

# THE IMPLEMENTATION OF PRE-SERVICE TRAINING FOR ENGLISH INSTRUCTOR (A CASE STUDY AT MASTERING SYSTEM PROGRAM, KAMPUNG INGGRIS)

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## **Abstract**

*Pre-service training becomes one of the steps should be undergone by the teacher or instructor trainees in anticipating and handling problems that may occur in the real teaching. This research is conducted to reveal the implementation of pre-service training for English instructor. This research is conducted at an English course in Kampung Inggris. Kampung Inggris becomes very popular due to many people around the country comes to the place to study English. This is a qualitative research, which employs case study. The data were collected through interview, observation, questionnaire, and document analysis. The interviews were delivered to the informants (the director, teachers, and students). Observation was carried out to observe the implementation of Mastering System Program as the program of pre-service training for instructor. The document analysis was applied to analyze the observation field notes, researcher's journals, transcripts from recorded interviews, brochure, time schedule, instructors' lesson plans, questionnaire, and teaching materials. The result shows that the components of pre-service training for English instructor proposed by Cochran-Smith & Zeichner (2005) are not completely applied at the institution. The component which is applied best in MS Program is the professional experience (practicum). On the other hand, the most prioritizing components that still need some improvements are the curriculum and assessment.*

**Keywords:** *pre-service training, English instructor, Mastering System Program*

## **Introduction**

Nowadays, teacher is commonly accepted as a profession that needs many skills in fulfilling their duty. Kothari (in Shukla, 2013: 39) argues that a teacher, unlike an ordinary worker, acts as a master craftsman, artists, a strategist and a powerful motivator. To be a good teacher, an individual should be inspiring, dynamic, enthusiastic, encouraging, skilful, and dedicated. The value of the student is not determined by how enlightened the aim is, how up-to-date and generous the equipment is, or how efficient the administration is. Yet, the value of the student is determined by the teacher. Thus, the education system quality is determined by the teacher's quality.

Realizing the crucial role of a teacher, a serious preparation is needed. The preparation begins with the selection of a competent teacher which includes self-preparation and continuity of teaching carrier development. Formulation of policy and design for the preparation should optimally cover the whole aspect of teaching learning process. Having

pre-service training for teacher is a critical step in anticipating and handling problems that may occur in the teaching career. The training allows the teacher trainee to have preparation dealing with intricacies in classroom setting. Pre-service training for teacher means a training that should have been done by teacher before performing in a real teaching learning process. In line with that notion, Lopes and Tormenta (2010: 52) state that pre-service teacher training is training for teachers in the first stages of the educational system focusing on the construction of professional identities. During this stage, the teacher trainees may practice going side by side while getting knowledge about theory.

Further, pre-service training enables student-teachers to lessen the level of anxiety. Pre-service training initiates student-teachers into actual school environment. It serves as a crucial aspect of teacher preparatory program (Ogonor and Badmus in Yusuf, 2010:33). It is a period when the student-teachers are introduced to conduct teaching

responsibility in partnership school. It provides them opportunities to come in contact with any kinds of school routines. They will see how teachers work together and how the school bureaucracy operates (DelGesso and Smith in Yusuf, 2010:33). During this training, the student-teachers will learn how to translate the theory and principle of education into practice. Through the course, the student-teachers will have the opportunity to link the theory with practice to resolve some of noticeable inconsistency (Murtaza in Yusuf, 2010:33). Here, they will learn to apply the approaches, strategies, and techniques of teaching they have learned in actual performance. Thus, pre-service training is needed to create a professional teacher who has teaching competence.

Less teachers' competence is considered as a contributor towards teachers' quality decline. Marcellino (2005:34) states that one factor that may cause teachers' quality decline to happen is that many teachers do not yet meet the standard of mature English teachers. Azra (in Zulfikar, 2009:14) also states that many Indonesian teachers have been found to lack teaching competence. The result may cause Indonesian education cannot be established well. The improvement of educational quality in Indonesia has been implemented by its government. The government also has a great attention on how education in Indonesia is designed and delivered to all of its citizens. The system of education in Indonesia is developed into three systems; formal, non-formal, and informal education. It is set forth in the Indonesian Law Number 20 of 2003 on National Education System section 1 chapter 10 "*Satuan pendidikan adalah kelompok layanan pendidikan yang menyelenggarakan pendidikan pada jalur formal, non-formal, dan informal pada setiap jenjang dan jenis pendidikan*". It can be concluded that Indonesian educational system is a unity of educational services providing education in formal, non-formal, and informal educations.

