The Effectiveness of English Teacher Education Practice

Indah Sari
Universitas Pembangunan Panca Budi, Indonesia
Universitas Negeri Medan (UNIMED), Indonesia
indah.sari877@gmail.com

Abstract

This study aimed to describe about the effectiveness of English teacher education practice in Medan. This study applied the descriptive qualitative design. The subjects of this study were 10 mentors and 30 participants of English teacher education practice. Furthermore, the questionnaire was administered in order to collect the data. The data analysis used the data condensation, data display and verification. The English teacher education practice in Medan was quite effective since most of respondents gave the "good" statement for socializing and coordinating of the program, coordinating the program preparation, and coordination of monitoring and evaluation of English teacher education practice. Meanwhile, most of them gave the "fair" statement for the obstacles during the program implementation preparation and the effort to overcome the problems by the related institution in the English teacher education practice. The result of the study proved that the English teacher education practice in Medan fulfilled the classification or indicators of the effectiveness in implementing the education practice for English teacher.

I. Introduction

Effective teaching is a continual learning process, and each school year brings changes to which competent teachers must adapt. Changes can happen in terms of students, curriculum, building issues, colleagues, administrators, finances, health and safety concerns, families, communities, and a host of other influences on the daily lives of teachers. The foundation upon which teachers base their ability to adapt to changes and successfully navigate the complexities of the classroom comes largely from their personal abilities and experiences (Stronge et al, 2004). These personal abilities and experiences can be classified as prerequisites to teaching—that is, competencies that are acquired and demonstrated before the teacher ever walks through the schoolhouse door. Prerequisites of effective teaching are often considered in relation to novice teachers, but in fact they reflect the accumulated competencies and experiences that any teacher brings to the classroom.

Teachers are constantly under pressure to produce results in the form of student achievement (Polk, 2006). The combinations of characteristics and methods that teachers use to achieve those results may seem endless. Still, there are behaviors and techniques that constantly emerge in any evaluation of a master teacher. Furthermore, the ability of the teacher to be liked, to motivate students, to help them understand and assimilate information received depends on the quality of teaching and learning (Lupascu et al, 2014).

Teacher training and professional development are considered essential mechanisms for enhancing teacher's content knowledge and developing their teaching practices in order to teach to high standards (Duta et al, 2015). Teaching is a complex activity that involves careful preparation and planning objectives and activities on an hourly, daily and weekly

2938

basis. In addition, long-term planning ensures coverage of curriculum across a marking period, semester, and year. According to Wang in Bahar et al (2020) Classroom interaction provides students with opportunities to an intensive and structured interaction among them. Furthermore, effective teachers demonstrate high expectations for students and select strategies to propel the students' learning. Teachers have a powerful, long-lasting influence on their students and they directly affect how students learn, what they learn, how much they learn, and the ways in which they interact with one another and the world around them (Stronge, 2018). Teachers must have teaching skills in order to achieve learning goals and students can understand what is conveyed by the teacher (Gultom et al, 2020).

Considering the degree of the teacher's influence, it is important to understand what teachers should do to promote positive results in the lives of students—with regard to school achievement, positive attitudes toward school, interest in learning, and other desirable outcomes. This understanding should be based both on what experts and stakeholders think teachers should do and on what educational research has shown to be significant in the preparation and practice of effective teachers. Moreover, Mohammaditabar et all (2019) found that perceptions of qualities of a good language teacher may be influenced by a range of factors.

Educational context, an un-researched factor in respect of the qualities in question entailing three different academic contexts i.e. language institutes, high schools, and universities was the main focus of the current study. The concept of an ideal teacher has been touched upon from different perspectives in western contexts across disciplines (Zhang & Watkins, 2007). Good EFL teachers in the eyes of language teachers as well as learners regardless of factors influencing their perceptions. Therefore, the effective teachers become one factor of students' success in language learning and this study investigated about the effectiveness of English teacher education practice in Indonesia. The problem of the study can be formulated is to describe about how effective the English teacher education practice today is.

II. Review of Literature

2.1 The Nature of Effectiveness

Effectiveness is the capability of producing a desired result or the ability to produce desired output, and when something is deemed effective, it means that it has an intended or expected outcome, or produces a deep, vivid impression. Moreover, Effectiveness can be described as the extent to which the desired level of output is achieved (Scheerens, 2000). Furthermore, Stronge (2018) states that effectiveness is an elusive concept which is considered as the complex task of teaching. In learning, the effectiveness of teacher is one of the demand in order to increase the students' achievement. Furthermore, the teacher has a strong influence on student, determines him to learn, how or what to learn and also he cause interaction between students (Lupascu et al, 2014). Therefore, the ability of the teacher to be liked, to motivate students, to help them understand and assimilate information received depends on the quality of teaching and learning.

