



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



Thank you very
much

Hope formality is turned into entity



Undang-undang Nomor 14/2007 tentang Guru dan Dosen

- Memiliki 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, antara guru dan siswa, antara guru dan orang tua siswa atau wali dan antara guru dan masyarakat (pasal 9h)
- Menegakan peraturan, kode etik dan profesi guru (pasal 9f)
- Mempertahankan dan menjaga lesatuan dankeutuhan bangsa dalam proses belajar mengajar (pasal 9g)