However, the focus of this reasearch is on non-formal education. It is an organized educational activity that takes place outside the formal educational system. The Indonesian Law Number 20 of 2003 on National Education System section 1 chapter 12 states that "*Pendidikan non-formal adalah jalur pendidikan di luar pendidikan formal yang dapat dilaksanakan*

*secara terstruktur dan berjenjang*". It means that non-formal education is another form of education in Indonesia besides formal and informal education which is organized and systematic. It is usually flexible, learner-centered, contextualized and implements the participatory approach. Moreover, it is defined in section 26 chapter 4 that "*Satuan pendidikan non-formal terdiri atas lembaga kursus, lembaga pelatihan, kelompok belajar, pusat kegiatan belajar masyarakat, dan majelis taklim, serta satuan pendidikan yang sejenis*". Non-formal education system can be implemented in colleges/course institutes, training institutes, study groups, community learning centers, and another similar educational community and taught by instructor.

English course becomes one of courses providing programs to improve English as foreign language. In the development, *Kampung Inggris, Pare* is well known as the best place to learn English. There is an English course that offers special program named Mastering System (MS) Program which focuses on pre-service training for English instructor. However, the question about the implementation of the program called the researcher' curiosity to have a deep analysis on it. Therefore, based on the situation, the researcher conducted the research which focused on the implementation of pre-service training for English instructor at Mastering System Program in *Kampung Inggris, Pare*. The research carried deeply on components that included in pre-service training for instructor using Cochran-Smith & Zeichner (2005) theory.

## Research Method

It is a qualitative research which employs case study. The data were collected through interview, observation, questionnaire, and document analysis. The interviews were conducted by interviewing the informants who consist of the director of English course, the teachers, and students of MS Program. The interview required the questions about the implementation of pre service training for English instructor. The questionnaire consisted of questions to get information of teacher educator and teaching and learning strategies. Observation was carried out to observe the teaching learning activities. The document analysis was applied to analyze the

observation field notes, researcher's journals, transcripts from recorded interviews, leaflet and brochure, time schedule of MS Program, teachers' lesson plans, and teaching materials. In analyzing the data, this research employed Cochran-Smith & Zeichner (2005) to answer the problem formulated.

### Research Findings And Discussion

After having a deep analysis on the data gathered from the interview, observation, and document analysis, the result of shows that the components of pre-service training for teacher program composed by Cochran-Smith & Zeichner were implemented in MS Program. According to Cochran-Smith & Zeichner (2005), there are five components composing in pre-service training for teacher program. The components are curriculum, assessment, professional experience (practicum), teacher educator, and teaching-learning strategies.

The first component to be analyzed is curriculum. After analyzing the curriculum implemented in MS Program, the researcher found that MS Program implemented a free curriculum. It means that MS Program had its own independence in creating the curriculum. There was not any certain rule nor written rule in composing the curriculum. The curriculum was said to be dynamic because it followed the learners' need. Besides, the curriculum was changeable based on the learners' need. Therefore, there was always a modification in the curriculum in uncertain period.

As stated by the Indonesian Law Number 20 of 2003 on National Education System section 1 chapter 1, it is confirmed that:

*Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.*

The statement above defines that curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives. Thus,

the researcher finds out that curriculum is a framework of teaching learning activities that have a certain rule and objective. However, as it is stated previously, the curriculum implemented in MS Program was a free curriculum which is dynamic. The curriculum was changeable based on the learners' need. The curriculum was unwell structured and did not have clear standard. Moreover, the curriculum was not recorded as a written document. Therefore, its validity and reliability which affected its quality was still questioned.

The second component to be analyzed is the assessment system. Based on the finding, in line with the curriculum implemented in MS Program, it is shown that there was no any certain rule about the assessment for learners. The assessment system was free and it could be different depends on the instructors. Therefore, there were various assessment systems in MS Program. Based on the interview, the assessment systems done in MS Program were formal and informal assessments. The formal assessment was designed in a form of final test. This became the main assessment used to get the score. It could be a daily test or a final test and they have the same purposes. The tests are carried out to monitor and to measure the learners' achievement. The informal assessment was in form of students' activeness in classroom such as in giving responses or answering the questions. It became the supporting point to assess learners' comprehension.

