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THE LONG TERM IMPACT OF AN ENGLISH LANGUAGE TEACHER TRAINING PROGRAM ON TEACHERS' PRACTICES IN MADRASAH TSANAWIYAH IN INDONESIA

A Thesis submitted by

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ABSTRACT

In recent years, Indonesia looks toward the challenge of elevating the quality of education in the most disadvantaged schools, especially in the Islamic school sector. This study investigates the successful implementation of a teacher training program called English Language Training for Islamic Schools (ELTIS). ELTIS was an AusAid funded program run between 2007 and 2010 to improve the quality of the teaching of English in marginalised schools based on the introduction of a more learner centred communicative language teaching methods. This inquiry seeks to contribute to an understanding of how English language training and ELT professional development benefitted teachers of English at Islamic secondary school (Madrasah Tsanawiyah) with regard to their sustained language pedagogy.

This qualitative research employs a narrative approach as a tool for researching and exploring teachers' lived experience especially to examine their perception toward the training and their professional development. Eight teachers from three districts in East Java province were purposely selected based on recommendations from the ELTIS-related authority to be participants in this research. The other participants in this research were two master trainers, one district trainer, one regional coordinator, one team leader, two school principals, and 17 teachers from two teacher support groups in two different districts. There were 34 participants altogether.

The research findings showed teachers' paradigm shift in teaching English after following the ELTIS cascade training model. Their improvement on teaching capabilities was evident in their teaching performances. Their success in implementing the ELTIS approach is influenced by their understanding of the characteristics of effective classroom pedagogic practice. The research findings also indicated that the teachers were aware of maintaining students' motivation in learning English in their socio-cultural condition by building students' self-esteem and self-confidence, giving rewards and positive feedback.

This study suggests deeper insights into the sustainable practice which involves a lot of stake holders in the rural society. The grassroots support is an important factor in sustaining language pedagogy in the rural areas of Indonesia. This study recommends future research to consider the key elements of a sustained impact through program dissemination in teacher support groups called Musyawarah Guru Mata Pelajaran (MGMP).

Keywords: quality of education, professional development, sustained language pedagogy, effective performance, maintaining motivation

CERTIFICATION OF THESIS

This thesis is entirely the work of Moch. Imam Machfudi except where otherwise acknowledged. The work is original and has not previously been submitted for any other award, except where acknowledged.

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ABBREVIATIONS AND ACRONYMS

ADB   : Asian Development Bank
AusAID   : Australian Agency for International Development
CELTT   : Communicative English Language Teacher Training
CLT   : Communicative Language Teaching
EFL   : English as a Foreign Language
EIL   : English as an International Language
ELOIS   : Equal Learning Opportunities in Islamic Schools
ELT   : English Language Teaching
ELTIS   : English Language Training for Islamic Schools
ELU   : English Language Upgrading
ESL   : English as a Second Language
ESOL   : English for Speakers of Other Languages
GoA   : Government of Australia
GoI   : Government of Indonesia
IALF   : Indonesia Australia Language Foundation
IAIN   : Institut Agama Islam Negeri (State Institute for Islamic Studies)
ICELT   : In-service Certificate in English Language Teaching
InSET   : In-service English Training
IRP   : Islamic Resource Packs
ISS   : Islamic School Sector
Kanwil   : Kantor Wilayah (Provincial Ministry Office)
LAPIS   : Learning Assistance Program for Islamic Schools
LKS   : Lembar Kerja Siswa (Student Worksheet)
MA   : Madrasah Aliyah (Islamic Secondary Senior High School)
MAPENDA   : Direktorat Pendidikan pada Madrasah (Directorate of Madrasah Education)
MESA   : Madrasah Education Sub-sector Assessment
MGMP   : Musyawarah Guru Mata Pelajaran (Teacher Support Group)
MKKS   : Musyawarah Kerja Kepala Sekolah (Principals Support Group)
MoNE   : Ministry of National Education
MoRA   : Ministry of Religious Affairs
MI   : Madrasah Ibtidaiyah (Islamic Primary School)
MTs   : Madrasah Tsanawiyah (Islamic Secondary Junior High School)
Pemkab   : Pemerintahan Kabupaten (Local Government)
PGMI   : Pendidikan Guru Madrasah Ibtidaiyah (Islamic Primary Teacher Education)
PP   : Pondok Pesantren (Islamic Boarding School)
NU   : Nahdlatul Ulama (Indonesian Islamic Sunni Moderate Affiliation)
STT   : Student Talking Time
TTT   : Teacher Talking Time
TKT   : Teacher Knowledge Test
YPI   : Yayasan Pendidikan Islam (Islamic Education Foundation)

CHAPTER 1

INTRODUCTION

1.1 Aims of the Study

This qualitative inquiry aims to expose key features of effective practice of English language teaching in Islamic secondary junior schools known as Madrasah Tsanawiyah (MTs), including adaptability of teachers toward better practices. This study focuses on the activities of teachers post ELTIS in-service professional teacher training. By analysing implementations made by teachers in the MTs, improved quality of language teaching and learning is examined. This research characterises the sustainable elements of pedagogy that indicate a deeper understanding of how foreign language teaching expertise can be expanded. Overall, the aim is to explain the long term impact of a cascade English language teacher training program known as ELTIS (English Language Teaching in Islamic Schools) on teachers' practices and ongoing professional development in Madrasah Tsanawiyah in regional Indonesia.

1.2 Madrasah in the Indonesian Education System

This section explains the position of madrasah in the Indonesian education system. It begins by elucidating the use of the term madrasah. The word *madrasah* derived from Arabic means school (Ali et al., 2011; Moulton, 2009) and in this study the word madrasah is used interchangeably with school or Islamic school. Moulton (2009) suggests that millions of students in the Muslim countries have received some or all formal education from madrasahs. Typically, a madrasah provides students who are generally young Muslims with religious foundation of Islamic values and Qur'anic recitation. As Salman (2002) pointed out, the Qur'an and the Sunnah (the tradition) of the Prophet Muhammad (peace be upon him) are the two main sources which contain the philosophy and the principles of the madrasah Muslim education system. For some Muslim students madrasah is the only formal education that is available, and for others it is supplementary to a secular school education which is provided in primary and secondary schools (Moulton, 2009). Usually, madrasah is for these secular school students an afternoon school.

According to Parker and Raihani (2011) there are two main types of Islamic schools in Indonesia: *madrasah* as the Islamic day school, and *pesantren* is the Islamic boarding school. However, this account is somewhat simplistic considering that many *pesantrens* nowadays operate Islamic day schools. In Bangladesh, Turkey, and Near East countries, madrasahs specifically assign the students to learn Al Qur'an and Islamic teachings (Moulton, 2009; Sammarai, 2009). Whereas in Indonesian madrasah, where the curriculum is 100% religious teaching the madrasah are called *madrasah diniyah* and madrasah with curricula including general subjects in addition to religious teaching, also includes general subjects are called *madrasah non-diniyah* (Qosim, 2007). Interestingly *pesantren* that used to operate only as *madrasah diniyah* have recently also opened general or secular schools known as "sekolah umum" similar to Public Junior Secondary Schools (SMP) and Public Senior Secondary Schools (SMA) with a component of religious teaching in the form of "*weton* or *bandongan*" and "*sorogan*" (Wahid, 2001). The last two terms are usually specific for learning "*kitab kuning* /classic Arabic textbook" emphasising classical traditions in Arabic linguistics, where teachers lectured and students learned through rote memorisation (Tan, 2014). This practical exertion is usually for individuals or a group of students who are learning Islamic teaching in the informal afternoon school. These are some complexities of realities that exist about madrasahs.

"The madrasah as an institution of learning is centuries old. One of the reputable madrasahs, called the *Nidzamiyah*, was founded in Baghdad during the eleventh century AD" (Aswirna, 2013, p. 510). Literature on madrasah in Indonesia shows that madrasahs were established far before the Dutch colonial governments of 16th - 20th centuries. Traditionally, it was a process of teaching and learning Islamic values in *musholla* by Muslim scholars (Yunus, 2008). Since the independence of Indonesia up to the "new order" era there were a lot of conflicts of interest in the Indonesian education system in the effort to modernise madrasah (Parker & Raihani, 2011). The outstanding attainment to minimise conflict was made in 1975 through the Three Ministers' Decree (National Education minister, Religious Affairs minister, and Internal Affairs minister). The decree agreed to move the madrasah system of education under jurisdiction and guidance of the Directorate General of Islamic Education of the Ministry of Religious Affairs (MoRA). Furthermore, the decree has given greater opportunity for madrasah students to continue study in general

schools or public universities and have similar rights in the job market as those who finished general or secular school (Ministry of Religious Affairs, 2015).

The current practice of madrasah (Islamic education schools) is that madrasah operate at four levels of schools i.e. Raudlatul Athfal (RA): *early years education*, Madrasah Ibtidaiyah (MI): *primary education*, Madrasah Tsanawiyah (MTs): *junior secondary education*, and Madrasah Aliyah (MA): *senior secondary education*. Madrasah indicates an established and still growing sub-sector in education (Crawford, 2010). Because of their history, they are more prevalent in rural and disadvantaged areas. These are the areas where the most strategic effort will be required to achieve national goals for participation and quality (Parker & Raihani, 2011).

The Islamic junior secondary school known as Madrasah Tsanawiyah (MTs) educate girls and boys (year 7-9). After the 1975 decree (Ministry of Religious Affairs, 2015) the madrasah school system in Indonesia deals with not only teaching religious subjects, but also general subjects as taught in secular schools under the Ministry of National Education (MoNE), which since 2014, became the Ministry of Education and Culture (MoEC). All schools under both ministries follow a similar national curriculum despite additional religious content in MoRA schools with the proportion of 30% religious content and 70% secular or general subjects (Ministry of National Education, 2008). Within the system, Islamic Education Sub-sector (IESS) is a recognised part of the national education system, regulated by law No. 20 Year 2003 and government regulation No. 47 Year 2008 concerning compulsory education known as *Wajar Dikdas/Wajib Belajar Pendidikan Dasar* (compulsory primary education) which includes primary school (year 1-6) and junior secondary school (year 7-9).

In relation to the quantity of enrolled students in the Islamic school sector, particularly Madrasah Tsanawiyah, the statistics from the Ministry of National Education (2008) showed that the proportions of students enrolled between MoNE and MoRA schools were quite different in quality and quantity. On one hand, in education managed by Ministry of National Education (MoNE), most schools are fully funded by government which oversees the quality of education. On the other hand, education operated by the Ministry of Religious Affairs (MoRA) is mostly poorly funded by private foundations that depend subsidies from the government. Figure 1.1 shows the comparative proportion of Indonesian students in the education system to Junior Secondary Level.
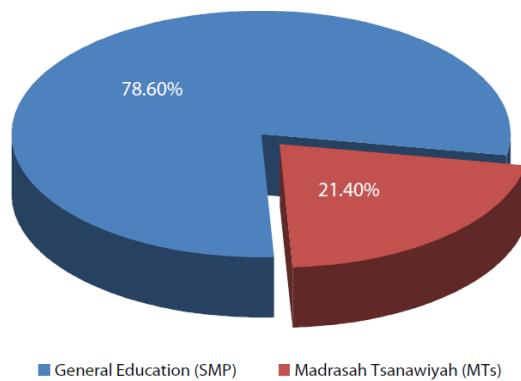
Figure 1.1 Comparative proportion of Indonesian students to Junior Secondary Level

The figure represents 21.40% enrolled in Madrasah Tsanawiyah comprising 40,258 schools. Only 10% encompassing 4,000 of the schools are government funded and the rest are poorly operated by private madrasahs (Rohmah & Bentley, 2007). The higher proportion of private madrasahs to government funded madrasahs make private madrasahs a pivotal player in the Indonesian educational system. This situation challenges the teachers in those areas to move toward improving the quality of their pedagogical competence.

Efforts to improve teacher pedagogical knowledge have developed since pre-service training in English teaching began in the Indonesian education system. A study by Mergler and Spooner-Lane (2012) in an Australian context identified pre-service teacher education programmes that have aimed to provide graduates with skills to become quality teachers, equipped with pedagogical practices needed in the teaching profession. A study by Tomlinson (1990) in an Indonesian teacher training context suggested that high school teachers of English needed to undergo in-service training to improve the effectiveness of their classroom methodology such as the project proposed under the Ministry of Education named *Program Pemantapan Guru* (PKG)in order to strengthen professionalism during their teaching careers.

- **Curriculum change and the impact on language curriculum in national education and madrasah education**

The effort to place English in the National curriculum as a compulsory subject is further implementation of the objective of national education as stated in the Act No. 20 of 2003. According to the act, "the objectives of the national education are to develop the potential of students to become faithful and devoted human beings to God the Almighty, to have respectful morality, to be healthy, to be well-informed, to be skilful, to be creative, to be self-reliant, to become democratic and responsible citizens" (Muth'im, 2014 p.1095). Anchored in this regulation is that all subjects in the national curriculum including English, should meet this aim.

Regulation No.19 of 2005 affirmed that learning is the interaction process between learners and teachers and the learning resources in a learning environment. Lesson planning has been developed in line with the syllabus. The learning process is based on interactive and inspirational activities. By utilising a new contextual and collaborative approach, the learning process in classrooms has potential to become more fun-oriented, yet challenging and motivating as well (Machfudi, 2013). Thus all stakeholders in the newly launched curriculum are beholden to support its implementation.

It is recognised that the element of change in the national curriculum includes four out of eight educational standards as stated in the *UU Sisdiknas* No. 20 of 2003: (i) minimum competency standard of graduates, (ii) process standard, (iii) content standard, and (iv) evaluation standard. Referring to Figure 1.2, all four elements in the matrix of change in the 2013 national curriculum (Kemdikbud, 2015) aimed to improve the quality of education at primary and secondary levels. Thus all stakeholders were expected to support the implementation of the newly launched curriculum and not to weaken efforts inherent in the new regulation.
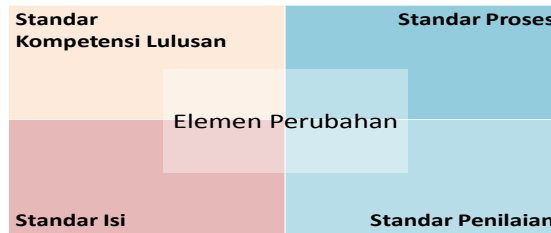
Figure *1.2*: The elements of change in 2013 curriculum, Doc. Ministry of Education and Culture, 2013

In fact by 2015 after the new Ministry regulation, most schools had re-established the 2006 curriculum. There were several technical (or substantial) problems with the implementation of the 2013 curriculum. This was a substantial reason given for currently 6,221 secondary schools nationwide being monitored to test the new curriculum. While the Madrasah Tsanawiyah (MTs) continued to adopt the 2006 curriculum, equivalent to the English syllabus implemented in general junior secondary school in the national education system, Madrasah Tsanawiyah teachers needed to strengthen the quality of their English teaching.

The School-based Curriculum introduced by Departemen Pendidikan Nasional (2006) is called *Kurikulum Tingkat Satuan Pendidikan* (The School Based Curriculum), abbreviated as KTSP, shown in Appendix D: sample of syllabus SMP/MTs). Research by Yulia (2014) showed that the English syllabus at junior secondary school level in the KTSP curriculum exhibited the communicative competence framework. The framework underpinning the enactment of the syllabus aims to provide students with reasonably easily-learned materials. This is in line with Richards (2013) who argued that the syllabus for language learning is the result of organising linguistic content into teachable and learnable units as well as being arranged in a rational sequence. Furthermore, he identified that there are numerous conceptions of a language syllabus. He insisted that "different approaches to syllabus design reflect different understandings of the nature of language and different views as to what essential building blocks of language proficiency are, such as vocabulary, grammar, functions or text types" (p.6).

