ADAPTING IN-SERVICE TEACHER TRAINING MATERIALS AND ACTIVITIES INTO TEACHING ENGLISH AS A FOREIGN LANGUAGE MATERIALS AS A STUDI PROGRAM LECTURE

(A Classroom Action Research at the Group 3, 6th Semester English Education Study Program of STAIN Watampone)

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Abstract

The writing aims at finding out of the effectiveness of adapting teacher training materials and activities into teaching English as a foreign language course. The method of this research employed qualitative quantitative classroom action research design which involve eighteen learners of English department education study program of IAIN Bone. The result means that in-service teacher training materials and activities is able to develop the teachers teaching competence when adapting it into teaching English as a foreign language materials.

Introduction

Many teachers choose teaching as their professions because of different reasons, for example, a love of teaching, a desire to help others learn, to get great career satisfaction, to have a job that can give them flexible working conditions. Teaching is often perceived to be an easy job, however in reality teaching is not as simple as it seems. Labaree states that teaching is an enormously difficult job. Many problems are inherent in the teaching profession and teacher should work hard to overcome these problems.¹

Being aware of the complexity of teachers' job, teachers need to be prepared well through teacher education institutions. However, this is often not sufficient. Once teachers put their steps in schools the knowledge and skills they have obtained in college are exercised. They will also get new challenges different from what they have learnt. Many English teachers have failed in making sense of their teaching job because of the lack of interaction to real classroom teaching experience providing by teacher education program. That is way the students who take English teacher education program should be prepared to be professional English teachers.

¹ Labaree, DF, On the Nature of Teaching and Teacher Education: Difficult Practice that look easy. *Journal of Teacher Education*, 2000, p. 228

Preparing qualified English language teachers is the task that every English teacher education program has to undertake. STAIN Watampone as one of the institutions which provide English teacher education program should be aware of preparing qualified English teachers. The students of English education program are expected to become competent and qualified English teaching professionals. To support this aim, they cannot just absorb the theory of teaching and learning but also recognize the importance of seeing the effective connection and communication between the theories and practice of English language teaching.

Teaching English as a foreign language as one of the compulsory lectures that have to be learn by all the students of English education study program should be presented in a lecture which include the theories and practice of English language teaching. So, the students are able to develop their teaching fluency and adaptability.

During few years, the teaching materials for English language teaching as a foreign language only provide the theories beyond the teaching and learning and the result is the students gain the knowledge of teaching and learning theories in mind but they have no experiences to apply any techniques or method in the classroom. This research attempts to suggest that adapting in-service teacher training materials into the English language teaching as a foreign language materials would give the learners experience the theories they had in language classroom. Based on the problem above the researcher formulates a research question:

How are the adapting in-service teacher training materials and activities into teaching English as a foreign language materials?

LITERATURE REVIEW

1. In-Service Teacher Training Materials and Activities

In-service teacher training will be designed according to its own particular circumstances and needs and when using the materials the trainers need to pay attention to some principals, these are:

- a. Practical: The training has to be very practical. This is not mean avoiding theoretical issues, but simply that input sessions should always be firmly grounded in classroom practice. This may mean starting with a discussion of classroom experiences, drawing out some basic principles and returning to classroom practice through the analysis and evaluation of classroom materials.
- b. Integrated: in keeping with the above point, emphasizing the interconnectedness, not only of theory and practice, but also of the different strands of the course, should be priority. These strands

- include the input sessions, teaching practice (TP), classroom observation and the written assignments.
- c. Experiential: axiomatic to the training course is the notion that learning is optimized if it is driven by personal experience.
- d. Co-operative: the course should be prepared for classroom use (as opposed to self-study) and such exploits the communal and collaborative nature of the training, where trainees frequently work together in pairs or small groups in order to compare experiences, solve tasks, debate issues, evaluate materials, or design lessons.
- e. Reflective: A key component of the experiential learning cycle is reflection. For example, after trainees have experienced an activity as if they were learners, they can then reflect on their experience in order to extrapolate principles that might apply when setting up the same or similar activities as teachers.²

In this writing the researcher focuses only on ELTIS (English Language Training for Islamic Schools) materials as one of the in-service English teacher training. English language training for Islamic schools (ELTIS) program as part of LAPIS (Learning Assistance Program for Islamic Schools) was launched to respond to the needs of quality English teachers in Islamic junior high schools (Madarasah Tsanawiyah,henceforth, MTs) in Indonesia.