Teacher training and professional development are considered essential mechanisms for enhancing teacher's content knowledge and developing their teaching practices in order to teach to high standards. (Duta et al, 2015). Furthermore, teaching is a complex activity that involves careful preparation and planning objectives and activities on an hourly, daily and weekly basis.

2.2 The English Teacher Education Practice

The English teacher education practice/program is an effort to solve the problems in English learning. The programs are intended to keep practicing teachers up-to-date and or to address the issues which occur in their practical teaching (Madani & Pourmohammadi, 2017). Moreover, teacher must be ready to accept and adapt themselves with many kinds of changes that happen around them (Dewi, 2011). Teacher is demanded to change their function as culture distributor to the students for long life learning (continuous learner). Together with this, teachers training programs and teachers career development also must be changed. Training program, education and development is feedback to need training. Need is process to determine whether training is needed or not. Therefore, training need is the difference of level before attending training with the achievement level after the training which is being the goal. Before doing a program, the analysis of training need is important to be determined following the training domain, i. e. knowledge, attitude and skills of the teachers.

It is important to highlight the role of the program as a necessary response to the development of scientific literacy of students through experimental work practices of teachers in their classrooms. One of the most significant current discussion in applying education teacher practice is to emphasize the difficult and complex responsibility of teachers, and the development of teachers' minds and skill because their contribution to education and the society's morals and values is particularly crucial. Therefore, to enhance teaching effectiveness, there is an essential need of upgrading the staff and teachers' skills and knowledge.

The need for English education teacher practice plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development. In developing the professionalism status of teachers, it should not run away from the reformation that occurs. The compelling issue regarding English concerns its inevitability as lingua franca in the global village. Certainly, the education program for EFL teacher is globally underscored, given their instrumentality to equip teachers to secure English language learning environment for the students. Wahyuni et al (2019) stated that Speaking as EFL is demanded to belearnedbyall of the learners. It is aparticular way to express an idea to other people, speak without stuttering and establish the unbiased instruction during a communication.

Teacher education programs should be critically scrutinized, adopting a procedure for overall internal evaluation by regularly assessing its strengths and weakness and eliciting suggestions and recommendations for program improvement. To secure the effectiveness of TEFL, TESOL or ELT programs and teacher quality, consistent evaluation is rigorously emphasized (Musset, 2010). Generally, a teacher is perceived as an instrumental figure in the learner's learning process. According to Darling-Hammond (2017), for most of the nations, teaching has been identified to occupy an impressionable position in the education policy. Students' achievement is determined by the quality of teaching. Teacher preparation and development are thus reported as key elements, yielding effective teachers. However, the past few decades have been the years of constant debate concerning the knowledge and skills required to be an effective teacher.

Zeichner, Payne and Brayko (2015), therefore, elaborate on this stating that the issue underpinning the debate regarding teacher education and teacher quality is highly oriented to the scale of knowledge and skills necessitated to promote students' high academic standards. Given its centeredness in the national education policies (Shohel & Banks, 2012), teacher education becomes didactic for the development of teaching quality and

students' learning (Karim et al, 2019). As such, it is needless to say that teacher education is quintessential to the teaching profession. Perhaps, that is why the writings over the years pertain extensively about what beginning teachers need to know and be able to do.

In addition, teacher education has been sectionalized over the years and the ones identified according to Zeichner et al (2015) elaboration are college-recommending teacher education and early entry programs. College-recommending teacher education concerns the translations of academic knowledge into practice. In such programs, enrollees learn what and how to teach, and then apply what they have learned in schools. It is blatantly evident that rarely do the candidates in teacher education program experience the synchronization of what is done in the course and field components of the teacher education program. Considering the EFL context, more often than not, teachers experience potential difficulty to incorporate what is learned in their pedagogical practice.

2.3 The Indicators of the Effectiveness of English Teacher Education Practice

The regulation of Ministry of Education and Culture No. 87 (2013) classifies the indicators of the effectiveness of English teacher education practice in Indonesia which can be seen as the following:
1. Socializing and coordinating of the program
   a. Program socialization
   b. Documents selection
   c. Online enrollment
   d. Test and interview
   e. The announcement of the candidates
2. Coordinating the program preparation
   a. Preparation of program arrangement
   b. The program implementation
   c. The program evaluation
3. The obstacles during the program implementation
   a. The appropriateness of participants' competencies in their areas
   b. The participants' abilities in problem solving in their areas
   c. The improvement of participants' skills and competencies
4. Coordination of monitoring and evaluation of English teacher education practice
   a. Before monitoring and evaluating implementation
   b. During monitoring and evaluating implementation
   c. After monitoring and evaluating implementation
5. The effort to overcome the problems by the related institution
   a. The preparation of English teacher education practice
   b. The implementation of English teacher education practice

III. Research Methods

3.1 Research Design

This study applied the descriptive qualitative which it is concerned with developing explanations of social phenomena. Furthermore, Hancock, et al (2009) stated that it aims to help people to understand the social world in which they live and why things are the way they are, and it is concerned with the social aspects of the world and seeks to answer questions about.

