- Mempertahankan dan mengembangkan kemampuan profesionalnya (pasal 9b)
- Meningkatkan kemampuan dan keterampilan agar dapat mengikuti perkembangan ilmu pengetahuan dan teknologi (9d)
- Bertindaklah secara objektif dan tidak diskriminatif atas gender, agama, etnik, ras, fisik dan kondisi social ekonomi dari siswa yang mengikuti pelajaran (pasal 9e)
- Bangun dan bina hubungan baik dengan sesama guru, antra guru dan siswa, antara guru dan orang tua siswa atau wali dan antra guru dan masyarakat (pasal 9h)
- Menegakan peraturan, kode etik dan profesi guru (pasal 9f)
- Mempertahankan dan menjaga kesatuan dan keutuhan bangsa dalam proses belajar mengajar (pasal 9g)