Quality teachers are unquestionably needed. However, most madrasah teachers had been educated within the Islamic education system, which had traditionally had a focus on preparing teachers to teach religious subjects. Consequently, there was a big number of mismatched teachers. It was estimated that more than 50% of private madrasah teachers were part-times of volunteers. As a result, there tended to be lack of qualified English teachers in the madrasah.³

Prior to the implementation of ELTIS training, need analysis and placement testing of about 1000 MTs teachers were conducted in East Java, West Nusa Tenggara, and Bone. Based on the collected data, ELTIS designed a model to help increase the quality of the English teaching-learning in MTs. The project consist of 1) training of Teacher-Trainers (TOTT) for six months,

² Thornbury, S and Watkins, P. *The CELTA Course*. (Cambridge: Cambridge University Press: 2007) p. 4-5

³ Rohmah, Z and Milal, A. ELTIS: A response to the needs of English teachers at Islamic schools in Indonesia. (Paper presented at Asia TEFL International Conference, 2008.

2) Madrasah Teacher development, including English Language Upgrading (ELU) courses and Communicative English Language Teacher Training (CELTT) courses for Madrasah Teachers, 3) revitalization of EL Teacher Support Groups, 4) Strengthening of District Support Networks, 5) Resource Development including Teaching Material Development, and 6) Resource Kit / Base Development. This paper will focus on Communicative English Language Teacher Training (CELTT) courses materials.

There are 5 CELTT courses and the course materials and activities are emphasized on the principles of teaching language in a communicative way on language production. The materials are:

In CELTT 1, trainees were introduced to and invited to have a review of principles of communicative language teaching. The topics were different kinds of communicative activities, promoting more learner-centered teaching, managing classroom and building good rapport with learners, lesson planning, eliciting and questioning, warmers and fillers, effective instruction, effective observers, etiquette as observers and peer teaching of communicative tasks.

CELTT 2 focused on performing a variety of teachers' and learners' roles, responding to individual differences in learners, evaluating and adapting activities in textbooks, monitoring students, correcting errors, giving feedback, using songs as a warmer and as main activities, using poem, using computers to teach English, peer teaching (special attention on monitoring learners, correcting errors and giving feedback).

Teaching receptive skills was the focus of CELLT 3. This level concentrated on experiencing an interactive reading and listening lesson, developing reading skills, evaluating whether they teach or test listening skills, reading skills and strategies, using video to teach language, using listening and reading games in the classroom, using authentic listening and reading materials, reading genres, peer teaching on reading and listening lessons.

In CELTT 4, trainees learn more about teaching productive skills. The topics were experiencing a speaking lesson, experiencing a writing lesson, helping learners with difficulties in speaking, designing portfolio tasks, teaching pronunciation, planning effective writing lessons, correction and feedback in writing, continuous assessment, filming teachers, speaking games, writing games, peer teaching on speaking and writing lesson.

CELLT 5 focused on teaching grammar and vocabulary more interestingly. The topics included learner-centered approach to teaching grammar, discovery grammar learning activities, getting learners to use English in the classroom, communicative grammar games, grammar drills and controlled practice activities, using dictoglos, a grammar focused lesson using discovery learning techniques, pre-intermediate vocabulary lesson-planning, teaching and evaluating, presenting and practicing new vocabulary, communicative vocabulary games, peer teaching (a grammar focus lesson using discovery techniques and vocabulary-based lesson).

In this course, the trainees are involved actively. In planning a lesson and lesson consultation, the trainees are given material and topic for teaching practice. The trainees make a lesson plan based on the topic given, preparing for adapting materials, media and the teaching techniques and consulted their lesson plan to the trainers.

Teaching practice was done to give trainees opportunity to practice the model of teaching presented in the training and some aspect of the CELTT materials such as how to give instruction, how to give feedback, how to correct errors, etc.