Different understandings of English language learning influence the ways teachers implement their pedagogy. The syllabus of English in madrasah Tsanawiyah aims to reflect the essential characteristic of Islamic education. For example, the ELTIS program incorporated the Islamic values and teachings to language learning by developing Islamic Resource Packs (IRP) for teachers to engage with in the communicative language teaching. The Islamic content in the resource packs was valued as an important innovation for classroom use as instructional materials that supported the national curriculum. Thus by contextualising the English language learning with Islamic values, ELTIS acknowledged the work of madrasah in supporting English language teaching and learning and in turn ELTIS played a significant role in improving the quality of English language pedagogy. However, following the initial implementation of the Islamic resource packs and engagement of the ELTIS participants, there was limited ongoing professional development for teachers. The professional development remained limited to voluntary consultation with master teachers through the cascade model. Changes to the curriculum mean that teachers need on-going professional learning as their day to day teaching practice in classrooms particularly in rural Indonesia are still impacted negatively by a number of factors namely:

a.   limited funding and limited resources;
b.   rural locations;
c.   limited opportunities for teacher professional learning and training.

1.3 Background of the Study

In the Indonesian educational system, there is a great need for significant improvement by way of developing professional in-service teacher training. In 2007-2010 the Australian government through AusAid supported the commencement of the development of outreach and training projects and programs to improve the quality of English language teaching in the Islamic junior secondary schools sector. This was welcomed by the community. For example, Rohmah (2010) observed that the teacher training had given opportunities to Madrasah Tsanawiyah teachers to participate in improving the quality of language teaching and learning.

The Ministry of Religious Affairs (MoRA) was aware of the need to improve the quality of teachers in the Madrasah system. Madrasahs are often the only educational

institutions available in rural and remote areas where they serve the poorest members of Indonesia's population. The situation of education inequality is the result of State education being concentrated in towns and cities. Furthermore, it is common for teachers in rural areas to attend one village school in the morning and travel to another village in the afternoon to teach. Similarly in Bangladesh, inequality has been found to be the biggest cause of failure in achieving the goal of quality education at a national level (Sammarai, 2009). In Indonesia, the Ministry desired a change in pedagogy in Islamic schools for promoting Islamic intents and equity in education and saw the potential to adopt the program throughout rural areas of Eastern Indonesia. Therefore, they welcomed the AusAid program as a means of minimising inequality in education in an attempt to uplift educational opportunities for marginalised children.

The Asian Development Bank (2006) reported that in the 2003 Madrasah Education Sub-sector Assessment (MESA) document, there were approximately 6 million children attending madrasahs, representing nearly 15% of school enrolments. This figure is significantly higher at junior secondary level, estimated in 2002 at 21%. Further statistics indicated that in the 2004-2005 school year there were 40,258 madrasahs across Indonesia representing 22% of all schools in the country with only around 4,000 of them state-run (Asian Development Bank, 2006). The statistics show that the majority of students go to private madrasahs (Rohmah & Bentley, 2007).

A study by Huda (1999) revealed that the most dominant factor in the success of English teaching in Indonesia was the teacher. In the Islamic Education Sub-Sector (IESS), however, the majority of madrasah teachers have been educated within the Islamic education system which traditionally prepared teachers to teach religious content studies (Rohmah, 2010). The directorate general of Islamic education of MoRA estimated that 80% of madrasah teachers were from religious studies backgrounds and that the subject matter was not relevant to their teaching positions and required qualification. Statistics from the 2003 MESA indicated that more than 50% of madrasah teachers were part-time volunteer teachers, with the majority falling far short of government minimum standards with 43% underqualified in terms of areas of expertise (Rohmah & Bentley, 2007). An example given by Rohmah and Bentley (2007) of a district in the eastern part of East Java showed a graduate from the Faculty of Science at a local university had been teaching English because the *kyai* (the leader of an Islamic boarding school) asked her to teach English. This instance

was not specific only to Indonesia as it also happened in other countries; however the charisma of a *kyai* that influenced the selection of subject teachers and the graduate teacher's loyalty towards the command was not atypical of Madrasah schools.

Looking at the phenomenon, a plan for an effective in-service teacher training of English language teaching at secondary junior level was developed as a partnership program between the Australian government through AusAid and the Ministry of Religious Affairs (MoRA) of the Republic of Indonesia. The core program was run by an organization called Learning Assistance Program for Islamic Schools (LAPIS). LAPIS ran three training programs including (i) English Language Training for Islamic Schools (ELTIS), a basic English language training project for junior secondary teachers; (ii) Equality of Learning Outcomes in Islamic School (ELOIS), a project to promote the equality of learning outcomes for girls and boys in primary and junior secondary Islamic schools; and (iii) Pendidikan Guru Madrasah Ibtidaiyah (PGMI), a project to improve the capacity of support agencies to deliver teacher training programs for primary school teachers (Crawford, 2010). These programs aimed to help and contribute to improving the quality of basic education in Indonesia. All programs were in line with Australia's Indonesia education program strategy and Indonesia's education strategic plan, summarized as *'increasing access and equity, enhancing quality, and improving governance',* as well as strengthening the capacity of partner tertiary institutions to design, manage and deliver in-service English language and teacher-training courses, and strengthen district support networks (LAPIS, 2007).

The major concern of this research centred on the classroom experiences of English teachers in MTs, and how those teachers changed their teaching practice years after undertaking ELTIS training. It also investigated how teachers continued to develop their pedagogic competence and to maintain motivational strategies. The ELTIS teacher training program ended in 2010, yet the extent to which the implemented knowledge and skills gained from the training continued in practice had not been investigated nor had sustainability of the innovative communicative language teaching without further professional development. Some teachers may have lessened the skills they received from the training while other teachers had sought further training, and are putting new skills obtained in the training into new practices. This qualitative inquiry exposes key features of effective practice of English language teaching in Islamic secondary junior schools (MTs)

including their adaptability of better practices. By analysing what has been implemented by MTs teachers in improving qualities of language teaching and learning, this research lays a foundation for building an understanding of sustainable second language teaching expertise.

1.4 Context of the Research

The ELTIS program (2007-2010) relied upon a cascade model to improve the English language competence and the teaching skill of teachers of English in Madrasah Tsanawiyah and by taking into account the socio-cultural conditions of regional areas that were more applicable in remote locations than in cities. The cascade model developed in this training consisted of three layers. The first layer was the training of 61 teachers to be master trainers through an intensive Cambridge ICELT (in-service Certificate of English Language Teaching) for six months. The second layer was delivered by master trainers to teachers of English in the target locations. There were 64 trainees out of 771 trainees who were selected and trained as district trainers. District trainers in the third layer trained subject teacher support groups (MGMP) as a means of disseminating ELTIS practices and sustaining them over time. Teacher engagement with the cascade model of professional learning throughout the layers initially enabled sustainability for a period but without ongoing updating the skills, the cascade model could not be sustained in the long-term to the broader teacher audience it was intended for. The reduced impact of the cascade training model was attributable to limited ongoing external support beyond the communities of practice which consisted of teacher support groups. The limited support from government and related authorities for ongoing provision of professional learning was identified as one of the hindrances to sustainability.   Figure 1.3 provides the matrix of training steps and levels of the ELTIS cascade model.
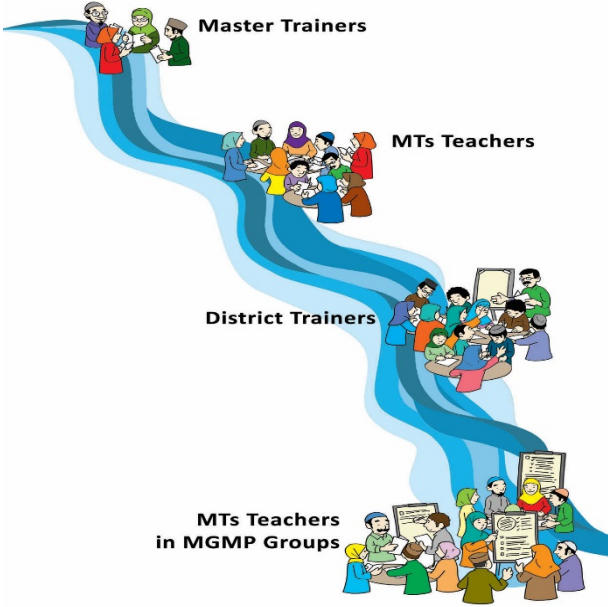
Activities	The Cascading Process in ELTIS	Purpose
61 trainers trained in Cambridge ICELT-ESOL exam (six months)		Equip Master Trainers with knowledge and skills to deliver training sessions
771 teachers trained 60 hours x 4 = 240 (ELU) and 20 hours x 5 = 100 hours (CELTT)		Improve teachers' capabilities in teaching English at MTs schools
64 selected from 771 trainees + doing TKT-ESOL (1 month)		Disseminate knowledge and skills among schools
Not known, to what extent it sustained?		Support continuity of support groups activities

Figure 1.3 The Cascade Model engaged by ELTIS (2007-2010)

The in-service teacher education and training (InSET) for English Language Teaching (ELT) in Indonesia through English Language Training for Islamic School (ELTIS) aimed at improving the professional growth (Salmon, 2012) of teachers of English in Madrasah Tsanawiyah (MTs). To support the implementation of English language teaching at secondary school level, the government prepared an instrument for English language teaching and learning. Initially, all schools had to follow the instruction of the Ministry of National Education (MoNE) to elaborate the National curriculum into practical guidance such as the English syllabus for secondary schools which included the Madrasah Tsanawiyah.

Through Law No.20, 2003 article No. 38,the Indonesian government has stipulated that the primary and secondary education curriculum be developed according to their relevance to each group or unit of education as well as school or madrasah committee under the coordination and supervision of the District Education Office (DEO-Dinas Pendidikan Kabupaten/Kota), the Ministry of National Education (MoNE) or Kantor Kementrian Agama Kabupaten/Kota, the Ministry of Religious Affairs (MoRA) for primary education and the Province for secondary education (Yulia, 2014). Such endeavour has

substantial consequences in, for instance, providing considerable budget allocations to improve teaching professionalism and learning quality. Therefore, the Government of Indonesia (GoI) through both ministries has been attempting to improve language pedagogy at secondary school level. The Ministry of Religious Affairs in particular, in collaboration with Australian Government had taken part to improve the quality of Madrasah Tsanawiyah teachers of English by providing in-service language teacher training within ELTIS.

A study by Rohmah (2010) indicated that ELTIS was widely considered applicable and relevant. However, a few negative comments raised questions about the longer term impact of the training, essentially suggesting a need to better understand whether teachers had been able to adapt the training to suit the situations in their own schools or madrasahs and how learning outcomes were reflected in their practice. The project developed by ELTIS adopted a form of English Language Teaching training which was managed and taught by English language teaching experts. The rules and principles from pre-existing knowledge of language learning and teaching were modelled and practised by the Indonesian teachers in training to perform to a standard. This was an entry point for the current research of Indonesian madrasahs to gain a deeper understanding of sustainable practice using the cascade model of training.

1.5 Research Questions

The following research questions characterise sustainable features of effective second language teaching practice for madrasah schools that formed the basis of data collection and analysis:

(i)   How have the successful teachers of English at Madrasah Tsanawiyah adapted their pedagogic practice since ELTIS training within the socio-cultural conditions of rural Indonesia?

(ii)   What motivational and classroom management strategies have teachers developed in teaching English and what has been the impact on their students?

(iii)   To what extent has the ELTIS educational innovation been sustained over time as the teachers engage in their pedagogical practices?

These three research questions highlight the specific aspects of ELTIS that this study investigated. In exploring these questions, the aim was to explain the long term impact of an English language teacher training program (namely ELTIS) on teachers' practices in Madrasah Tsanawiyah in Indonesia. The long term sustainability of a cascade model of training was also elucidated within the ongoing professional development of English teachers.

1.6 Significance of the Study

This study contributes to what is known about language pedagogy of Madrasah Tsanawiyah English teachers in rural Indonesia. Specifically, the research describes the current situation regarding successful implementation of ELTIS training in regard to three significant aspects: teachers' effective practice of English language teaching, motivational strategies and sustained students' motivation, and the sustainability of pedagogical innovation. The results have also been prepared in a report to the Ministry of Religious Affairs in the Republic of Indonesia about components of effective practice of English language teaching in Madrasah Tsanawiyah following ELTIS training using the cascade model.

The study signifies further educational research, both theoretically and practically in foreign language teaching. By developing theories of pedagogic competence in places where English is a foreign language, the relationship between teaching ability and teaching methodology is essential. This relationship allows creation of ideas and development of theories in understanding language educational theories applicable to tangible activities at school. The knowledge of the relationship of teaching strategies and language skills enables teachers and students to explore and extend their knowledge and use of the English language.

In practice, the results of the study will encourage ongoing improvements in teaching methodology generally and specifically in the teaching of English language:

(1)   The research findings will be published in professional journals of education, so a broader readership can benefit from results of the study as a guide for further research in this area.

(2) Suggestions and recommendations from this study will be better shared among MGMP members in their regions to encourage teachers to improve their knowledge of effective teaching and learning as well as the use of English language in Madrasah Tsanawiyah classes.

CHAPTER 2

REVIEW OF RELATED LITERATURE

> When any journey is to be undertaken it proves a valuable exercise to consider those who have travelled similar pathways before, while a researcher may be branching off the established pathway to explore new directions there is still much to be gained from having a solid understanding of the terrain.

> Atwell (2006, p. 3)

Introduction

This chapter endeavours to provide an overview of the theories and key concepts relevant to this study. Fundamental to the review are discussions of pedagogic competence for sustainable effective English language teaching practice where English is a Foreign Language (FL). This section emphasises how teachers view pedagogic competence as a key component of language teaching as it influences students' learning. The discussion includes motivational strategies engaged by teachers as a pivotal factor in their pedagogical practices. This chapter moves on to discuss the role of madrasah as part of the socio-cultural system where education innovation is needed for improving the quality of English teaching. The next section provides the philosophical foundation that underpins the use of a narrative approach as a tool for researching and exploring teachers' lived experiences. This overview also provides an account of the conceptual framework which informs the current practice of teachers of English in the Madrasah Tsanawiyah rural schools in the present study.

My Story of Pedagogy

When I was a little boy I usually spent the nights in my grandfather's small village mosque which we called *Langgar mbah Kaji.* "Langgar" is a Javanese word for a small mosque, which in the Indonesian language is *musholla,* an Arabic word which means place for performing prayers. Langgar mbah Kaji was a permanent building made of bricks and clay

and the doors and ceiling were made of woven bamboo. We, little boys from the village, gathered every evening to learn to read Al Qur'an. My grandfather, Haji Siradj, patiently taught us to read *hijaiyah,* the Qur'anic alphabetical letters. The teaching lasted for years until we finished all the 6666 of the Qur'an verses. Apart from reading Al Qur'an, he showed us slowly how to do ablutions and guided us to conduct prayers. He woke us up early in the morning even before dawn. He usually made a noise by folding his sarong and flapping it many times. We heard the voice of his cough and the gently sound of his sarong. We hurried up to take an ablution before doing the dawn prayer and some of us went to toilet with half-opened eyes.

My grandfather was neither a pedagogic expert nor an educator. He was just an old man who dedicated his life to children's learning especially of Islamic values. I recall that he just wanted us, the children in the village to become literate. He never asked for payment. He even bought the equipment needed such as a black board and chalk himself. He spent money to buy food for our dinner every other day. He was always around when children needed help. He was so humble, devoting his life to enable children to gain an informal education. He spent most of his time in the *Langgar* conducting prayers and teaching. When he passed away in 1982, I was in my first year of junior secondary school. I always remember his invaluable teachings that had embedded principles in me for the next stages of my life.

Today I realise that my grandfather had made countless efforts to enlighten children to obtain knowledge especially about religious values. His endeavour was, I believe, in line with what research literature recognises as pedagogical practice. Pedagogy is linked to the processes and activities of educating, or instructing children by means of imparting knowledge and developing skills (see e.g. Shulman, 1987; Van Manen, 2013).