3.2 The Subjects of the Study

The subjects of this study were 10 mentors and 30 participants of English teacher education practice in Medan

3.3 The Technique of Collecting Data

This study used questionnaire as the technique of collecting data which questionnaire is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study. Polit and Beck (2004:729) define questionnaire as an instrument for gathering self-report information from respondents through self-administration of questions in a paper-and-pencil format.

3.4 The Technique of Analyzing Data

This study used the technique of analyzing data from Miles, Huberman & Saldana (2014) which consist of data condensation, data display and data verification.

IV. Result and Discussion

4.1 The Data

The data were taken from the 10 mentors and 30 participants of English teacher education practice in Medan by using open questionnaire.

4.2 The Data Analysis
The Effectiveness of English Teacher Education Practice

The regulation of Ministry of Education and Culture No. 87 (2013) classifies the indicators of the effectiveness of English teacher education practice in Indonesia such as: 1) Socializing and coordinating of the program, 2) Coordinating the program preparation, 3) The obstacles during the program implementation, 4) Coordination of monitoring and evaluation of English teacher education practice, and 5) The effort to overcome the problems by the related institution. The data can be described as the following:

a. Socializing and Coordinating of the Program

Table 1. Socializing and coordinating of the English teacher education practice

Indicators	Very bad	Bad	Fair	Good	Very good
Program socialization			25 %	75 %	
Documents selection			30 %	70 %	
Online enrollment			20 %	80 %	
Test and interview			20 %	80 %	
The announcement of the candidates			25 %	75 %	

The data indicated that the socializing and coordinating of the English teacher education practice in Medan were quite effective since most respondents gave the answers good for the Socializing and coordinating of the program.

b. Coordinating the Program Preparation
Table 2. Coordinating the program preparation of the English teacher education practice

Indicators	Very bad	Bad	Fair	Good	Very good
Preparation of program arrangement			25 %	75 %	
The program implementation			30 %	70 %	
The program evaluation			25 %	75 %	

The data indicated that the coordinating the program preparation of the English teacher education practice in Medan were quite effective since most respondents gave the answers good for the socializing and coordinating of the English teacher education practice.

c. The Obstacles during the Program Implementation
Table 3. The obstacles during the program implementation preparation of the English teacher education practice

Indicators	Very bad	Bad	Fair	Good	Very good
The appropriateness of participants' competencies in their areas			70 %	30 %	
The participants' abilities in problem solving in their areas			50 %	50 %	
The improvement of participants' skills and competencies			60 %	40 %	

The data indicated that the coordinating the program preparation of the English teacher education practice in Medan were quite effective since most respondents gave the answers fair for minimize the obstacles during the program implementation preparation of the English teacher education practice.

d. Coordination of Monitoring and Evaluation of English Teacher Education Practice
Table 4. Coordination of monitoring and evaluation of English teacher education practice

Indicators	Very bad	Bad	Fair	Good	Very good
Before monitoring and evaluating implementation			40 %	60 %	
During monitoring and evaluating implementation			30 %	70 %	
After monitoring and evaluating implementation			30 %	70 %	

The data indicated that the Coordination of monitoring and evaluation of English teacher education practice in Medan were quite effective since most respondents gave the answers good for Coordination of monitoring and evaluation of English teacher education practice.

e. The Effort to Overcome the Problems by the Related Institution
Table 5. The effort to overcome the problems by the related institution of English teacher education practice

Indicators	Very bad	Bad	Fair	Good	Very good
The preparation of English teacher education practice			60 %	40 %	
The implementation of English teacher education practice			60 %	40 %	

The data indicated that the effort to overcome the problems by the related institution of English teacher education practice in Medan were quite effective since most respondents gave the answers fair for overcome the problems during the program implementation preparation of the English teacher education practice.

4.3 The Finding and Discussion
The finding of this study is as the following:

The English teacher education practice in Medan was quite effective since most of respondents gave the "good" statement for socializing and coordinating of the program, coordinating the program preparation, and coordination of monitoring and evaluation of English teacher education practice. Meanwhile, most of them gave the "fair" statement for the obstacles during the program implementation preparation and the effort to overcome the problems by the related institution in the English teacher education practice.

The result of the study proved that the English teacher education practice in Medan fulfilled the classification or indicators of the effectiveness in implementing the education practice for English teacher. Moreover, it was supported by Madani & Pourmohammadi (2017) who stated that the programs are intended to keep practicing teachers up-to-date and or to address the issues which occur in their practical teaching. Furthermore, it is important to highlight the role of the program as a necessary response to the development of scientific literacy of students through experimental work practices of teachers in their classrooms. Lozano et al. (2004) reported that professional development program prepared for language teachers increased opportunities to strengthen academic content knowledge and develop teacher leadership skills.