Feedback was done by the trainers after the trainees have taught. It is aimed at learning the comments while the process was still fresh in their mind and helping them to reflect their own teaching.

As for reflecting, the trainees reflect their own teaching orally based on the trainer's questions then reflect their own teaching in written based on the form given. The trainees incorporate comments they received during feedback into their own reflection.⁴

2. Teaching English as a Foreign Language Materials

Foreign language teaching naturally includes methodology and has further components such as lesson planning, classroom discipline, the provision of interest – topics which are relevant and important to teachers of all subjects.⁵ In fact, there is no a big difference between in-service teacher training materials and teaching English as a foreign language materials, the difference is only on the practical way of teaching English. In-service teacher

⁴ Darwis, N. *ELTIS: Reflecting Teaching in In-Service Teacher Training (An experience being an ELTIS Trainer in Watampone)*. A paper presented in TESIC international conference in Malaysia: 2013.

⁵ Ur, P. A Course in Language Teaching. Cambridge: Cambridge University Press, 2007) p. 5

training provides some basic principles of teaching English in a practical way or classroom experience, while teaching English as a foreign language materials not.

The materials in teaching English as a foreign language in English Department of STAIN Watampone (present topics) are: 1) about the teacher and the learner, 2) teaching and learning, 3) classroom management, 4) teaching vocabulary and grammar, 4) teaching pronunciation, 5) teaching receptive skills, 6) teaching productive skills, 7) planning a lesson, and 8) correcting learners. All presented in theories.

3. Materials and Activities Adaptation

- a. Some principle for materials and activities adaptation
 - 1) Teaching materials should be related to aims and objectives
 - 2) It is needed to be aware of what materials is for and select teaching materials which will help equip learners to use materials effectively for their own purposes.
 - 3) Keep learners' learning in mind
 - 4) Consider the relationship between materials, the learning process and the learners.⁶

Considering some principles above, the researcher put some criteria for evaluating the materials, they are:

- 1) To what extent do the materials fit into a 90-minutes time slot?
- 2) To what extent do the materials help the learners make connection with their lives and purposes?
- 3) To what extent do the materials engage us cognitively? (Can we learn something useful and interesting from them?)
- 4) To what extent do the materials engage us emotionally?
- 5) To what extent do the materials allow for different learning styles?
- 6) To what extent are the materials suitable for age of the learners?
- 7) To what extent are the materials culturally appropriate for Indonesian learners?
- 8) To what extent are the materials suitable for large classes?
- 9) To what extent do the materials fit into vision and mission of the English Department of STAIN Watampone?
- 10) To what extent do the materials help the teacher to also learn something?

⁶ Cunningsworth, A. *Evaluating and Selecting EFL Teaching Materials*. Oxford: Heinemann International, 1984) p. 5-6

These criteria are used to evaluate and adapting the materials and activities form in-service teacher training, in this case ELTIS (CELTT) teacher training.

Here some additional for adapting activities:

- 1) Modify is, make small changes to the materials and activities in the coursebooks
- 2) Remove is, take out an activity completely
- 3) Replace is, take out an activity and replace it with something different.
- 4) Add is, add an activity.⁷

b. Adapting ELTIS (CELTT) course materials and activities

After evaluating the materials and activities using such kinds of criteria the researcher adapting the materials and activities into teaching English as a foreign language materials. The materials and activities for TEFL 1 are:

- 1) Teacher roles and learners differences
- 2) Teacher centered and Learners centered activities
- 3) Building Rapport
- 4) Communicative activities
- 5) Giving an effective instruction
- 6) Planning a lesson, and the activities are:
- 7) Modeling teaching
- 8) Making a mini lesson plan, Teaching practice, and Reflection The materials and activities for TEFL 2 are:
- 1) Using songs in the classroom
- 2) Correction in speaking activities
- 3) Teaching pronunciation
- 4) Teaching receptive skills
- 5) Teaching productive skills
- 6) Error correction and feedback in writing activities, and the activities are:
- 7) Making a 15 minutes mini lesson, Teaching practice, Feedback from teacher and colleagues, and writing a journal reflection.