2.1 Pedagogic Practice

2.1.1 The nature of pedagogic competence

It is acknowledged that *pedagogy* corresponds to activities done by a teacher that provide learners with knowledge and skills (Van Manen, 2013). Pedagogy comprises the practices by which an adult guides a child to obtain knowledge and grow in life, as epitomized by my grandfather in the story above. The word pedagogy itself is derived from Old French *pédagogue,* originally from the Greek *paidagõgia* (paidagõgos) which was constructed from two words *paedos,* which means children and *agoge* means guide. In the past the meaning referred to *a slave who took children to and from school* (Watkins & Mortimore, 1999).

However, Watkins and Mortimore pointed out that such meaning nowadays is inappropriate as research on pedagogy has developed and the meaning has changed considerably.

In the last four decades, there has been growing discussion and studies on pedagogy and pedagogic practice. Numerous studies have attempted to explain pedagogy and pedagogic competence in various ways for diverse purposes. Prabhu (1987) in his book *Second Language Pedagogy* presented a precise vision of second language pedagogy. In his view, pedagogy was a substantial aspect of teaching in which learners are engaged in the learning process. A much simpler definition but giving broader meaning has been proposed by Collins, Insley, and Soler (2000) who described pedagogy as "the Science and or the Art of teaching". In contrast to this definition, the Team of Teaching Australia-Monash University (2008) considered pedagogy to be more than just teaching. They included in the skills, knowledge and art of educating children, strategies for using professional expertise, and the ability to promote good learning outcomes.

Apart from the above argumentation, researchers have defined pedagogy as dealing with the teaching and learning process to improve learners' performance (see e.g. Casas, 2004; Ellis, 2012; Sullivan, 2009). The process of learning should always be geared toward improvement of both teachers and learners. Learners indeed need teachers' expertise to support them to improve the quality of their learning. Van Manen (2013) argued that the significance and meaning of pedagogy lies in the process of involving children in activities not only educating or instructing them to impart knowledge and skills. He urged the presence of adults to help children in their daily lives he called "down-to-earth" manner for everyday activity. Furthermore, he stated that "pedagogy is not just an objective social science construct. It is a phenomenon that issues a complex imperative in the manner that we see, feel, sense, reflect, and respond to the call of the child before us" (p.10). As such, pedagogy includes all aspects needed in order to enhance children's learning.

Referring to the studies, definitions and arguments above, a competent teacher influences the pedagogic practice in schools (Shulman, 1987). Good interaction between teachers and learners may be determined by competent teachers as well (Furrer, Skinner, & Pitzer, 2014). Therefore, enhancement of teachers' competence plays a pivotal role in students' learning (Moore, 2000). Significantly teachers' *competence* in this study refers to the inner capacity of teachers in which they can best understand the elements of pedagogy and

perform them as their classroom practice. Therein, competence underlying pedagogic practice is *pedagogic competence*.

Pedagogical competence as Ryegard, Apelgren, and Olsson (2010) proposed relates to educational and teaching qualifications. In assessing pedagogic competence, the qualities of the teaching have to be the primary consideration. There are the ways that being *competent* include the ability to plan, initiate, lead, and develop education and teaching. Madavaram and Laverie (2010) developed the concept of pedagogic competence to be:

> the ability of an individual to use a coordinated, synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/or effectiveness in pedagogy (p.201)

Similarly, Ryegard et al. (2010) suggested that basic pedagogical competence referred to the capability needed to assist students in learning processes. The emphasis on pedagogic competence in this view reflects the ability to solve pedagogical problems and typical pedagogical tasks occurring in natural situations specifically in the classrooms. Suciu and Mata (2011) pointed out that the definition of pedagogic competence focuses on three important facets of education: educational achievement or success, professional development, and societal change. In this frame, they argued that improved pedagogical competence helps teachers reach success in attaining quality and highly adaptive professional levels, and influence societal change in standards of education. In this regard, their conceptualisation of teacher competences is linked with visions of professionalism, theories of teaching and learning, quality cultures and socio-cultural perspectives (Caena, 2013).

In the Finnish context, Matilainen (2013) indicated that the teachers who demonstrated that they enjoyed the freedom of pedagogical autonomy in the classroom were considered to be pedagogical experts. Where teachers have the competence to teach well, the Ministry of Education in Finland or employer is likely to invest responsibility in them to manage reform and to sustain it. Those teachers are entrusted with considerable independence in the classroom and are given authority to make decisions concerning school policy and management. They were also deeply involved in drafting the local curricula and given responsibility for the choice of textbooks and teaching methods. In Finland the

education department requires teachers to enter the profession with a master degree as the minimum standard of pedagogical competence.

While high standards of pedagogical competence are required in Finland, this is not the case in the Indonesian educational system particularly in the madrasah sub-sector. Furthermore, teachers of private madrasah often face a series of difficulties that hinder the development of their competences due to several influential factors. A study conducted by Salmon (2012) on Indonesian madrasah teachers of English revealed a low quality of teaching which improved following in-service teacher training. His study recommended the need to improve the quality of professionalism in English Language Teaching by involving policy makers in increasing opportunities for teachers to upgrade their language skills. The professional development included a focus on genre based teaching and the use of code-switching, alternative approaches to CLT. A need was also recognised to construct programs for teachers within teachers' support groups, to provide workshops at local level for small schools, and to improve teachers' ability to use resources more effectively in madrasahs.

In relation to those recommendations, the area of pedagogic practice that Shulman (1987) made widely known incorporates *pedagogical knowledge* and *pedagogical content knowledge* and more broadly includes the teaching of content in association with concepts of teacher learning and development within communities and contexts. (Shulman and Shulman, (2004) Such new concepts of teacher development featured vision, motivation, understanding, practice, reflection, and community as illustrated in Figure 2.1.
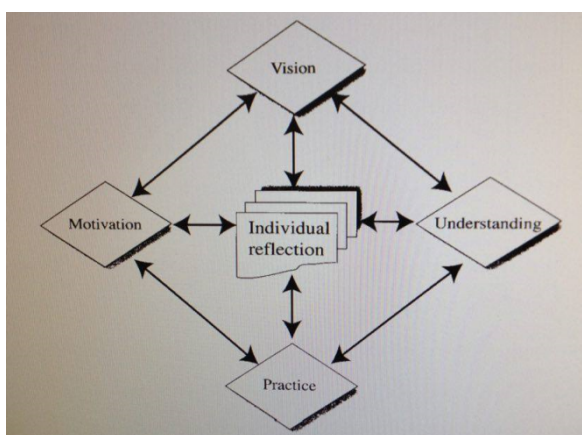
Figure 2.1 Individual level of analysis (Shulman & Shulman, 2004, p. 259)

Shulman and Shulman (2004) characterised professional teachers as those who are ready to follow a vision of a classroom that creates a community of learning. Those teachers are more willing to expend the energy to sustain learning and have a clear understanding of concepts and principles needed in the professional practice of teaching. They are able to engage with more complex forms of pedagogical and organisational practices and are more capable of learning from their own experiences, reflecting on their classroom actions. Furthermore, they are also capable of functioning as members of teacher communities and teachers' support groups.

2.1.2 Teachers' performance and effective practice

Drawing upon Shulman's (1987) theory of pedagogic knowledge and pedagogic content knowledge in the above account, this section reviews the influence of teachers' performance on students' learning achievements. Teachers' effective practice plays a pivotal role in enhancing student success in learning. (Darling-Hammond (2000). Her study found that teachers' qualifications and other school inputs influenced student achievement, suggesting that "teacher education, licensing, and professional development may make an important difference in the qualification and capacities that teachers bring to their work" (p.1).

Other studies by Borg (2003) and Biggs and Tang (2011) showed the importance of teacher cognition on classroom practice. Borg suggested that what teachers think, know, and believe impacts what they do. In that way, teacher performance may also be influenced by their prior knowledge about teaching strategies and skills in teaching. Meanwhile Biggs and Tang (2011) suggested the quality of learning at university is important factor to consider as an influence on teaching that improves. They further pointed out that effective teaching depends on what teachers think about teaching. In their conception effective teaching is seen as:

Encouraging students to use the learning activities most likely to achieve the outcomes intended. To do this requires some knowledge of how students learn. Students may use learning activities that are of lower cognitive level than are needed to achieve the outcomes, resulting in a *surface* approach to learning; or they can use high level activities appropriate to achieving the intended outcomes, resulting in a

deep approach to learning. Good teaching is that which support the appropriate learning activities and discourages inappropriate ones (p. 16).

All these considerations are in accordance with Shulman's area of teacher pedagogic knowledge theory. However in rural contexts, it is rare to find research on effective teaching practices is and how it influences English Language Teaching and pedagogy (Salmon, 2012). Effective classroom teaching practice seems to benefit learners most in terms of improving their motivation to learn English yet teachers need to give constant assistance to their students to learn for them to improve their English ability and proficiency (Renandya, 2013). It is generally acknowledged that being an effective teacher is not easy and any discussion of effective teaching may be open to different interpretations. Thus framing a definition of effective teaching is somewhat debatable. In this respect, the main consideration of teachers' effective practice is how the teaching influences students to learn more effectively (Oxford, 2011). Thus this discussion of effective practice is related to how the teachers best provide students with techniques, strategies, and materials in order to prepare them to learn English better.

Moore (2000) proposed three models of good teaching to represent effective practice: the charismatic/communicative model, the competence model, and the reflective/reflexive model, each based on improving teacher performance and effective practice. To Moore (2000) "it is axiomatic, that, in the end, though teaching may always be something of an "act", the successful teacher has to remain true to *who they are*"(p.121). It is recognised that learners are individuals as are the teachers. Teachers' prior experiences, personal values, and knowledge about teaching have shaped the body of knowledge and skills which influences their practice in their classrooms. Freeman and Johnson (1998) pointed out that teachers, like other learners, interpret new content through their existing understandings and they modify and reinterpret new ideas on their knowledge-based pedagogy of what they already know. Effective pedagogical practice is thus the ultimate goal for language teaching.

1) Effective practice in the ELTIS context

In the ELTIS context, effective teaching practice incorporates the use of particular teaching strategies, ways of increasing learning motivation, and techniques of classroom management. The strategies suggested by ELTIS are based on taken-for-granted effective

teaching strategies in Western culture, but these are not traditionally Indonesian teaching strategies. Teaching in the madrasahs had been traditional teaching with the teacher as expert and the students as novice learners. In ELTIS, however, the teachers included a whole range of strategies that encouraged a dialogic approach, where the talk/interactions between teacher and students means that learning is happening in a different way.

- **Teaching strategies**

    The ELTIS training manual for teachers provided guidelines which introduced teachers of Madrasah Tsanawiyah to new forms of language and teaching knowledge and skills. The manual as suggested by LAPIS-ELTIS (2007) aimed at improving teacher performance in teaching English. The activities outlined as *teaching procedure* aimed at enabling the teacher to control the pace and flow of the lesson.

    Other activities included *time arrangement* to assist teachers to manage the time they devoted to teach lessons according to the allocated time on a schedule. *Error correction* was used to improve students' knowledge of correct forms of language (Ferris, 2011) while introducing them to further productive activities, and the *scaffolding technique* was utilised together with error correction to improve students' pronunciation and confidence in developing their speaking skills.

- **Teaching instruction**

    - Organisation and clarity of instructions

    In relation to organisation of instruction, the literature has focussed on teacher instructions. Teachers are expected to explain clearly, be well prepared, make difficult material easy to understand, use examples, and make the aim of the lesson clear (Teaching Commons, Stanford University, 2015). Similarly, ELTIS had a set of examples of procedures for instruction to be followed by the teachers as trainees in the training sessions (ELTIS, 2007).

    - Vary interaction pattern

    Effective foreign language instruction requires the desirable qualities of a range of interaction patterns such as group work and pair work (Borg, 2006) with the role of teacher in classroom interaction clearly articulated (Tsui, 2001). In order to vary practices in the classroom, a teacher should manage for instance, use of English

in instructions and generally at a natural pace in addition to learning how to use materials and other teaching aids effectively (ELTIS, 2007) and to engage in the interaction that results from language learning (Hall, 2010).

- **Increasing learning motivation**

  - Enthusiasm

    In classroom practice the teacher's enthusiasm may influence students' intrinsic motivation (Patrick, Hisley, & Kempler, 2000). When teachers appear enthusiastic it is likely that the students are triggered to follow the teacher's example. Bettencourt, Gillett, and Gall (1983) pointed out that enthusiasm is considered one of the most important characteristics of effective teachers. There is a close connection between teacher enthusiasm and student achievements in learning. As such, in order to achieve a learning objective a teacher should appear enthusiastic most of the time.

  - Engagement

    It is generally acknowledged that effective teachers pay an attention to how to involve students in learning activities. Good practice usually involves students in activities and the teacher giving help as needed (Ellis, 2012). Thus, no student is left behind. An effective teacher builds rapport and gives positive feedback (ELTIS, 2007; Spratt, Pulverness, & William, 2005) .

- **Classroom management**

  Classroom management incorporates the essential features of classroom organisation, management and discipline (Evertson & Weinstein, 2006). Effective teachers maintain those features with effective classroom management systems including organisation of the classroom setting, choice of teaching procedures, use of good communication skills, and most importantly maintenance of appropriate student behaviour (Emmer, (1994).

  Classroom management also involves classroom monitoring (Kunter, Baumert, & Koller, 2007) which aims to provide assistance in order that learners finish tasks well. The monitoring classroom activity constantly checks the student progress in learning English. A teacher should also able to manage Teacher Talking

Time (TTT), and increase Student Talking Time (STT)(ELTIS, 2007). Another feature of classroom management is establishing rapport. Building good rapport is one of the suggested classroom management procedures in ELTIS, as suggested also by Gower, Phillips, and Walters (2005).

It is important to note that the above classroom and behaviour management strategies provide important support for teachers in their role of teaching students (Clunies-Ross, Little, & Kienhuis, 2008). As such, the way the teachers manage the classroom influences learner success as well (Bos & Vaughn, 2002). In particular, for improving English language teaching in the classrooms, ELTIS provided new viewpoints to the teachers of how to be effective teachers of English in their context. ELTIS laid the foundation to build teaching strategies which were content relevant and accessible to students (ELTIS, 2007). The project was designed also for English Language Upgrading (ELU) to upgrade linguistic aspects and knowledge of the teachers. ELTIS designed a teaching methodology which gave teachers the practical knowledge to improve their teaching skills by engaging a communicative language teaching approach called Communicative English Language Teacher Training (CELTT).

2) The teacher training guidelines

The teacher training guidelines from the ELTIS training manual introduced teachers of Madrasah Tsanawiyah to new forms of language and teaching knowledge and skills. The teacher-training syllabus as suggested by LAPIS-ELTIS (2007) depended very much on the needs of the course trainees and stakeholders. The following skills were covered in the ELTIS teacher-training course:

• Lesson planning	• Instructions
• Lesson aims and stages	• Drilling
• The role of the teacher	• Teaching vocabulary and grammar
• Rapport	• Teaching four skills
• Learner-centred approach	• Maintaining discipline
• Discovery learning	• Assessment
• Classroom management	• Error correction
• Interaction patterns	• Monitoring progress
• Evaluating activities in a course book	• Computer assisted language learning (CALL)
• Adapting activities	• Using video and audio materials
• Materials design	• Sustaining motivation
• Using authentic materials	

The syllabus of a teacher training program may take many different forms depending on the needs of the course trainees and the stake holders. ELTIS programs were organized by topics into modules. When topic areas were chosen, they were conveniently grouped together into modules of study. It was reasonable to deal with *Reading* and *Listening* together, both being receptive skills. Similarly, topics like *Classroom management* and *Interaction patterns* were logically put together (ELTIS, 2007). The topic selection by ELTIS was designed to meet the teachers' needs thereby the newly learned materials formed new knowledge for teaching English in the specific context.