However, after analyzing the implementation of the assessment system in MS Program, the researcher finds out that the assessment system is contradictory to Clipa, Ignat, and Rusu of assessment. Based on Clipa, Ignat, and Rusu (2011), "assessment then becomes a process that depends on the context in which it is undertaken". By analyzing the statements, the researcher carries the meaning of assessment as a monitoring learning process which is done continually in order to determine the learners' progress. The statements are supported by Brown (2004: 4), "Assessment, on the other hand, is an ongoing process that encompasses a much wider domain". Simply, it can be said that an assessment aims to monitor the learners' development during the teaching learning process, from the beginning until the end of the teaching learning process. There-

Therefore, assessment is not a way to determine the learners' achievement towards the teaching learning material. Assessing is not measuring but monitoring. When a teacher wants to measure the learners understanding, the teacher may test the learner. Brown (2004:4) states that test is a part of assessment. Therefore, there is a difference between assessment and test. In assessing, the teacher focuses on the whole teaching learning process. By assessing, the teacher monitors the learners' progress and development by following the process. By testing, the teacher gets the product of the process to measure the learners' achievement.

The next component to be discussed is the professional experience. Based on the finding, it is shown that there are four programs of professional experiences offered by MS Program. Professional experience or practicum is crucially needed in pre-service training for English instructor. By involving the program, the learners will get some description about the real condition of teaching learning process. It is important because by having a real experience, instructor trainees will not get confused when they face the real problem in teaching learning. The first is Study Club. Study Club becomes one of MS learners' regular activities and it is carried on every week as the outdoor class activity. Getting involved in this program, the learners were obliged to teach grammar for their juniors or the learners of three regular programs possessed by the institution. The topic and the material they taught were determined by their grammar instructor. In this program, the learners taught the same topic to their juniors which were set into group of seven to ten students. For every teaching session, they were given around 20 minutes as the time allocation.

The second practicum program is Night Speaking. This activity is the continuity of Study Club. Night Speaking is a regular agenda conducted by MS learners every week that aims to train MS learners to teach speaking to their juniors. The topic of the program is on the grammar used in Study Club, for example Gerund but it is implemented in a speech or debate. The activities in Night Speaking are varied every week. The activities can be debate, speech, drama, standup comedy, etc. By involving this activity, MS learners are expected to be more fluent in speaking and grammar application in conversation.

The third is Micro Teaching. This program is composed to give a preparation for the learners before they join the real teaching learning process in classroom setting. In this class, the learners were given chances to teach their own friends. Furthermore, the learners were asked to prepare all the learning apparatus by themselves. The apparatus included the lesson plan and the teaching media. The learners performed to teach their friends with different topic. They performed in front of their friends and instructors a week before Outdoor Class Training (*PPL*). Micro teaching is very important for the learners since it gives a very important benefit for the learners because by joining the program, the learners get an experience about teaching preparation and teaching practice. Wijayanto in Hakim (2015: 5) defines micro teaching as a teaching practice in which a teacher candidate teaches a small unit or group for a small period between 5 to 10 minutes and can be done by teaching classmates under the lecturer's guidance.

The next program to be taken by the learners after Micro Teaching is the Outdoor Class Training (*PPL*). However, there is a very basic distinction between micro teaching and Outdoor Class Training (*PPL*). Micro Teaching class is aimed to steady the learners' preparation to face the real classroom situation in school setting. After finishing the program, the learners were entrusted to undertake practical teaching in school by joining Outdoor Class Training (*PPL*). Meanwhile, Asril (2010: 43) describes Outdoor Class Training (*PPL*) as a teaching practice for a teacher candidate to implement the knowledge, attitude, and skill in a real teaching learning condition. From the definition of micro teaching and Outdoor Class Training (*PPL*) in the previous, it is clearly stated the major distinctions between them. Even though each program offers different object, time and place as the settings, but they share the same idea of teaching practice. By joining those teaching practices, the learners are given chances to have a real experience and challenge in teaching which may help them to face the real teaching learning condition in the future. Therefore, the Professional Experience (Practicum) implemented in MS Program is considered as considerable for the learners as teaching preparation resources.