⁷ ELTIS Team, *Communicative English Language Teacher Training (CELTT 2)*, Module (Bali: LAPIS-ELTIS, 2007)

Research Method

A. Research Design

The researcher applies Classroom Action Research (CAR). The classroom action research is a number of procedures that is used to improve teaching learning process in the classroom. Usually it is used by teachers because they find some problems in the learning teaching process.

The model of cyclical of the typical action research process simply has four steps in each cycles, they are; planning, observing, and reflecting.

- a. Planning is preparing the materials that will be taught, making lesson plan, and making evaluation that will be examined.
- b. Acting is teaching the learners based on what is planned, the material and the method that will be practiced and give the evaluation as the result.
- c. Observing is observing the result of the action whether it is satisfied or not.
- d. Reflecting is analyzing the weaknesses.

B. Subject of the Research

In classroom action research, the samples should not always be representative, because the sample is all students who are in the research class where the information is suited to the goals of classroom action research is to improve and enhance the classroom practice on an ongoing basis. The lecturer is also expected to be able to find the solution of the problems occur in its own class. This research is done at the group 3 the 7th semester of English Department of STAIN Watampone which is handled by the researcher itself. This class consists of 18 learners, 5 males and 13 females. Generally, these learners have skills in English but need to experience the theories of teaching and learning in the classroom.

C. Research Instruments

a. Observation

Observation is intended to see and to know about the condition of students in a class, such as obstacles appear during teaching learning process, and the learners' problem about the materials. In arranging observation sheet, the researcher lists some learners' observable response that indicates their understanding on the materials taught that lecturer can observe from their activities during teaching learning process whether they are active or not.

⁸ Mohammad Adnan Latief, Retrieved from http://silusphysic.wordpress.com/2013/04/19/ptk on August, 7 2014.

b. Test

The researcher gives test in each cycle to find out the improvement of the learners' teaching competence. The researcher uses teaching test where the learners teach English for 10 minutes.

D. Data Collection

The technique of data collection in this research as follows:

a. Observation

It is aimed at finding out the learners' participation during the teaching and learning process.

The criteria of scoring are:

1)	e if the learners' participation is not active =	= 0 - 1
2)	e if the learners' participation is less active =	= 2 - 3
3)	e if the learners' participation is active	=4-5
4)	e if the learners' participation is very active =	= 6 – 7
	1 1	

b. Test

1

It is aimed at finding out the learners' competence in teaching English using this rubric for evaluating.

Scores

		Scores					
1)		Teaching skills					
-		Establishing rapport	1	2	3	4	5
-		Sets up and manages					
		a communicative activity	1	2	3	4	5
-		Maintains learners' interest and					
		involvement	1	2	3	4	5
-	-	Adapts plans and activity					
		appropriately	1	2	3	4	5
-	-	Achieves learning objectives					
		in time given	1	2	3	4	5
2	2)	Lesson planning					
-	-	Identifies and articulates					
		appropriate overall lesson aims	1	2	3	4	5
-		Selects and/or adapts materials					
-		and/or activities suitable for the					
		learners and the lesson objectives	1	2	3	4	5
-		assigns realistic timing					
		to the stages in the lesson	1	2	3	4	5
3	3)	Lesson evaluation and reflection					

- Reflects critically on planning and teaching 1 2 3 4 5⁹

FINDINGS AND DISCUSSION

After analyzing the research results which were gathered from several sources of data consisting of the mean scores in observation, pre cycle, cycle I and cycle II, the researcher found several findings as shown below:

1. The Improvement of Students teaching skills

Before the conducting the first cycle, the researcher found that the students had low teaching skills. But it had improvement after being taught by using in-service teacher training materials and activities. In this section, the researcher described the improvement of students" teaching skills. The indicators of teaching skills consist of nine categories, they are 1) establishing rapport, 2) sets up and manages a communicative actities, 3) maintains learners interest and involvement, 4) Adapts plans and activity appropriately, 5) Achieves learning objectives in time given, 6) Identifies and articulates appropriate overall lesson aims, 7) Selects and/or adapts materials and/or activities suitable for the learners and the lesson objectives, 8) assigns realistic timing to the stages in the lesson, and 9) Reflects critically on planning and teaching. The improvement of students" teaching skills at 7th semester of group 3 of English education study program STAIN watampone is illustrated below;