2.1.3 Research in English as a second language (ESL) in the Indonesian context

English in the Indonesian education system of general and secular schools and madrasahs is a compulsory subject for junior up to senior secondary school students (Mistar, 2005). Despite its position as a compulsory subject in the national secondary school curriculum among other three subjects (Mathematics, Bahasa Indonesia, and Sciences), English is consistently rated a foreign language and has never been positioned as an official language, as in Singapore, Malaysia, or India (Masduqi, 2011). Consequently, there is limited interest in the professional development of teachers in this area of curriculum. The purpose of locating English in the national curriculum at secondary level - and up to first year in tertiary education - is to provide students with English knowledge and skills (Lie, 2007), not with the aim of making English an official language as in the aforementioned countries.

Looking at the current phenomenon that English is an international language and the fact that Indonesia is experiencing constant failure in facilitating its people to expand competence in English, which is now increasingly used in public domains of communication in Indonesia (Siregar, 2013), a major change should be taken regarding language pedagogy policy at all levels of education. So far, a number of researchers (e.g. Dardjowidjojo, 2000; Kirkpatrick, 2007; Larson, 2014) have indicated the less than satisfactory results of the teaching English as foreign language (EFL) in Indonesia. A study by Larson (2014) found that upon graduation from Indonesian secondary schools, the majority of students demonstrated low proficiency in English. The factors contributing to this condition included: "large class sizes, the low English proficiency of teachers, low salary, not enough teacher education to teach the new curriculum, and cultural barriers hindering teachers from adopting a facilitator role in English as foreign language" (p.122). The researcher suggested

that the government should look into students' needs for learning by developing teachers' critical pedagogy. This included adopting a transformative approach to the syllabus in national curriculum thereby giving teachers more room for improvisation in order to meet student needs. Similar educational challenges have been noted by previous researchers (e.g. Dardjowidjojo, 2000; Marcellino, 2008; Saukah, 2009; Yuwono, 2005).

Marcellino (2008) investigated the implementation of a "communicative competence-based language teaching" program in Indonesia and found it largely a failure. The determining factor for the failure was attributed to the students' conditions for learning influenced by their socio-cultural background, values, beliefs as well as the politics of education. The other important factor was the teachers' low performance and ineffective classroom preparation which all contributed to dissatisfaction. That study recommended employing close task performance in the sense that the students were to be given "significant aid in the form of clear guidance, clues, and direction when doing the task…Upgrading the program on a competency-based language model has to be frequently exposed to teachers of English." (Marcellino (2008) 66-67)

2.1.4 Motivational and classroom management strategies

1) The nature of motivation

The success of language learning has been credited to students' levels of motivation (Renandya, 2014). During the process of teaching and learning in the classroom, motivation plays a pivotal role in increasing students' enthusiasm, commitment, and involvement (Dornyei, 2001a). Furthermore, "in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of a Second Language (L2), regardless of their language aptitude or other characteristics. Without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful language" (Dornyei 2001a, p.5). Therefore, students should maintain their motivation in the classroom activities because their enthusiasm impacts their learning achievement.

Following the work of Gardner and Lambert (1959), there has been concern over motivation theory in L2 learning. Dornyei (2001b) identified five areas of motivation theory: social motivation, motivation from a process-oriented perspective, the neurobiological basis of motivation, L2 motivation and self-determination theory, and task motivation. In relation to the fundamental social nature of L2 acquisition, the study of the linguistic impact of

various sociocultural factors has long been the concern of motivation theorists namely(e.g Clement & Noels, 1992; Dornyei, 2001a; Schumann, 1978). The discussion of motivation enriches the literature on motivational strategies that can be implemented in the classroom as it applies in the example of rural Indonesia education.

Social and cultural determinants of L2 learning were the focus of Schumann (1978) work in proposing acculturation theory. Giles and Byrne (1982) have since focused on an intergroup model of language learning while Clement and Noels (1992) proposed a situated-language identity theory of learning motivation. Further, Dornyei (2001b) also commenced to conceptualise social motivation such that sociocultural factors rather than individual differences influence motivation. In relation to the future of applied linguistic studies, Dornyei (2001b) argued that in order to address the most academically challenging language learning, "linguists need to better identify how the social contexts contiguous to language acquisition affect the learning process" (p.45).

Another investigation in motivation is the motivation from a *process-oriented* perspective. A number of articles cited in Dornyei (2001b) (e.g. Dörnyei & Ottó, 1998; Ushioda, 1996; Williams & Burden, 1997) appear to show profound elements of motivation in the motivational process that happen over time. In more recent studies, Ushioda (2010, 2011) was more specifically concerned with the relationship between motivation and autonomy. Earlier from a *neurobiological perspective* of motivation, Schumann (1978) attempted a novel line of inquiry in the second language field. The key element of Schumann's theory was that of stimulus appraisal which occurs in the brain as part of the individual's overall value system that are reliable in the affective underpinning of human action.

Another investigation in mainstream motivational psychology has been the *self-determination theory* proposed by Deci and Ryan (1985). This theory included the well-known distinction between *intrinsic* and *extrinsic* motivation. Deci and Ryan distinguished motivation based on the different reasons or goals that give rise to an action. "Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, while extrinsic motivation refers to doing something because it leads to separable outcome" (Ryan & Deci, 2000, p. 55). In the classroom, students should be aware that they need to change the motivation from outside into a "built-in" motivation mediated by their teachers. And thus, the teachers can gradually focus on building students' internal or intrinsic

motivation by, for instance, making the learning of English in classrooms a need. Fun activities can assist students to become involved in learning. If learning is an enjoyable activity, then the students are more likely to become internally motivated.

The last perspective is *task motivation.* According to Dornyei (2001b, p. 47) students' task behaviour contains consolidation of generalised and condition-specific motives in accordance with definite task characteristics. Furthermore, Dornyei asserted that from a pedagogical point of view, it is beneficial to identify components of task motivation because it allows curriculum designers and language teachers to systematically select and manage tasks in a motivating way, thus increasing learner engagement.

The five perspectives of motivational theory described by Dornyei have portrayed the area of motivation as a significant area of a teacher's work. Yet teachers need more practical guidelines for engaging motivational strategies for language learning in the classroom. To achieve maximum outcomes, a teacher should appear enthusiastic because that teacher behaviour impacts particularly on the motivation of students, as it characterises effective teachers (Bettencourt et al. (1983).

2) Strategies for motivating students

It has been widely discussed by motivational theorists that motivation plays a very important role in second language learning (e.g. Deci & Ryan, 1985; Dornyei, 2001a, 2001b; Gardner & Lambert, 1959; Renandya, 2014; Ushioda, 2010, 2011). The term motivational strategies relates to how teachers demonstrate techniques in promoting and maintaining students' motivation. Motivational strategies promote individual's learning behaviour and since every individual learns differently, there are diverse ways of promoting motivation (Dornyei, 2001a, 2014) . Renandya (2014) suggested effective strategies such as how the teachers motivate students, how the teachers use the strategies, how the text is used, how the tasks are given, and how tests are administered by the teachers. The strategies are important for motivating L2 learners because motivated learners are more enthusiastic, goal-oriented, committed, persistent and confident in learning.

Looking at the studies in motivational strategies by Dornyei, Renandya, and Ushioda, motivation by teachers is important for classroom practice. ELTIS (2007) provided an opportunity for teachers to create a more student-centred curriculum by promoting more enjoyable and authentic learning and thus engage students' motivation. The

motivational strategies introduced by ELTIS were likely to fuel teachers with motivation. ELTIS (2007) recommended building good rapport, giving positive feedback, giving rewards, creating a non-threatening atmosphere, and encouraging students' motivation by varying classroom activities.

3) Self-esteem and self-determination theory

Deci and Ryan (2011) proposed a Self-Determination Theory (SDT) as "an empirically derived theory of human motivation and personality in social contexts that differentiates motivation in terms of being autonomous and controlled" (p. 416). Previous work by Ryan and Deci (2000) on SDT with the theory of *intrinsic* and *extrinsic* motivation was well known in understanding the two types of human behaviour in general. On the one hand, motivated people are active and involved while on the other hand, unmotivated people are passive and disaffected in enacting their function in a social context. In the following account, their study offers an important link between motivation and social context.

Ryan and Deci's (2000) study specifically identified factors that enhance and other that undermine intrinsic motivation, self-regulation, and well-being. Their findings showed the importance of three innate psychological needs which include competence, autonomy, and relatedness – which when met produce improved self-motivation and mental health and when dissatisfied lead to weakened motivation and well-being. Similarly, in a previous theory, the 'cognitive evaluation theory' (CET), claimed as a sub-theory of SDT, Deci and Ryan (1985) found that where conditions were conducive, individuals' motivation flourished. When related to external factors such as the effect of rewards, feedback, and other external factors , Ryan and Deci (2000) found that intrinsic motivation could be enhanced if the external factors created an advantageous environment and were conducive toward a feeling of competence. Furthermore, their study confirmed that positive performance feedback increased intrinsic motivation, whereas negative performance feedback decreased it.

In the teaching and learning process, a teacher is challenged to build students' self-esteem, by building good rapport and creating a non-threatening atmosphere. The teacher is also advised to give positive feedback by giving praise and meaningful suggestions, and by never demotivating students. Roberts (2012) has pointed out that self-esteem, the

condition of how individuals feel about themselves is having a positive regard toward oneself. It develops from experiences and situations that shape the personal view one has of herself or himself. Further, when someone loves herself or himself, their self-esteem improves, making them more confident. That is, when confidence is increasing, potentially one's work life and other aspects of life go well also.

De Castella, Byrne, and Covington (2013) pointed out the classic distinction in the literature between motivation and achievement, and the orientation toward fear of failure compared with success. Referring to the self-worth theory, De Castella et al. (2013) suggested that motives for learning were not bipolar but interactive and that there are many motivational variables which construct success in language learning. Different from the Deci and Ryan SDT theory, the De Castella et al. (2013) study proposed that:

> Fear of failure has minimal impact on achievement outcomes when it is coupled with a strong desire to excel in class and master the material presented. But, when success orientation diminished, fear of failure may hold severe consequences for academic performance and is associated with self-handicapping, truancy, poorer academic achievement, and even rejection of school altogether (p.16).

In the Indonesian context, the problem of unmotivated students may appear as the effect of a distressing experience resulting in students failing to acquire English. Their fear of making mistakes is the most common reason given for failure and the argument proposed for improving language proficiency among English language learners in Indonesia (Arifuddin, 2014; Yulia, 2013). Being afraid of making mistakes or experiencing feelings of anxiety (Marwan, 2007) occur when teachers insist on students speaking and writing correctly. In addition, many students avoid those difficulties by playing truant and not attending English classes (McKenzie et al., 2014). To reduce the absenteeism of students from classroom lessons, McKenzie et.al in their policy brief suggested that teacher absenteeism should be as low as possible thereby reducing the likelihood of students copying their teachers' negative behaviour. The aforementioned studies (e.g. Marwan, 2007; McKenzie et al., 2014) suggested that students deserve teachers' attention in order to strengthen and improve their motivation to learn and to increase the students' self-esteem and self-confidence (Deci & Ryan, 2011; Roberts, 2012).

2.2 Socio-cultural Conditions

Education is fundamentally about students and teachers and the teaching and learning processes, most often in - but not limited to - the classroom. Education at any level and in many ways is often influenced by social construction. Islamic education is no exception. Steffe and Gale (1995) argued that the social construct is about "social relationships, being centrally concerned with negotiation, cooperation, conflict, rhetoric, ritual, roles, social scenarios, and the like" (p.51).

Looking at the complexities of social relations, a socio-cultural perspective on language pedagogy needs some elaboration. With this in mind, this research posits three aspects of cultural conditions in language learning, language use in rural madrasahs, economic and educational background of the teachers and the students, and the cultural values and beliefs of the society. This account is in accordance with Lantolf and Thorne (2007) who argued that the effort of acquiring second language requires processes that might involve participation in the culture of the society, including linguistic and historical relations in natural settings such as in family life, interactions among society members, and in institutional contexts like schooling, as well as the social organisation of activities in the community and in the work place.   Any discussion of socio-cultural conditions concerns community participation which may include natural settings such as the location of the schools, the social and economic background of teachers and learners, the learners' needs and the facilities that the schools provide. The discussion can be extended further to encompass the teaching resources that are available, the language used for communication in and out of school, the ethnic groups of the teachers and the students, and the cultural and religious values followed by society.

2.2.1 Linguistic and sociocultural system of rural Indonesia

Understanding the sociocultural conditions specifically of rural areas needs to recognise the position of Indonesia, its language and cultural and social lives. Indonesia is a multicultural and multilingual country (Hamied, 2012). It stretches from Aceh in the west to West Papua in the east where it adjoins Papua New Guinea, with Malaysia and Philippines in the north and Australia through her sea in the south. Indonesia comprises 17, 350 islands, making it the biggest archipelago in the world. Indonesia is home to around 500 ethnic

groups who speak more than 700 local languages, with Bahasa Indonesia being the unifying National language (Musthafa, 2001; Sadtono, 1997). There are two local linguistic systems within this study, Madurese and Javanese. Madurese is spoken by people in Madura Island, while Javanese is spoken in Central and Eastern Java. Interestingly, people in the areas of this study mostly speak Madurese even though they are on Java Island, especially those who live in the northern coastal area of East Java. Different from Javanese and Bahasa Indonesia, the linguistic construction of Madurese is unique, as sentences are primarily constructed in the form of passive voice. For example, "*Bal roah e tanduk bik engko*" which means "The ball is kicked by me." In Javanese the construction is like Bahasa or English which is "*Aku nyaduk bal kui*" which means "I kick the ball". To the Javanese people, the Madurese linguistic system sounds funny. It is likely more acceptable to say "I kick the ball" rather than "The ball is kicked by me," regardless of the context of the utterance. Given the linguistic situation does not mean that the people of Java and Madura are in conflict about the language system. This situation enriches the nation's understanding of multilingualism and multiculturalism. Hamied (2012) argued that a variety of language behaviours could become a unifying instrument of the nation. The function of Indonesian language is approximately the same as English as a lingua franca (Kirkpatrick, 2011). In fact, linguistic and cultural diversities have helped Indonesian people respect each other, and Indonesian as the national language has helped in to maintain and strengthen the national unity by endorsing the national motto - *unity in diversity* (Alwasilah, 2001).

The socio-cultural system is reflected in the principle of a mutual assistance called '*gotong-royong*' or community participation (the Indonesian term for helping each other), which is rooted in rural Javanese culture. *Gotong-royong* refers to the principle of mutual help among neighbours in a community (ADRC, 2011). *Gotong-royong* might include economic empowerment (*koperasi*), environment quality improvement and management (*kerja bakti*), community governance (*Rukun Tetangga/Rukun Warga/Dasa Wisma/Karang Taruna*), public health (*Posyandu*), and community security system (*Siskamling*), or other forms of mutual collaboration. The current situation is slightly different in terms of people's involvement in the community which has changed under the influence of the individualistic life style brought about by city life the people have absorbed from television (ADRC, 2011). But in general, the values of "*gotong-royong*" and the aforementioned rural people characteristics remain.

2.2.2 Pedagogic practice in socio-cultural context

Larson (2014) identified drawbacks in education in the Indonesian context as being a lack of funding, a lack of qualified teachers, a lack of resources such as library and materials and less support from government in providing facilities for learning. Specifically, English teaching has followed the national curriculum in which English was treated as any of the other compulsory subjects namely Mathematics, Bahasa Indonesia, and Sciences, including Biology and Physics.

Despite the unfortunate educational conditions in the Indonesian socio-cultural context identified by Larson (2014), a study by Rohmah and Bentley (2007) confirmed that there was minimum support from the mainstream society in developing children's education. The study indicated that society is underfunded to provide learning facilities and qualified teachers. Given the cultural and social conditions, most schools have been challenged to provide children with better education facilities and capable teachers.

Similarly, Wentzel (1991) suggested that there are important values of social responsibility for parents and teachers "to facilitate learning and performance outcomes by promoting positive interaction with teachers and peers, and from a motivational perspective, by providing student with additional incentive to achieve" (p.1). Additionally, the social and cultural conditions in schools should be supported by all members of society, such as suggested by Lantolf and Thorne (2007), by including family and societal organisations. If so, improvements in pedagogic practice in the socio-cultural context may be achievable.