The fourth discussion is regarding the fourth component of pre-teacher training which is called teacher educator.

It is believed that the instructors' quality affects the learners' quality. Therefore, in recruiting the teachers, the director has his own standard. However, the exact recruitment system done is by recruiting the alumni of the course as the teachers. This consideration is taken because by recruiting the alumni, their quality is guaranteed. It means that the quality of the teachers is monitored by the director since they have been still learners. Thus, the director recognizes their ability. In conclusion, by having a certain consideration in recruiting the teachers, it means that the course's teachers' quality is quite appropriate.

Supporting the director's belief, the finding based on the questionnaire also shows the learners' positive perception towards the teachers' quality. Based on the result 53% of the MS program learners have a high agreement towards the teacher educator's quality. It is clearly explained that the MS Program educators are professional. There are 38% of the learners who have moderate agreement towards the educator's quality, while 20% of learners show their moderate agreement, and only 8% of learners have a low agreement towards the teachers' professionalism.

Taking a look at the learner's perception towards the teachers' quality, it is shown that the learners believe that their teachers have a great ability in educating. This belief can be said as a positive suggestion and it is important since it may enhance the learners' learning motivation. It is supported by Howit as stated in Northcote & Lim (2009) states pre-service teachers have to trust their teacher educators in order to develop confidence in their own teaching, and gain valuable feedback and encouragement about their development as a teacher. Besides, by looking at the director's statement that the MS Program teachers are the alumni, there will be a brotherhood aspect included in teaching learning activity in MS Program. Furthermore, it will reflect a good relation between the learners and the teachers of MS Program which also becomes an important aspect to achieve the success of learning. It is in line with Marlow & Nass-fukai, Sharp & Turner stated in Northcote & Lim (2009), building relationships and modelling effective teaching are important roles played by teacher educators. By having effective relationship, it is expected that the learners is well motivated to learn well. Therefore, it can be concluded that the MS Program

teachers are professional.

The last component of pre service training to be discussed is the teaching and learning strategies. In order to achieve the learning success, an effective teaching and learning strategy becomes one of the main requirements. As stated by Northcote & Lim (2009: 28), "Such strategies are thought to provide rich opportunities for pre-service teachers to apply theoretically sound ideas about teaching and learning in realistic, complex and authentic educational contexts". Therefore, the teaching and learning strategies is said as a very important component of pre service training.

After analyzing the finding, the researcher found that there is a compilation in teaching and learning strategy implemented in MS Program. The teaching learning strategy is composed by teaching material, teaching method and teaching media. The component of the teaching material is based on the subjects should be learnt by the learners. For teaching method, the instructors combine some teaching learning methods. However, there are some teaching methods that become the basic teaching methods in MS Program. Those are communicative language teaching, task-based instruction, cooperative learning, and grammar translation method. After obtaining the result on the teaching methods, the next finding is about the teaching media as the components of teaching and learning strategy. Based on the finding, the researcher finds out that the teaching media used in MS Program is dominated by conventional media. The institution does not provide modern media such as LCD and projector. Therefore, when the teachers need to use modern media such as laptop or audio device, they usually bring it by themselves. However, it does not become an obstacle for the teachers to teach. Moreover, it becomes the challenge for the teachers to achieve the goal of the learning in a creative way. As the result, the limitation in media is not a reason for the teachers to produce high quality learners.

## **Conclusion**

The finding shows that pre-service training for English instructor program applies curriculum, assessment, professional experience (practicum), teacher educator, and teaching learning strategies components. The component which is applied best in MS Program is the professional experience (practicum).

In professional experience, the learners should join Study Club, Night Speaking, Micro Teaching class and Outdoor Class Training (PPL) which become the compulsory programs. However, the more improvement is still needed for other components such as the curriculum and assessment. As shown in the findings, the curriculum is less formal and has unclear rules. Moreover, the curriculum is set orally and it is not documented in written form. The other component that still needs some improvements is the assessment. The findings show that there are some misconceptions toward the assessment done by the instructors. Therefore, the learners improvements are less monitored.

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