Table 12The Improvement of Students teaching skills

No	Indicators	Pre-cyc	le	Cycle 1		Cycle II		Improvement	
		Mean	%	Mean	%	Mean	%	Precycle to cycle 1	Cycle 1 to cycle 2
		score		score		score		cycle 1	cycle 2
1	Teaching skills	23.05		28.72		32.38		5.67	3.66
	SKIIIS								

As research findings above, indicated that there was improvement of the students" speaking accuracy from cycle to cycle. The mean score in pre-cycle was 23.05, the mean score in cycle I was 28.72 and the mean score of cycle II was 32.28.

c. The Students Participation Progressing of Whole Cycles

⁹ ELTIS team, *Teacher Training Module I* (IALF Bali, 2007), p.15

The findings of the classroom action research which is described here that showing the observation of whole meetings, including in Pre-cycle, Cycle I and Cycle II. The data was obtained in the 7th semester of the group 3 in English education study program at STAIN Watampone For each, it could be showed below;

 Table 13

 The Students Participation Progressing of Whole Cycles

No	Indicators	Mean score					
		Pre-cycle	Cycle I	Cycle II			
1	First meeting		2.7	4.0			
2	Second meeting	2.5	2.8	4.5			
3	Third meeting		3.2	5.0			
4	Fourth meeting		3.2	5.1			

At Pre-Cycle, the students" participation were less active, however it is the initial condition of the classroom. At first meeting of cycle one, the students" participation were *less active* and it was continued to the third meetings and followed by the fourth meeting where it remained constant. But it was clear that the first meeting until the fourth meeting of cycle II, the students" participations were maintained to be *active*.

2. Discussion

Having strong underlying result that has been mentioned above, it is true that in-service teacher training materials and activities can improve the students' teaching skills and of course it can be applicable in the classroom of English language teaching as a foreign language. It could be seen from the students" scores as a result for teaching test in cycle I and cycle II. There were five students or 27.77% who got the score passed the KKM in cycle I, and finally 66.66 % in Cycle II.

Applying in-service teacher training materials and activities in teaching English as a foreign language subject in this research to improve students" teaching skills has successfully brought improvement. In this section the researcher discusses the improvement of students" teaching skills after being taught by using in-service teacher training materials and activities at the 7th semester group 3 of English education study program of STAIN Watampone. It can be theorized in major points as follows:

a. The Improvement of Students in establishing rapport

Establishing rapport is the important part in teaching to maintain the students' motivation. In the cycle I, the students were still nervous to teaching English but there was improvement in the cycle II. The students felt confidence and very relaxed so they can establishing a good rapport.. There were many causes hat affect the students to establish their rapport with students. It could be based on the students" habit to practice what they have learnt, or the situation and the classroom learning environment. The students can establish rapport in many ways, such as greet the students for the first coming, mention the students' name rather than saying 'you', use positive statement, listen attentively when their students speak, keep eye contact or use gesture.

b. The Improvement of Setting up and managing the activities

Based on the implementation of in-service teacher training materials and activities, the students were able to set up and manage the activities well. It iwas prove by the data that was improved from 67% in Cycle I to 69% in Cycle II. Most of the students could create various and interesting activities that motivate students in learning English. They were able to form pairs and groups work in the smoothly ways. The students' instructions in teaching were very clear. Setting up and managing the activities is the crucial part in teaching, so the students need to think and prepare in detailed the planning for doing it.

In addition, managing the activity here include managing the seating arrangement. To make the students still wake up to learn, managing the seating arrangement also the important one. In their teaching, the students were able to control or monitor their students by walking around the class during the pair and group work activities.

c. The Improvement of maintaining learners' interest and involvement.