2.3 Educational Innovation

The term 'educational innovation' is a socially and culturally complex construct. Innovation involves multi-level actors and stakeholders with different vested interests and ideas. Therefore, this section of the literature review is limited to innovations that work in education for improving the quality of teaching and learning. In the field of language teaching, innovation has focussed on developing teachers' capabilities in language teaching. Richards (2006) explained that the field of language teaching is concerned with the development of language programmes and courses, teaching methodology, materials

development, second language acquisition theory, testing, teacher training and related areas.

Richards and Rodgers (2001) argued that concerns of educational innovation reflected "the recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension" (p. 1). In contrast, Brown (2002) pointed out that innovation in pedagogy "comes from the approach level, but the feedback that teachers gather from actual implementation then reshapes and modifies their overall understanding of what learning and teaching are" (p.11). As such, educational innovation is an endeavour to create not only new methodology which meets learners' needs, but also appropriate pedagogy for better practices. Fundamental to this effort is to equip teachers with appropriate knowledge of teaching and skills in language pedagogy. In addition, providing teachers with sufficient content knowledge plays a major role in teachers' change of behaviours.

2.3.1 Professional teacher training

The word professional refers to someone whose work involves performance in a certain situation with a certain degree of expertise (Ur, 2002) such as teachers, doctors, lawyers, and the like. Apart from the terminology used by Ur, professional teacher training particularly in the madrasah sub-sector of education was designed to improve teachers' pedagogical competence which includes knowledge and skills in teaching (ELTIS, 2007). This is in line with Shulman (1987) who argued that the basic elements of teacher knowledge were twofold; *general pedagogical knowledge* which included principles and strategies of classroom management and curriculum, and *pedagogical content knowledge* which incorporates the knowledge that integrates the content knowledge of specific subject and the pedagogical knowledge for teaching that particular subject. Thus, providing teachers with pedagogical knowledge and pedagogical content knowledge are important endeavours in the Indonesian teaching context.

In the Indonesian education sector, professional teacher training aims to equip alumni to possess a high quality of education. The World Bank (2014) reported research findings on "Teacher Reform in Indonesia" focusing on teacher knowledge, skills, and motivations which influences learner outcomes. The key reform that the study revealed was that all teachers were required to possess a bachelor degree and to be certified or to hold a teaching

certificate. The study recommended at least the following conditions: (i) more focus on policy that would lead to a maximum selection of teachers, particularly teachers to serve at least part of their career in remote or rural areas, (ii) help to district authorities to ensure schools offer mentoring for junior teachers to a required standard of competencies and that they be supervised by school principals, (iii) monitor academic record and classroom performance before teacher certification proceeds, and (iv) require teachers to follow re-certification programs by attending, for example, in-service training should they not meet yet the called-for certification standard. Therefore, the in-service teacher training was to benefit teacher professional development.

2.3.2 Engaging communicative language teaching

The central theoretical concept in Communicative Language Teaching (CLT) is "communicative competence", a term introduced into discussion of language use and second or foreign language learning in the early 1970s (Hymes, 1972) and reiterated since then (by e.g. Canale & Swain, 1980; Harmer, 1982; Larsen-Freeman, 2008; Savignon, 2007). The word *competence* is defined in terms of the *expression, interpretation, and negotiation* of meaning and looks at both psycholinguistic and socio-cultural perspectives in Second Language Acquisition (SLA) research to account for its development (Krashen, 1982; Savignon, 2007; Schumann, 1978). CLT as viewed by Larsen-Freeman (2008) aims mainly to make communicative competence the main goal of language teaching by admitting the interdependence of language and communication.

In the endeavour to convey the meaning of communicative language teaching in pre-service and in-service teacher training of English as second or foreign language in a number of contexts, it is important to consider the communicative curriculum to bring thematic activities or experiences to language use and not usage. Brown (2007) stated that:

> If communicative competence is the goal of a language classroom, instruction needs to point toward all of its components: organisational, pragmatic, strategic, and psychomotor. Therefore, communicative goals are best achieved by giving attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' needs for real communication (p.13).

The methodology of English language teaching has been developed mainly in English speaking countries. However, adopting English as a Second Language (ESL) approach may not always fit the needs of the rest of the world. To give an example, it is common in Indonesian schools nation-wide that communication is made in the local language such as Madurese, Javanese, Balinese or other local languages. The national language (Bahasa Indonesia) is still utilised only in classrooms and formal meetings. Teaching English as Foreign Language (EFL) has been much more difficult in the situation where many languages are involved. Meanwhile much of the CLT literature has been produced in the western world and is biased in a number of ways. For example, Byram (1997) argued that ELT markets textbooks typically in model situations using CLT practices that are often Western in outlook appropriate for ESL contexts. And thus, it sets a problem for the communication base of authenticity that make demands on the levels of learner competence and autonomy not always equally comprehensible to learners in all contexts where English is a foreign language, not regularly used outside the learning environment.

By engaging communicative language teaching principles, ELTIS seemed to be moving back to an old method and with an inherent risk of criticism. In fact, Communicative English Language Teacher Training (CELTT) engaged by ELTIS was designed both to confirm and reflect on current knowledge and skills, and also to introduce new ideas and techniques. The CELTT emphasised the importance and value of lesson planning, not usually emphasised in CLT and through the process of plan-teach-reflect, CELTT encouraged teachers to evaluate their own teaching styles and the effect of the teaching-learning process on their learners (ELTIS, 2007). CELLT also provided samples of teacher talk in scaffolding student learning of English as shown by Walsh (2006). This practice was different from regular CLT training and was designed to help EFL teaching of students in rural areas of Indonesia. In a similar way, Shamsipour and Allami (2012) provided effective CLT by using teachers' talk to scaffold students' learning of English in the Iranian context. Even though CLT was embedded in children's learning, it was not necessary for CLT to be applied in daily communication outside the classroom but the challenge remains to learn another language in rural and remote areas.

2.3.3 Cascade model of in-service training

The term "in-service teacher training" (InSET) refers to training that takes place while teachers are employed at school or 'in-service.' In-service teacher training around the world deals with attempts to develop teachers' expertise through professional development. Professional development for teachers requires a holistic view including selecting an effective and efficient model of training that suits the teachers' needs. In developing countries where teachers are dispersed in rural and remote areas, a cascade model of in-service teacher training (e.g. Bax, 2002; Hayes, 2000; Weddel, 2005) has been used as a means of implementing training to improve teachers' competence. The cascade model is preferred to reduce costs and maximise benefits on a large-scale training. Bax (2002) suggested that from the experience of South African, non-native English speaking teachers being trained in England and returning to teach in South Africa where the social and cultural dimensions should not be ignored, a cascade teacher training model was expected to be successful since effective training benefitted from understanding contextualised social and cultural factors.

It is generally assumed that in using the cascade model of training, the effectiveness lowers by the time the training cascades down to classroom practices (Gilpin (1997), since the impact is diluted. Bax (2002, p. 165) carried out personal communication with his research participants which reflected the worries: "It is as if at every level of the cascade there is a sieve and only a certain amount of what has been said sifts through so that by the time it reaches ground level, the classroom teacher, there is only a fraction of the original training."

In contrast, Hayes (2000) examined a nationwide project in Sri Lanka which used context sensitive, collaborative, and reflexive teaching. It involved teachers in managing their own professional growth, while at the same time taking account for frameworks agreed to at the national level. In that way the cascade model of training promoted genuine development rather than a surface compliance about how to promote professional development.

A study by Weddel (2005) conducted in China with 511 teachers completing a cascade training model which introduced new procedures for teaching English for young learners. It found that the cascade model was considered to be cost effective for a large

number of participants, suggesting that provision of training alone did not guarantee that the aims of cascade training would be implemented in the classrooms. If a cascade training project was engaged to achieve the maximum goals, parallel planning to include content and context should be carried out in order to avoid potential conflict when the new strategies and procedures in teaching were being introduced. In the Weddel's study, changes in pedagogic practice were seen in at least two issues; first, teachers admitted that they were able to manage large classes, and second, teachers were able to introduce activities despite the shortage of time.

In summary, it is important to note that the cascade design is an appropriate model to be enacted in the context where "one-push" training for professional development is not possible. In the Indonesian educational context, in particular, a cascade model fitted the need for teachers to improve their professionalism. Additionally, the massive number of potential trainees throughout rural and remote Indonesia and limited number of master trainers and ELT specialists demanded a layered training model. Thus, a cascade model engaged by ELTIS fitted the needs in such socio-cultural condition.

2.3.4 Instructional material

Historically, madrasah was considered to be a religious teaching institution that provided students with a basic education, especially Islamic teachings, but under the National Educational Law (UUSPN, No.2/1989) madrasah became a general school with Islamic subjects added to the curriculum (Qosim, 2007). The government policy change of madrasah education has caused a change to the curriculum, the role and function of madrasah in the system of national education and provided a new curriculum for schools. As a result it is perhaps appropriate to suggest that the Indonesian government should have included or added Islamic intent that would educate madrasah students by inserting Islamic content into the English materials and resource packs in an effort to contextualise ELT and make it more adaptable to the local culture (see also: Brown, 2007; Kirkpatrick, 2007; Rohmah, 2015; Tomlinson, 2005). Brown (2007) recognised the importance of understanding culture in learning a language. According to Brown, whenever teachers teach a language, they must realise that they also teach a complex system of cultural customs, values and ways of thinking, feeling and acting and they should be ready for cultural shock that may happen in the classroom. Similarly, McKay (2003) argued that culture plays a

significant role in language pedagogy in two ways. "First, cultural knowledge often provides the basis for the content and topics that are used in language materials and classroom discussions. Secondly, pragmatic standards are frequently based on a particular cultural model"(p.10).

According to Richards (2006) the effective instructional materials in language teaching are transformed by taking into account several factors including teacher, learner, and contextual aspects. He further elaborated that the teacher factors comprised teachers' capability and proficiency, trainings and experiences, cultural background, and preferable teaching strategies. The learner factors encompass preferred learning style, the students' need for language learning, students' interest, and learning motivation. Contextual factors included the classroom condition, school culture and sociocultural condition, class sizes, and the availability of materials and other teaching resources such as book, booklet, realia, and student worksheet.

Furthermore, Kirkpatrick (2011) argued the importance of providing opportunity for the people who study English language in the regions to study the culture of the region. This argument supports the inclusion of local culture into English instructional material. He believed that by engaging local culture children will be aware of their identity and will also build a strong foundation in two languages (their national language and English language). In the ASEAN context, as it is generally acknowledged that this site is so multi-lingual, he offers a multilingual model of ELT. He ensured that "under a multilingual model, native-like competence is no longer a desired goal" (p.222). Under this model, he advised that a learner of English does not need to sound like a native speaker when communicating in English. It would sound natural if she/he performed as a multilingual speaker. This gives perfect opportunity for learners or an adult to learn English competently. Consequently, learning English can be done or started at secondary school.

Apart from that, Richards (2006) had already identified two key factors in the provision of quality instructional materials. First was the theory of language and language use, and the second was a theory of language learning, two factors that are considered crucial in linking theory and practice. With this in mind, instructional material provided in the teaching and learning process should accommodate the principle of adaptability, in the sense that the materials (resource packs, books, guides, texts, and any other materials) used for teaching and learning should be culturally adaptable.

A study by Rohmah (2010) identified that instructional materials play a crucial role in any ELT programme. Her research suggested that the quality of ELT materials in West Nusa Tenggara Indonesia needed improvement given that there were major weaknesses in the use of cheaply printed student worksheets called *Lembar Kerja Siswa* (LKS). Materials used should be in line with students' needs in language learning by contextualising the learning of English with local content and applications. So far, the development of ELT in English speaking countries has relied on developing quality resource materials that were authentic (Brown, 2007; Richards, 2007; Spratt et al., 2005). It is a challenge for teachers in madrasah to adjust materials in order to meet the learners' needs as writing materials was often beyond the teachers' ability and expectations but rather more beyond their expectations as language teachers than their capability to develop contextualised resources. Teachers' lack of ability in designing or providing good instructional materials might have impacted students' learning attainment (see also Richards, 2006; Tomlinson, 2005).

The Islamic resource packs provided by ELTIS were well received by teachers as supplementary materials (Rohmah, 2010). Any further implementation depended on school policy. Prior to using ELTIS packs, school principals had benefitted financially from assigning teachers and students to use the worksheets as the publishers provided school principals with "promotional" money and other gifts when teachers purchased their published student worksheets (Rohmah, 2015). By using Islamic resource packs, the schoolmasters were no longer tempted to think about their own "business" interests. Students' learning attainment became a priority. However, it is a fact that some schools continued to use the inferior student worksheets.

2.4 The Sustainability of Teacher Professional Development

2.4.1 The long term impact

The sustainable impact of professional development affects the chances that the benefits will endure. Sustainability is a function of local ownership, resources, and teacher capability. Sustainability is understood as the ability or capability of something to be maintained or to sustain itself. Sustainability is related to what we need for living without threatening the people but providing a potential for satisfying their needs in the future (Land Learn NSW, 2015). This definition is aligned with UNESCO in defining sustainable development in which it relates to the process of change and is heavily reliant upon local contexts, needs,

and interests (Blewitt, 2008; Wals, 2014). Therefore, sustainable development is an 'emerging concept' in two ways, firstly because it is relatively new and evolves as we learn to grasp its wide implications for all aspects of our lives, and, secondly because its meaning emerges and evolves according to local context (Wals, 2014).

Sustainability of a program in the English language learning context in rural Indonesia is the "continuation of benefits after major assistance from a donor has been completed" (ELTIS, 2009, p. 4). The sustainability of the ELTIS training, therefore, does not necessarily mean that all activities and inputs funded by the donor should be sustained over time. The sustainability of a program should be reviewed in terms of good development practices and strategies implemented by teachers after their completion of the ELU and CELTT training. ELTIS (2009) reported that:

> There is a high degree of local ownership and willingness to carry on the practices within the three English language teaching centres, including UIN SA in Surabaya, IAIN Mataram in WNT, and STAIN Watampone in South Sulawesi. Yet in 2009 explicit commitment had not been made by the institutions to continue the in-service training. By the end of 2010 ELTIS arranged treatises with Rectors, MoRA and local governments to attempt to get the commitment to sustain ELTIS practice (p.14)."

This review took into account some aspects of sustainability of the ELTIS training program which contributed to beneficial impact on quality of pedagogy. As this training finished in 2010, the focus of this study reflected the endurance of good practice in existing locations under the ELTIS program in three selected districts only. Reasons are given in the methodology chapter for the selection of locations. Continuous quality improvement done by the English teachers is best supported by ministry at the local level. Dissemination of good practice was implemented by those who were involved in teacher support groups such as district trainers and senior teachers. The long term impact showed the need for ongoing professional learning which involves many stakeholders.

2.4.2 Contributing factors to a sustainable language pedagogy

The contributing factors to the sustainability of a language training program may vary from district to district and case to case. There are contributing and inhibiting factors in sustaining the quality of pedagogic practice. As a minimum, the following factors promoting practical sustainability, based on AusGuideline in 2005 include: policies, training and

awareness, management and organisation, ownership and participation, financial resources, technology, social-gender-cultural, and external factors (ELTIS, 2009). From the document review, it became evident that changes are likely to be influenced more by external support than by self-sustaining measures. External in this context relates to the support from outside the target participants, in this case Ministry of Religious Affairs (MoRA), local government (Pemkab), related non-government organisation such as NU, Muhammadiyah, and the like, but not students' parents nor madrasah foundation.