V. Conclusion

According to finding, it can be dawn a conclusion that the English teacher education practice in Medan was quite effective since most of respondents gave the "good" statement for socializing and coordinating of the program, coordinating the program preparation, and coordination of monitoring and evaluation of English teacher education practice. Meanwhile, most of them gave the "fair" statement for the obstacles during the program implementation preparation and the effort to overcome the problems by the related institution in the English teacher education practice.

References

Bahar, et al. (2020). Teacher's Use of Power Bases as Perceived by ELT Students in Tertiary Education. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 3, No 2, Page: 1426-1434.

Darling-Hammond, L. (2017). Teacher Education around the World: What Can We Learn from International Practice? *European Journal of Teacher Education*, *1-19*

Dewi, H. (2011).The Effectiveness of Indonesian English Teachers Training Programs in Improving Confidence and Motivation**.** *International Journal of Instruction January 2011 Vol.4, No.1*

Duta, N., Tomoaica, E., & Panisoara, G. (2015). Desirable characteristics defining to describe an effective teacher. *Procedia - Social and Behavioral Sciences 197 (2015) 1223 – 1229*

Gultom, S. et al. (2020). Teaching Skills of Teacher in Increasing Student Learning Interest. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 3, No 3, Page: 1564-1569

Hancock, B., Ockleford, E., & Windridge, K. 2007. *An Introduction to Qualitative Research*. The NIHR RDS EM / YH

Karim, A., Shahed, F. H., Mohamed, A. R., Rahman, M. M., & Ismail, S. A.M.M. (2019). Evaluation of the Teacher Education Programs in EFL Context: A Testimony of Student Teachers' Perspective. *International Journal of Instruction*

Karim, A., Mohamed, A. R., & Rahman, M. M. (2017). EIA--A Teacher Education Project in Bangladesh: An Analysis from Diversified Perspectives. *International Journal of Instruction*, *10*(4), 51-66.

Lozano, A. S., Sung, H., Padilla, A. M., & Silva, D. M. (2004). A statewide professional development program for California foreign language teachers. *Foreign Language Annals, 37*, 268–277

Lupascu, A. R. Pânisoar, G., Pânisoar, I-O. (2014). Characteristics of effective teacher. *Procedia - Social and Behavioral Sciences 127 (2014) 534 – 538*

Madani, R. R., & Pourmohammadi, M. (2017). An Investigation of the Effectiveness of English Teachers' in-Service Training on Iranian Third Grade High School Students' English Achievement. *Journal of Applied Linguistics and Language Research Volume 4, Issue 1, 2017, pp. 57-74*

Miles, M. B., Huberman, A.M., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook Edition 3*. USA: Sage Publications

Mohammaditabar, M., Bagheri, M. S., Yamini, M., & Rassaei, E. (2019). Iranian EFL Teachers' Perspectives of Qualities of a Good Language Teacher: Does Educational Context Make a Difference? *Cogent Education, 6: 1651442*

Musset, P. (2010). Initial Teacher Education and Continuing Training Policies in a Comparative Perspective: Current Practices in OECD Countries and a Literature Review on Potential Effects. *OECD Education Working Papers*, 48. Paris, France: OECD Publishing

Polit, D.F. and *Beck*, C.T. (2017). *Nursing Research Generating and Assessing Evidence for Nursing Practice*. 10th Edition, Wolters Kluwer

Polk, J. A. (2006). Traits of Effective Teachers. *Arts Education Policy Review, 107:4, 23-29*

Scheerens, J. 2000. Improving School Effectiveness. Fundamentals of Educational Planning – No. 68. Sweden: United Nations Education, Scientific and Cultural Organization

Shohel, M M. C., & Banks, F. (2012). School-based Teachers' Professional Development through Technology-Enhanced Learning in Bangladesh. *Teacher Development*, *16* (1), 25-42.

Stronge. J. H., Tucker, P. D., & Hindman, J. L. (2004). *Handbook for Qualities of Effective Teachers*. Virginia, USA: ASCD

Stronge, J. H. 2018. *Qualities of Effective Teachers 3rd Edition*. Virginia, USA: ASCD

Wahyuni, S. et al. (2019). Critical Thinking Skills: British Parliamentary Debate System to Improve English as Foreign Language (EFL) Students' Critical Speaking. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 2, No 3, Page: 429433

Zeichner, K., Payne, K. A., &Brayko, K. (2015). Democratizing Teacher Education. *Journal of Teacher Education*, *66* (2), 122-135

Zhang, O., & Watkins, D. 2007. Conceptions of a good tertiary EFL teacher in China. *TESOL Quarterly, 41, 781–790*