Maintaining learners' interest and involvement is the difficult one in teaching young learners. So, to maintain the learners' interest and involvement, the real teacher should create various and interesting topic and activities. In cycle II, the students were able to maintain the learners' interest and involvement by using various and interesting topic and activities. Most of them applied games and fun activities well, so their students would not be bored in learning English. It was improved from 61% in Cycle I to 65% in Cycle II. They could get better understanding on how to maintain learners' interest and involvement.

d. The Improvement of planning and activities adaptation

Adapting plans and activities appropriately is also important part in teaching. It has to be the same between what we are going to teach and what we have been teaching. So, before teaching the lesson the teacher should prepare the lesson plan

and provide in the classroom. In this research the students were able to plan the lesson and adapt it in the classroom teaching test. Based on the implementation of inservice teacher training materials and activities into teaching English as a foreign language materials in improving the students' teaching skills, it was improved from 64% in Cycle I to 72% in Cycle II. The students were able to adapt the activities and the plan well.

e. The Improvement of achieving the learning objectives

Based on the implementation of in-service teacher training materials and activities into teaching English as a foreign language materials in improving the students' teaching skills, achieving the learning objectives in time given as one of the indicators of teaching skills was improved from 63% in Cycle I to 71% in Cycle II.

At first, the class showed low ability in doing time management. The situation was changed after taught classroom management materials and making a lesson plan. The students felt confidence in teaching English and they could achieve the learning objective based on the time given (10 minutes). It means that the students have understood the materials and the criteria for making lesson aims. There are 6 criteria for making lesson aims: 1) the aim should be not too general, 2) the aim should be not too specific, 3) the aim should be achievable in one meeting or lesson, 4) the aim should be suitable for the students' level, 5) the aim should be relevant to the students life, and 6) the aim should have a clear context.

Therefore, the learning process should be prepared well, including the teaching material and organizing the activity under the required conditions and set up learning goals. Based on this circumstance, the mission for applying in-service teacher training materials and activities into teaching English as a foreign language in improving the students teaching skills is filling the gap between knowing and doing.

f. The improvement of identifying and articulating appropriate overall lesson aims

There was an increase of identifying and articulating appropriate overall lesson aims. That was proved by their practice when they were given the lesson plan materials. The students were able to produce a good aim based on their understanding that the aims should not be too general, should not be too specific, should be achievable in one meeting or lesson and so on.

g. The improvement of reflecting critically on planning and teaching

This was the first time that students know on how to reflect their-self after teaching. Some teachers' institutions apply this technique but some do not. That was the new idea for the students to reflect their self after teaching. At the first cycle, the students did not know how to reflect their teaching English. They did not know how

to evaluate their strengths and their weaknesses in teaching English. That's influence by the traditional teaching which is not promote the students self-evaluation.

Furthermore, the researcher realizes that this improvement, especially in the average of the students" teaching skills scores, is still far from perfection, but the researcher believes that it is not the only thing that we can take from this research. There are other things that we can learn from this research. The process of this research has brought into a deeper understanding of how to deal with teaching and learning activities in this Classroom Action Research, how to interact with students in such characteristics, and how effectively adjust to the changes. It is necessarily for the researcher to get close to the students, to understand them, to respect them as well where the students also showed the same. That was what the researcher experienced in this research at the 7th semester group 3 of English education study program of STAIN Watampone. It proves that the researcher gains students" respect, which means students attitude and behavior had changed into a better one. He finds out, no matter how chaotic students are, they deserve respect and rights. It is elders who take responsibility to lead them into positive changes.

Conclusion

Having applied in-service teacher training materials and activities into teaching English as a foreign language materials in improving students' teaching skills, the researcher would like to present three conclusions as follows:

- 1. In-service teacher training materials and activities is applicable in teaching English as a foreign language. It can improve the students' teaching skills. The improvement of the teaching skills involved the students' ability in producing a good lesson plan, establishing rapport, manage various activities, and reflect to their own teaching.
- 2. The successful of this research could be clearly seen from the class percentage that passed minimal mastery level criterion (KKM). There were only four students or 16.66 % who got the score passed KKM in pre-cycle, eleven students or 27.77 % who got the score passed KKM, and finally there were twelve students or 66.66 % who got the score passed KKM.
- 3. The strength of the application of in-service teacher training materials and activities into teaching English as a foreign language material is that, it can raise students' participation in the class and understanding the theory of English language teaching with practicing it. However, the application of the materials needs some preparations for creating various and interesting activities.

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