The study by Warburton (2003), on *Deep Learning and Education for Sustainability,* showed that the contributing factors to deep learning for a sustainable educational program were influenced by the key strategy in which students extract meaning and understanding from course materials and experiences. It is the interrelationship among students, school, society, environmental, economic issues, and interdisciplinary thinking, that deep learning becomes relevant to the context of a sustainable educational program. By way of contrast, Hendayana (2007) researched the development of the InSET model for improving teacher professionalism in Indonesia revealing that teacher support groups, the so called Musyawarah Guru Mata Pelajaran (MGMP) played a pivotal role in contributing to a sustained professionalism and innovation. It is therefore important to strengthen teacher support groups that may improve the benefit to the teacher professional development.

2.4.3 Inhibiting factors of a sustainable program

The inhibiting factors for sustainability of a program usually very much depend on the people involved in the program. Santiago-Brown, Metcalfe, Jerram, and Collins (2015) pointed out in their study of a sustainability assessment training program that there were two factors related directly to the sustainability of a program. The first factor was the program manager. If the appointed person lacks appropriate background and experience, the program will not succeed. The second factor was the program peers. If the people involved in the project do not display personal ability but they are willing to perceive and adopt good examples from other members or participants, their program will be sustained. In other words, the sustainability of a program could or could not succeed dependent on the good will and capacity of the participants. And thus, the inhibiting and enabling factors are impacted by the people involved in the project.

Apart from people involved in the project, other inhibiting factors for an enduring program relate to the context where the program is being implemented. This includes social, economic, and political circumstances. Fullan (2007) pointed out that factors affecting the success of continuous learning depend on the perspective of teachers in understanding organisational and institutional factors that build meaning onto educational change. According to Fullan, learning in context, lateral capacity building, and social systems have also been determining factors for the sustainability of an educational innovation and change. Thus, if the long term impact of a program can be determined by a social system or the context of the program, the social system and context can also inhibit the endurance of a program's impact.

2.5 Theorising through Narrative

One of the traditions in qualitative study is narrative research (Creswell, 2006). The endeavour to research experience has been the focus of narrative investigation (Clandinin & Connelly, 2000), an approach that investigates the way a story is told by considering the viewpoint of the participants (Webster & Mertova, 2007). By using a narrative approach this study is leading in theory building in the social sciences. As a relatively new area of research (Chase, 2005) story-telling is being used to capture teachers' views and experiences in their language of choice when discussing the long-term impact from their experience of ELTIS. There is philosophical rationale for employing a narrative approach. The study attempts to explore the range of opinions and arguments involved and a narrative approach allows the multiple lenses to be accessed on the experiences of the participants. This approach allows a deep understanding of teachers' and teacher trainers' educative efforts to improve their practices through their own lived-experiences (Clandinin, Pushor, & Murray Orr, 2007) following professional language training. Thus their stories represent a journey of what they know and how they know (Johnson & Golombek, 2002). Based on Dewey's (1916) educational philosophy, every one of us is a knower who reflects upon such knowledge through experiences. Narrative approaches have played a pivotal role in researching educational practices through teachers' lived experiences since then (Clandinin & Connelly, 2000; Johnson & Golombek, 2002). Thus, the emphasis of narrative research has been based on the participant lived-experiences in interaction with the researcher. It

represents the participants' points of view through a narration based on the researcher's deep understanding of the participants' experiences.

Stories by teachers could appropriately deepen teachers' reflections on their practices. Teachers have divergent stories about their classroom teachings and their stories of personal and professional development. Thus, the narrative approach is like following the teachers' way of thinking, their reflection, their desires, needs, and feelings. Their enthusiasm in teaching and hindrances that they face during their career are best to be recorded and described well in order to listen their voices accurately. Additionally, Johnson and Golombek (2002) pointed out that by using narratives of teachers' lived-experiences this approach "can provide transformative quality in teachers' personal and professional lives and in teacher education itself" (p.10).

 In summary, adopting a narrative approach in the social science provides trustworthiness of data collected for analysis. Participants express their experiences and the researcher captures their understanding verbatim. Whereas reliance on a researcher's recall of views and experiences from written notes at an interview may act as a filter to the reality and accuracy and richness of the data gained from a narrative approach, an approach that invites the participants to tell their stories. The approach also allows for data to be collected in the participants' home language, the means by which stories are told which represent an accurate record of values and knowledge.

2.6 Theoretical Framework

This section details the conceptual framework underpinning the theories and concepts of pedagogical knowledge and the practice of ELTIS program implementation. The classroom pedagogic practices in this study were developed under theoretical and practical displays. Theoretically, the classroom pedagogic practices were constructed upon the theory of communicative language teaching and motivational theory. In practice, the classroom pedagogies were based on the madrasah system in the socio-cultural circumstance where rural drawbacks influenced practice; this condition initiated ELTIS to employ a three layer cascade training model.

Based on the account above, teachers in the disadvantaged madrasahs have recognised their role as motivators in language learning. Teachers in those areas were actually not "empty bottles" to be filled by ELTIS with theoretical knowledge and pedagogical skills. They came to the training with divergent background knowledge. However, the innovation of language teaching brought about by ELTIS gave new wind of change and this transformation in language pedagogy has been welcomed by teachers who had been so enthusiastic about the ELTIS innovation. The English classroom pedagogic practices in those areas have been coloured by teachers' new knowledge and skills developed through the program.

As this research took place in a certain society with particular sociocultural conditions, the study is viewed from a sociocultural theoretical perspective. Vygotsky's (1978) theory of sociocultural was taken into account in order to depict the teachers' professional development brought about by ELTIS training. In clarifying the epistemological underpinnings of this perspective, following Vygotskian theory, human cognition commences in and arises out of participation in social activities. From this perspective, "human cognition is understood as originating in and fundamentally shaped by engagement in social activities and, therefore, it follows that *what is taught*, is essentially formed by *how it is taught.* Similarly, *what is learned*, is fundamentally shaped by *how it is learned*, and vice versa" (Johnson & Golombek, 2011, p. 3). Consequently, cognition cannot be omitted from activity as it recognises and is formed by the activity. From this viewpoint, knowledge of teaching must be understood holistically, and both the teaching and learning processes are interdependent. Based on Vygotsky social theory of human cognition, Johnson and Golombek (2011, p.1) confirm that:

> Human cognition is mediated by virtue of being situated in cultural environment and it is from this cultural environment that we acquire the representational system, most notably language that ultimately becomes the medium, mediator, and tools of thought. Consequently, cognitive development is understood as an interactive process, mediated by culture, context, language, and social interaction.

From the teachers' perspectives, the teaching and learning process in the classroom will increase teachers experience and engaging the teachers in an in-service training will develop their teaching expertise. As ELTIS had based their practice upon the premise that

individual cognition emerged through a sociocultural interactive process, the professional development must be understood as the interactive process mediated by culture, language, and social interaction. Then it could be concluded that the innovation provided by ELTIS had ultimately laid a foundation for the development of teaching expertise. The working concept of this research study is represented in Figure 2.2.
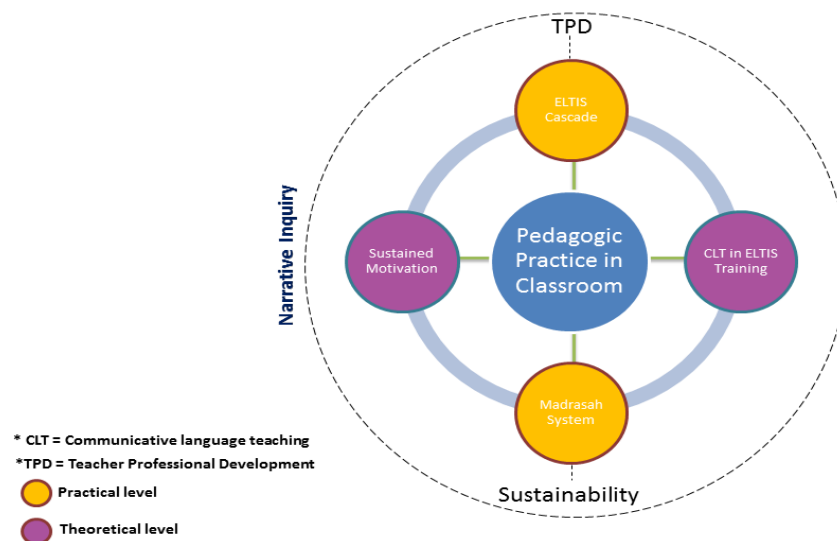
Figure 2.2 Conceptual framework of this research study

Pedagogic practice in this figure has two axes; the horizontal axis represents the theoretical base which contains the theory of communicative language teaching and the theory of motivation. The vertical axis is the practical base to elucidate what has been the practice of ELTIS in service teacher training using a Cascade model in the madrasah system with socio-educational and socio-cultural conditions which may have influences the practice. Teacher Professional Development (TPD) is the outer frame representing pedagogic competence and language performance of the EFL teachers in rural areas, and how the TPD sustained a longer term impact.

The research approach employed to unite the entire working concept was a narrative inquiry method that expressed the situation in madrasahs from the point of view of the teachers through their narratives. This is an appropriate method for this research to capture teachers' experiences before, whilst, and after ELTIS training as the reflection of

their pedagogic competence. In this study a narrative approach befitted a means through which teachers represented their systems of knowing and flourishing that foster and sustain their professional development throughout their occupation (Johnson & Golombek, 2002). The discussion of the methodology in conducting this research will be detailed in Chapter 3.

In summary, pedagogic practices in the madrasah system comprises many important elements. In this chapter, the review, definition, and description of language pedagogy have fundamentally formed a theoretical framework as the basis for researching the long term impacts of a teacher training program in rural Indonesia. It is important to note that education in the area has been built within a particular set of social and cultural conditions. The literature on madrasah education has indicated that there were important challenges to ensure that teachers were able to access on-going professional learning and training.

CHAPTER 3

METHODOLOGY

Introduction

In chapter 2, the approach to second language pedagogy in the Indonesian context was reviewed and frameworks for sustaining effective English language teaching practice in the rural area of Indonesia was explained including teacher professional development. In this chapter, I present the research paradigm and the principles underlying the selection of the methodology and research design employed in the study. This chapter then moves on to outline the data collection of participant observations, narrative interviews, document analysis, and focus group discussion. The last section of this chapter comprises the data analysis methods of categorising and coding, thematic analysis, interpreting and translating, and data validation techniques employed in this research.

3.1 Research Paradigm

Trochim (2006) pointed out that philosophically "all research is based on assumptions about how the world is perceived and how we can best come to understand it." Epistemology, ontology, and methodology are central as philosophical bases to design and conduct research (Lincoln & Guba, 2005; Neuman, 2014). Epistemologically, knowledge is built upon questions such as how we come to understand an individual's worldview. Ontology involves the philosophy of reality. So it is based on the question of 'what is real?' Methodology identifies the particular practices use to attain knowledge of it (Krauss, 2005). In understanding the divergent individuals, the research relied on the participants' views of their social and cultural situation. Thus we need a paradigm underlying the research such as the outline Guba (1990) provided a paradigm, "a set of beliefs that guide action" (p.17) comprising specific philosophical assumptions that describe one's worldview (Mertens, 2007).

It is generally acknowledged that society is constructed by individuals and their behaviours (Carley, 1991). This research has built a foundational framework to portray the pedagogic practices of individual teachers within their social and cultural conditions. The

study employed constructivism as the mechanism to examine and understand teachers' approaches to English language teaching in selected rural madrasah of Indonesia after the innovative English Language Teaching (ELT) training was introduced. Creswell (2003) identified that in constructivism humans engage with their world and make sense of the world based on their historical and social perspective as humans who were born into world of meaning bestowed upon them by their culture. So an understanding of meaning in the society must be based on an interpretation of individuals and their stories (Johnson & Golombek, 2011). As such, meanings are best drawn based on the interactions of the research participants with their communities.

3.2 Research Design

This study employed a qualitative research design for two reasons. Firstly, the method allowed me to examine examples of the most disadvantaged rural madrasahs of Indonesia that were rarely researched. The method was also used to explain social and cultural realities underlying the pedagogic practice where teachers enacted communicative language teaching introduced by the English Language Training for Islamic Schools (ELTIS) through a cascade training model. Data in the form of words and stories told of the teachers' lived experiences in the field characterised the qualitative nature of the study. The other reason for implementing a qualitative research design was that this method enabled me to describe some of the issues: while being marginalised, the rural madrasahs' teachers were still able to maintain teaching and learning process. Therefore, values, beliefs, and characteristics of rural society may be best approached by utilising qualitative design.

In attempting to catch thick and rich data, this research employed a narrative approach (Bauer & Gaskell, 2006; Bogdan & Biklen, 2007; Clandinin & Caine, 2008; Creswell, 2012) in the sense that the significant proportion of information collected was based on the participants' stories of their experiences in teaching English, before, during and after ELTIS teacher training. Clandinin and Connelly (2000) argued that narrative inquiry is first and foremost a way of understanding experience. Narrative investigation is particularly appropriate when the focus of the study is coming to know and understand changes made after English language teachers completed specialised training and its sustained form through the cascade model.

The organisation of this chapter reflects the process of utilising qualitative research design. First, the research procedure was set to meet the context of the participating teachers, many of whom had received limited or no previous pedagogical training beyond Islamic studies. Secondly, data collection method manifested the uniqueness of madrasah in rural Indonesia where it is largely neglected by government but which have been enduring. Thirdly, data analysis method was done to find specific events to build thematic categories. A deep understanding of common practices influenced by ELTIS training and other factors may not be generalisable to any other educational jurisdiction. In this framework, a qualitative research design is "more concerned about the issues and richness, texture, and feeling of raw data"(Neuman, 2000, p. 122) since an inductive approach relies on the development of insights into the collated data.

3.2.1 Research design and procedures

The following is the method of the research illustrated in Table 3.1 that outlines the procedure, including research questions, the instruments used, the form of data, and the organisation of analysing the collated data.

In this section, I revisited the research questions as stated in Chapter 1. These research questions focus on sustainable features of effective second language teaching practice in madrasah schools that formed the basis of data collection and analysis:

(i)   How have the successful teachers of English at Madrasah Tsanawiyah adapted their pedagogic practice since ELTIS training within the socio-cultural conditions of rural Indonesia?

(ii)   What motivational and classroom management strategies have teachers developed in teaching English and what has been the impact on their students?

(iii)   To what extent has the ELTIS educational innovation been sustained over time as the teachers engage in their pedagogical practices?

To answer the first research question, the instrument needed was document analysis from the ELTIS project data base, including ELTIS design document, training manuals, independent completion report, and the exit sustainability report. The purpose was to connect particular aspects or skills to get teachers' profile and to contrast change over time. To answer the second question, narrative interviews and classroom observations were

engaged to identify the motivational and classroom management strategies and to compare the classroom pedagogic practices enacted by the eight teachers under study. To answer the third question, narrative interviews, classroom observations, focus group discussion as well as document analysis were employed to discuss their responses during the implementation phase following ELTIS teacher training and to verify the interview data against the documents. The project began in 2007 and the data collection extended through to 2014. Table 3.1 indicates the procedure followed in phases from data collection through to analysis.

Table 3.1: *The research procedure in data collection and analysis*

Research Question	Instrument	Form of Data	Participants	How to Analyse
How have the successful teachers of English at Madrasah Tsanawiyah adapted their pedagogic practice since ELTIS training within the socio-cultural conditions of rural Indonesia?	Document analysis	ELTIS project data base, Design Document, Training Manuals and Modules, Exit Sustainability Report, Activity completion report	1 project officer	Systematic coding, categorising, and checklist, to connect particular aspects/skills to get teachers' profile Analysis to contrast changes
	Observation	Observation sheet in English classes	8 teachers	Itemise the observation result (frequency & examples) of ELTIS practices Find the gaps/issues remaining from ELTIS in madrasahs today To reinforce perspective of the members
	Interview	Transcripts of interview records	8 teachers + school principals + district trainer	
	FGD	Transcript of discussion record	MGMP members +DT + MT	
What motivational and classroom management strategies have	Interview	Transcripts of interview records	8 teachers + school principals + district trainer	Identify motivational issues

teachers developed in teaching English and what has been the impact on their students?	Observation and video recording	Observation results/ field notes and video records	8 teachers	Categorising motivational strategies to compare 8 participants
To what extent has the ELTIS educational innovation been sustained over time as the teachers engage in their pedagogical practices?	Interview and observation	Transcripts of interview records, observation notes	8 teachers + ELTIS leaders + master trainers + principals + regional coordinator	Transcribe teachers' and other participants' evaluation for sustainable practices
	Document	Documents of teacher certification, qualification, and annual appointment letter	-	Verify interview data against the documents since ELTIS in 2007 up to 2014

Data were gathered through multiple methods. First, to answer the first question about "How have the successful teachers of English at Madrasah Tsanawiyah adapted their pedagogic practice since ELTIS training within the socio-cultural conditions of rural Indonesia?," I used document analysis, interviews, observations, and focus group discussion as data collection instruments. Interviews as aforementioned were conducted with 18 participants to find the gaps and issues remaining from ELTIS in madrasahs at the time of the research. I preferred to employ narrative interview to understand teachers' experiences through their stories. Document analysis was used to obtain teachers' profiles since following ELTIS and to contrast changes they had made. Observation was used to collect data of what was being practiced by the successful teachers of English in adapting their pedagogic practice since they participated in ELTIS training, up to implementing the ELTIS approach into their socio-cultural conditions. Two focus group discussions were held to compare perspectives of the members in attempting to crosscheck between their understandings of, for example, student-centredness in communicative language teaching approach with what have been practiced so far.

Second, to answer the second question about "What motivational and classroom management strategies have teachers developed in teaching English and what has been the impact on their students?," I utilised interviews and observations. Interviews were conducted with eight teachers to identify the motivational issues. The interviews also explored the motivational strategies they had engaged so far. I expanded the interviews about motivational issues with district trainers and school principals for additional information from their perspectives. I organised school visits in three madrasahs in district of Bondowoso, three madrasah in district of Probolinggo, and two madrasah in the Pamekasan district to observe the teachers' actions in enacting a fun and authentic learning use of games and student-centred activities in their classrooms. These classroom observations were mainly done to compare the eight teachers' performances in engaging the principle of communicative language teaching and learning they got from ELTIS.

Third, to answer the third question about "To what extent has the ELTIS educational innovation been sustained over time as the teachers engage in their pedagogical practices?", I applied interview and document analysis. These two instruments were used to verify interview data since the ELTIS in 2007 – 2010 documentation to identify the current practices. Interviews with predetermined participants were partly changed from the target outline. For instance, the interviews conducted with school principals shifted from one district one principal to two principals in the Bondowoso disctrict and one principal in the Probolinggo disctrict. The ELTIS regional coordinator in Malang initially proposed was postponed and transferred to her UIN SA Surabaya office. The interviews with ELTIS team leader needed additional information from ELTIS project officer who knew and kept the ELTIS project documents.

The next step was the data analysis process which included *systematic coding* under which setting, topic, and subject were coded. This coding has been identified from the records held in the ELTIS training practice documents. The purpose of systematic coding is to reduce redundancy or overlapping, to ease reading, to make sense out of text data, and to breakdown codes into wide-ranging themes (Creswell, 2012). The data that have been selected provided evidence for each theme which came from teachers' lived-experience through their stories before, during and after ELTIS training. The process of the data analysis included transcribing, categorising, and thematic analysing. Data validation included correspondence between activities and verifying interview results. After transcribing the

interview records, I validated the transcripts with a small team I organised which included a master trainer, a district trainer, and a senior teacher. I contacted the team and sent email messages asking them to read the transcript of their spoken texts and adjust as necessary or confirm that the transcript was an accurate record of how they wanted to be represented.

3.2.2 Research site and participants

Criteria for selecting participants were set previous to data collection in the field. The researcher selected individuals and sites to learn or understand the central phenomenon as suggested by Creswell (2012, p. 206). One of the criteria for this selection was that the teachers of English at MTs had to have been involved in the training program that started with training in English Language Upgrading (ELU) level 1 up to level 4 and Communicative English Language Teacher Training (CELTT) level 1 up to level 5. Another consideration in determining the participants was by recommendation from the local MoRA officials and the chief MGMP in the selected areas based on the active involvement of the teachers in the community of practice, that is the teacher support group, and suggestions from other institutions committed to monitoring teachers' development in the private Madrasah sector.

The research sites were confined to the province of East Java, Indonesia. The two districts of Bondowoso and Probolinggo were chosen as representative of rural areas of East Java known as "Daerah Tapal Kuda" or *horse shoe region* (ELTIS doc.2007). Three Madrasah Tsanawiyah in each region were selected and observed based on availability of the schools and the English teachers who had been engaged in ELTIS training program in 2007-2010. In addition to these two districts, the Pamekasan district on the island of Madura was selected to represent a rural area of the province. It is located on a separate island apart from main island of Java. Two madrasahs were available to be visited and observed. Thus there were eight madrasahs observed in those three districts altogether.

I thenceforth visited the sites in Bondowoso, Probolinggo, and Pamekasan to conduct interviews, observe classrooms, and hold focus group discussions. Therefore, the participants of this study included eight English teachers from three regions in East Java as key participants, two Master Trainers, one District Trainer, one teacher support group coordinator, one ELTIS regional coordinator, one ELTIS team leader, one project officer, and 17 teachers from two different teachers support groups, 34 participants altogether. In

qualitative research design it is possible and allowed to extend the number of participants
(Creswell, 2012).

Table 3.2: *The research sites, techniques, participants, and type of data*

District	Name of School/Place	Data Collection Technique	Participants	Type of Data
Bondowoso	MTs Nurus Salam	Class Observation Interview	Salam	Observation sheet Photographs Interview Record
	MTs Bustanul Ulum	Class Observation Interview	Iwa	Observation sheet Photographs Interview Record
	MTs Al Hidayah	Class Observation Interview	Aisa	Video of Teaching Interview Record
	Yuli's Place	FDG	8 teachers /MGMP members + 1 DT + 2 MT+1Principal	Notes and Record of Members' Perspective
Probolinggo	MTs Darulughoh wal Karomah	Class Observation Interview	Yasmin	Video of Teaching Interview Record
	MTs Walisongo	Class Observation Interview	Wulan	Video of Teaching Interview Record
	MTs Zainul Irsyad	Class Observation Interview	Herman	Observation sheet Interview Record

	MTsN Pajarakan	FDG	7 teachers /MGMP members+2 DT	Meeting Notes of participants' perspective in teaching English
Pamekasan	MTs Miftahul Ulum	Class Observation Interview	Nadifah	Observation sheet Interview Record
	MTs Sabilul Muttaqin	Interview Class observation	Rahman	Interview notes Observation sheet
Surabaya	UIN SA	Interview Interview Document Review	MT1 Reco -	Interview Record Interview Record
Jember	Moonear's Place	Interview	MT2	Notes
Denpasar	IALF Office	Interview Document Review	ETL Projoff	Interview Record
Bondowoso	MTs Nurus Salam MTs Bustanul Ulum Nikma's Place MTsN1	Interview Interview Interview Interview	Prin2 DT MGMP Co Prin1	Interview Records Interview Notes+ document files Interview Record
Probolinggo	MTs Darulughoh wal Karomah			Interview Record Interview notes

3.2.3 Ethical considerations

The participants of this study were protected by the *National Statement on Ethical Conduct in Human Research*, 2007. By referring to the code of ethics, participants were protected from social stigma by using anonym or pseudonym when obtaining, citing, and confirming the information from them (Denzin & Lincoln, 2011), and their information was secured at each stage of this research. First, when conducting research in the field the data were kept on electronic devices such as camera, recorder, and other electronic devices I used during the data collection. Second, the interview data were kept on my own laptop

and had some copies on my own hard drive and USB. Third, once back from the research field, the data were transferred to my locked computer in my locked office and only I had access to the data.

This ethical consideration assured that the research participants received the benefit(s) from their involvement as participants in this study as well. Their voices were recorded and reported without being known to avoid any threat that might have endangered their careers as teachers.

3.3 Data Collection Methods

This study used a range of data qualitative methods. In qualitative research, two primary data collection methods are observation and interview (Bogdan & Biklen, 2007; Creswell, 2012; Denzin & Lincoln, 2011; Hatch, 2002). Other collection techniques also used to enrich the quality of data were document analysis and audio visual recordings. Observations of classroom practice were used to identify the strategies enacted by competent teachers of English, including the teaching techniques and the learners' activities that the teachers developed themselves. During observation of these activities video recording as well as photographing were employed in an attempt to get authentic pictures of classroom activities.

Narrative interviews were designed to gather data about the participants' remembered experience before, during, and after ELTIS training. Narrative interview as suggested by Jovchelovith and Bauer (2006) was the interview technique chosen to get into teachers' experiences through their stories. First, before visiting teachers in their schools I did self-reflection via exploration of my own experience during involved in ELTIS project in 2007-2010 by which I built an interview framework. I adjusted an interview scenario or technique that met my framework to get as much as information needed. Second, I interviewed eight teachers through stories of their experiences teaching in their district madrasahs.

Document analysis was designed to examine the ELTIS project data base, design documents, exit sustainability report, activity completion report, teacher portfolios or progress reports, training manuals and modules. I utilised document analysis as a means of tracking change and development (Bowen, 2009) in which various documents of particular events such as ELTIS activity records or progress reports were used to identify the changes.

Apart from document analysis, two focus group discussions and individual interviews were conducted to gain teachers' perspectives on teaching English after the ELTIS training.

3.3.1 Participant observations

Creswell (2012) suggested that when conducting observation, only important things need to be noted. The comments scattered throughout the notes were used to complete the days' experiences, to predict about what had been theorised, to jot down additional information, and to plan the next observation (Bogdan & Biklen, 2007; Denzin & Lincoln, 1998). Being involved in the classroom activities during the observation was important. As the researcher, I witnessed the classroom practices and was able to focus on how teachers engaged the learners in the learning processes. In doing the classroom observations, I recorded three selected classroom practices by using a digital camera. At the same time I also used observation sheets to take notes and jot down my observations.

At the very beginning of the data collection, participants included teachers, school principals, master trainers, district trainer, ELTIS team leaders, and other potential participants were ready to be involved in terms of the research schedule provided. I was in the field as a participant observer. In the classrooms, I completed observation notes. The observation sheet that I developed based on elements of teachers' classroom pedagogy included promoting language learning, creating motivational conditions and engaging in communicative language teaching in context is provided as Appendix E: Observation Sheet. During the observation session, I used video camera to record the classroom activities focusing on teachers' teaching practice. By referring to the activities done in class by the teachers, a further discussion after class session was made one-on-one to clarify the purpose of particular activities relating to communicative language teaching, motivation and related issues on pedagogic practice in the context.

As participant observer, I was in the classrooms and the teachers told the students that I was with them to learn together. This tactic worked well when they welcomed me and they looked natural and showed friendly attitude. When teachers gave tasks to the students and he/she was going around monitoring and giving help to do the tasks, I was also walking around to see what the students were doing and to capture how effective were the

teachers' instructions. This was one of the reasons for employing participant observation i.e. to portray the data directly in the field under study.

The other reason for engaging *participant observation* was to ease me in portraying participants' perspective directly to be involved with all participants in the field (Hatch, 2002). Therefore, these observations provided the qualitative data which consisted of field notes to describe activities of the teachers and learners in the classrooms. Specifically, the data obtained focused on the classroom pedagogic knowledge and skills that were used by the English teachers in teaching English lessons to promote learning and to engage students in learning English.

3.3.2 Narrative interview

Interviews addressed to the selected MTs English teachers were intended to get information on aspects of language pedagogy they had gained from ELTIS training. These included their understanding of communicative language teaching, the relationship of motivational strategies to improve students' learning, the benefits and drawbacks of the cascade model in their context and how the participants enacted all aspects of their classroom practice. Narrative interview was employed to enable a smooth discussion. The narrative interview, as suggested by Jovchelovith and Bauer (2006), had been proved encouraging and stimulated teachers as informant to tell a story about some significant events in their lives and social context in relation to their role as teachers as well as motivators.

Theory of narrative techniques explains the word *narrative* from its etymology as being derived from the *Latin* word which means 'to report, to tell a story'. Its basic idea is to reconstruct social events as directly as possible from the perspective of informants (Bauer & Gaskell, 2006). For later theory modification, experience had to be captured through their words. The first step involved approaching the participants with questions which were not aimed to directly narrate their professional development or how to be professional teachers in the sense that the Indonesian particularly Javanese and Madurese culture is not straight forward. For example, I could not ask them directly to tell me stories about their experiences as teachers. It needed an introduction question or small talk or even just telling a humorous story or current political issue such as "who will be the next Indonesian

president?" The strength of this method was that teachers were able to talk freely about their experience in teaching English.

The next step in this technique was the selection of questions that had been prepared to propose first with anticipated follow-up questions if the first question was not answered. I had to be wise in proposing questions and extracting meaningful follow-up questions if the interviewee stopped telling their stories. Not all questions that had been prepared were asked. The principle in this stage was that I gave my interviewee sufficient time to tell his/her story as much as possible. The art of the narrative interview technique was to maintain a situation where the teachers were eager to share their stories. I would call 'heart melting point', the situation where a teacher was open to share their feelings. Sometimes teachers hid their information, but when they had reached a stage of a 'melted heart', they would tell lots of things.

In addition to the English teachers, interviews were also conducted with the ELTIS team leader, regional coordinator, two master trainers and a district trainer to gain the data around the implementation aspects of the project, and to a project staff member. All these people were those who held the positions in 2007-2010 ELTIS training and thus their level of advice was outstanding. The project staff officer was not previously listed in the proposal, but when I interviewed the ELTIS team leader in IALF office in Bali I was aware that I needed to access the documents of ELTIS project, and she suggested also interviewing the project officer, so I asked him for assistance. Interviews were also conducted with two school principals in Bondowoso district and one in Probolinggo district to understand the effect of the training on the schools at an institutional level and their perception of changes in teachers' practices.

By engaging in a narrative approach, the lived-experience of the teachers and the other participants of this study were exposed through stories they told (Webster & Mertova, 2007) and hence provided data essential for this discussion. A detailed discussion of why this is a useful methodology in this study appears in Chapter 2, section 2.5. By analysing their stories, the narrative approach exposed the teachers' classroom practices before following the ELTIS training and the changes they made after years since the training. The teachers told stories about their classroom teachings and their stories of personal and professional development. Thus, the narrative approach followed the teachers' way of thinking, their reflections, their desires, needs and feelings. It further captured their

enthusiasm in teaching and exposed hindrances they faced during their professional career. It was their personal voices reporting their own experiences.

The narrative approach was recognised as portraying and reflecting the teachers' lived-experiences and perspectives (Clandinin & Connelly, 2000). Firstly, this discussion explains the related features of effective pedagogic practices in teaching English. Effective pedagogy must focus on the aspects needed to enhance children's learning to obtain knowledge and skills (Van Manen, 2013). Therefore, their teaching and motivational strategies, classroom management and language of instruction engaged students in learning English language. Their successful practices provided the basis for acknowledging the need for ongoing professional development in teaching English as a foreign language in rural Indonesia.

Secondly, the narrative approach documented the changes of English language pedagogy as the impact of ELTIS training. There is significant contribution of social and cultural conditions to improve classroom practices as pointed out by Johnson and Golombek (2011) who viewed the fundamental social engagement in shaping human cognition based on Vygotskian sociocultural theory. The ELTIS training shaped the teachers' understanding of language pedagogy that met their needs in such socio-cultural context. Thirdly, the narrative approach was useful to expose the educational innovation carried out by ELTIS. The ELTIS training focused on how the cascade model of training is sustained over time by involving community of practice i.e. teacher support groups. This is in accordance with Lantolf and Thorne (2007) who suggested the importance of society participation in the effort to improve second language teaching and learning process.

3.3.3 Document analysis

For document analysis, as the researcher, I have documented particular skills to capture the teachers' profile. The document analyses have helped me distinguish changes made by teachers pre- and post-training in 2010. Data from the ELTIS project data base, design documents, independent evaluations, training manual, and reports were used to describe both the context and issues to do with the implementation of the project. These data provided valuable information in helping me as researcher to understand the central phenomenon in the study (Creswell, 2012). In particular, the document of the project data base which included a needs analysis document, internal evaluation, and teacher portfolio or progress report were systematically coded, categorised, and listed based on teachers'

lived experience and perspective to connect particular aspects or skills to obtain the teachers' profiles. The training manuals and modules as well as independent completion report were used to compare with the current practice. This was particularly valuable to identify changes that occurred.

3.3.4 Focus group discussion (FGD)

The purpose of conducting the Focus Group Discussion (FGD) was to gain knowledge of what has been the pedagogic practice of MTs English teachers after several years since they joined the ELTIS teacher training. This group discussion was directed toward teachers especially in the area concerning current issues about teaching English using ELTIS method. Specifically, the focus group discussion was used to collect information from the teachers in reflecting on their teaching methods. It is important to understand teachers' perceptions of the importance of enacting communicative language teaching engaged by ELTIS into their situations. By conducting FGD, the diverse perspectives of each teacher and their opinions toward the implementation of the educational innovation could be investigated.

The FGD procedure included:

- Approaching focus group facilitation, contacting District Trainer (DT) to contact remaining teachers' support group called Musyawarah Guru Mata Pelajaran (MGMP) members. The DT helped facilitate the meeting.

- Approaching Master Trainer (MT) in the area to be moderator who led the meeting. In this research the MT contacted was the MGMP coordinator for Bondowoso area. She was simply helpful to moderate the discussion and she provided a place for the meeting as well.

- The MGMP members had agreed to meet in MT Yuli's place on Saturday, 6 September 2014. Seven teachers, a DT, two MT, the researcher himself came to the meeting. The DT and MT assisted to moderate the discussion.

- It was agreed that everybody could share anything about teaching in their own school. The members were asked to comment about other members' situations in comparison to their own context. By doing so, each teacher felt free to share their practice without feeling shy or uneasy or losing face for they might have similar problems.

- Exploring teachers' perspectives on the central issues that have been their concerns was the next procedure. This exploration was done by recording the discussion, taking notes, asking questions and taking pictures of the teachers important for data analysis.
- At the end of the discussion, the moderators (MT and DT) debriefed, and then I continued to give an oral summary and gave feedback and thanked the teachers for their commitment and participation in this research study.

3.4 Data Analysis Methods

In an attempt to gather accurate understandings, analysis and the interpretation of the data involved verification from different sources. The data from interviews, observations, documents, and focus group discussions were analysed. The data analysis comprised transcribing, categorising and systematically coding, analyzing thematically, translating and interpreting. All the analysis processes were then validated by using data validation techniques of member checking, data sources, and searching for disconfirming evidence. To do this, I provided the participants with a transcript of their talk for confirmation of its authenticity and accuracy.

3.4.1 Transcribing

The data gathered were transcribed respectively from interviews with the regional coordinator, masters and district trainers, eight teachers, and two teachers' support group discussion/MGMP members, principals, ELTIS team leader and project officer. Ttranscription as suggested by Creswell (2012, p. 239) is the process of converting audio recordings or field notes into text data. This transcription included words, not only spoken but actions also, for example, I typed the word "[*pause*]" to indicate when interviewees took a lengthy break in their comments, or "[*laughter*] when the interviewees laughed, or "[*telephone rings or noise*] to indicate telephone call or particular sound which interrupted interviews, or "[*giggle*] to mark when the interviewee laugh nervously.

In transcribing interviews, I prepared my electronic device to play the recordings from interviews in the field. I started the transcribing process in the field particularly on the night when I came back to the hotel room where I stayed during field research and

continued until it was all done few months later. In the process of transcribing. In reality, I also did a surface analysis, like a preliminary analysis such as placing particular information under which heading or category. In this process I identified themes and categories which emerged from their telling stories about their experiences.

Identical to transcribing interviews, transcribing observation needed preparation. The procedure was complicated because while watching the video I took when doing classroom observation, I had to compare the video with my notes. Three videos were recorded during eight observations. The important part in this process was the sequence of activities performed by teachers. I had noted their activities on the observation sheet which included the procedure of teaching such as how the teacher set activities from lead-in activity up to rounding- off the lesson.

3.4.2 Categorising and systematic coding

The important element in the categorising process was organising the data that were taken during the field research into a table. Table 3.3 exemplifies key elements important for further analysis. The table below is adapted from Creswell (2012) to give example when we conduct a narrative research particularly on how to organise stories from participants' experiences. Subsequently the categorising process forms a pattern which important for thematic analysis.

Table 3.3: *Organising the story elements into the problem solution narrative structure*

Settings	Characters	Action	Problem	Resolution
Context, environment, conditions, place, time, locale, and year	Individuals in the story described as models, personalities, their behaviours, style, and patterns	Movements of individuals through the story illustrating the character's thinking about their behaviours	Questions to be answered or phenomena to be described or explained	Answer to questions and explanations about what caused the individuals to change

By considering the elements of the participants' stories the organisation of categories was performed as in a brief example in Table 3.4:

Table 3.4: *Organising the participants' lived experience in ELTIS training*

Settings	Participants	Role/Practice	Enquiry	Expressions
1. MTs Darulughoh wal Karomah-Probolinggo	Yasmin	Teaching as a full time teacher in this school for 9 years	What socio-economic condition the students come from?	:"they come from low income family who earn their lives from working in the farm" **(SEC1)**
2. MTs Alhidayah Bondowoso	Lisa	Teaching as part time teacher in this school for 9 years, and full time teacher in SMA Alhidayah for 5 years		:"most students come from other towns, they stay in an Islamic boarding house (Pesantren), most of their parents work as trader" **(SEC2)**

In order to enable me to categorise the themes, systematic coding was employed. In the above table, for example, I put labels or codes such as **(SEC1)** to symbolise *Socio-Economic Condition* type one that referred to a condition where the students in a particular school or school under study came from a low income family and **(SEC2)** for *Socio-Economic* type two to explain those parents have higher incomes. I have made the classification such as **SEC1** and the like to clarify the labels performed in the table.

3.4.3 Thematic analysis

The thematic analysis in this process was the analysis by which data gathered were classified or grouped based on the five elements indicated in the research questions. Themes were discovered from participants' expressions. They were the responses of my research questions that enquired five focus areas on teacher professional development in rural areas of Indonesia. These five elements were:

1. pedagogic practices,
2. socio-cultural condition,

3. educational innovation,

4. motivational and classroom management strategies,

5. sustainability of ELTIS strategies.

The thematic analysis interconnected those five elements to display the chronology and/or sequence of events as suggested by (Creswell, 2012) based on the teachers' stories and what others may learn from the reported experiences. Within this study, themes were identified and analysed to make the ELTIS pedagogy explicitly relevant to the local contexts in which the teachers were teaching and the learners were learning in English. ELTIS provided effective teaching strategies, which were innovative for the region and could be applied in keeping with the sociocultural conditions of the schools and education. The analysed themes, for example, included the discussion of the principle of communicative language teaching (CLT) in ELTIS training which was explicit in the engagement of Islamic resource packs that include Islamic intents in the teaching of English. Therefore, the five major themes were interconnected to build or generate a conceptual model of the pedagogic practice as the impact of the ELTIS training.

3.4.4 Interpreting and translating

Interpreting in this analysis process involved meaning making in the sense that the data gathered, categorised, and systematically coded were then g 'rationalised' to make sense out of the data. The stories told by the teachers of their experiences in teaching English before, during and after the ELTIS training provided valuable understandings of the teachers' changes in attitude and knowledge of the ELTIS strategies as they implemented them. Chase (2005) mentioned this kind of interpretation as a narrative strategy where researcher has authority to represent the narrator's or interviewee's voice. Nevertheless, I was careful in using my authority not to reduce what the interviewees' intended to say by confirming, for instance, the "is it what you mean to say?" questions. As such, the interpretation reflected the teachers' perspectives of their practices.

Interpreting also involved a translation process when the interviews or any data gathered were not in English. Utterances in English were documented in the same authentic form as they were used and in some cases the participants' English contained errors. The participants' words have not been corrected to show originality and authenticity of the data. The interviews done in Bahasa Indonesia or local languages like Javanese or Madurese were

translated into English in order to get the points of what they had expressed in the interviews. English translations are provided when participants used Bahasa Indonesia, Javanese or Madurese languages and those scripts appear beneath the English translations. Translating from local to target language required a serious semantic and pragmatic understanding in which as researcher I have to be accurate in using words to transfer the meaning or intention of the interviewees' utterances rather than translating word by word. Despite the fact that I am native Indonesian myself who also speaks two local languages Javanese and Madurese, I used Google translation software when doing the translation as an initial guide which needed substantial polishing as every user of machine translators would know. The other reason for employing Google translation was to a quick search. However, not all translations were made using the software. I used John W Echols dictionary of Indonesian- English Translation as well. I also confirmed with a Master Trainer and a senior teacher to check my translation.

3.4.5 Data validation

Data validation process means to validate or to verify the trustworthiness of data gathered from the sites. The idea of data validation was to establish a fact that we need more than one source of information (Bogdan & Biklen, 1998, 2007). Validation or verification of data meant that many sources of data were better in a study than a single source because multiple sources lead to a fuller understanding of the phenomena we were studying. In this study, data validations or verifications were done with a small team of a Master Trainer, a District Trainer, and a senior English teacher in the Bondowoso district. In this procedure, the verification of the data was necessary in order to reduce my own opinions, prejudices, and biases about multiple facts or realities in the society. Thus, I validate my narrative account by triangulating teachers' perception or reflection with the other participants' opinion.

Validations were employed by member checking, data sources, searching for disconfirming evidence (Creswell, 2012). Member checking was one of the strategies engaged in this research when coming to the sites and when data have been taken I was aware to crosscheck the data from one participant to compare with information from other participants. Moreover data gathered from an interview and observation were verified by document analysis. For example, validation results from the focus group discussions

indicated that the implementation of communicative language teaching influenced teacher training most as the means of improving the quality of teaching and learning English in the local context.

Figure 3.1 presented below is flow chart to summarise the data analysis process:

| 1. Transcribing (to transcribe all the datas gathered) | → | 2. Categorising & Systematic Coding (to categorise and give same code for similar action/expression) | → | 3. Thematic Analysing (to find theme based on category) |

↓

| 6. Conclusion Drawing (to draw conclusions) | ← | 5. Validating (to verify or check trustworthiness of the data) | ← | 4. Interpreting (to make sense out of the data/meaning making including translation process) |

Figure 3.1. Data analysis process and goal of each process

In conclusion, this methodology chapter reflects the way I conducted the full study. It provides a qualitative research approach employing narratives that identified particular issues of pedagogic practices in rural Indonesia. Explicit stages of the study included preparation, data collection, and data analysis. The preparation comprised designing the instruments needed for the data collection. The next stage of data collection consisted of narrative interviews, classroom observations, document analysis, and focus group discussion. The collated data were then analysed incorporating a transcription process, followed by categorising information, thematic analysing, interpreting and translating, data validating and drawing conclusions. This research methodology is the basis for portraying and understanding the situation and socio-condition of classroom pedagogic practice as the outcomes of a sustained ELT program carried out by ELTIS.

CHAPTER 4

RESEARCH RESULTS AND FINDINGS

PEDAGOGIC PRACTICE AND SOCIO-CULTURAL CONDITIONS

Introduction

The previous chapter discussed the research methodology including research design, data collection methods, and data analysis methods. This chapter presents research findings from the document analysis, interviews, observations, and focus group discussions. The organisation of this chapter is based on the elements of the first and second research questions: (i) "How have the successful teachers of English at Madrasah Tsanawiyah adapted their pedagogic practice since ELTIS training within the socio-cultural conditions of rural Indonesia? (ii) What motivational and classroom management strategies have teachers developed in teaching English and what has been the impact on their students?" This chapter discusses pedagogic practices including motivational and classroom management strategies engaged by the teachers and their social-cultural context.

4.1 Pedagogic Practice

> *It was a rainy morning in an early rainy season, bu Nadifah, the English teacher of MTs. Miftahul Ulum, Tenggina, Pamekasan rode her 1978 motorcycle. She wore a yellowish green raincoat and put her red helmet on and she looked even bigger than Valentino Rossi. Under the rain she was riding her Honda that has accompanied her for more than fifteen years now on unpaved, slippery and rocky rural roads. As she reached the school she found the school's wooden gate was half wrecked from last night's thunderstorm. Some students stood beside the gate holding banana leaves as their umbrella. When observing her classroom practice, I asked her why she kept on teaching in such condition; she said that she had been teaching in this school more that twelve years. She wanted to maintain her profession as a teacher and most importantly she loves the children.*
> (From field research in Pamekasan, September 2014)

This section begins with a story about Bu Nadifah. This story illustrated the conditions experienced by teachers in rural madrasahs. Although private rural madrasahs are generally marginalised in the Indonesian education system, they often demonstrate that

they can be sustained over time. To understand the pedagogic practices of teachers retrospectively, I have used an analysis of ELTIS and Ministry of National Education documents, along with interview data and observations.

As explained in Chapter 3, the document analysis included a range of ELTIS documents and Ministry of National Education documents. These are shown in Table 4.1, which also shows the abbreviations that are used through this chapter.

Table 4.1 *Documents that were analysed*

Source and Year	Name of the Document	Abbreviation
MoNE-2004	Kurikulum 2004 Standar Kompetensi Bahasa Inggris	Kurnas-2004
MoNE-2006	Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006	MoNE-Permen
ELTIS-2007	Course Design Document	CDD
ELTIS-2007	Training Manual	ETM
ELTIS-2009	Exit Sustainability Report	ESR
ELTIS-2010	Activity Completion Report	ACR

4.1.1 Document analysis

The documents for this analysis were obtained from ELTIS design document, training manuals, an independent completion report, an exit sustainability report, and final activity completion report (see table 4.1). This document analysis is important to give a clear description of the situation and conditions in which the ELTIS project was set up between 2007 and 2010. The document analysis of the initial situation is then compared with the situation and conditions today.

The ELTIS design document, section *Consolidation Activity TR 1170*, showed that the central methodology of LAPIS facilitation was that of progressive engagement with a range of partner organisations, in order to design and implement a range of targeted activities that reflect the broad goal of LAPIS which was to contribute to poverty reduction and sustainable development in Indonesia through assistance to the Islamic School

Sector/ISS (ELTIS_*CDD_1a*). Based on ELTIS monitoring and evaluation processes, the project had reported that the standard of the English teaching in Eastern Indonesia including East Java, West Nusa Tenggara, and South Sulawesi was raised. However, the contribution to poverty reduction was not clearly achieved since assistance in the area of education did not influence poverty reduction directly. In fact it showed that poverty reduction is not a short term goal.

The pedagogic practice previous to ELTIS training was described in the design document as: "At school level it was known that teachers were adopting fairly traditional styles of teaching, which tended to be teacher-centred and text-book driven, with little evidence of lesson planning. English lessons were often taught through the medium of the Indonesian language, with many instances of long teacher explanations of grammatical points without any contextualisation, followed by monotonous exercises." (ELTIS_C*DD_1b*)

It was also reported in the ELTIS design document that teachers were often using cheaply produced student worksheets called Lembar Kerja Siswa (LKS), which besides being poor in quality, often provided an old-fashioned and inappropriate model of English, with a focus on reading, writing and grammar. The document says that the teaching model has been found not effective in motivating students to learn English. Furthermore, some teachers were reported that their English skills had deteriorated since leaving university or teacher training college as they no longer have the opportunity to practice English regularly to maintain a high level of fluency (ELTIS_*CDD_1c*).

It appeared that the national curriculum change had impacted on English language teaching in junior secondary schools including madrasah Tsanawiyah. A particular challenge for teachers had been learning how to comprehend and implement both the new Competency-Based Curriculum introduced in 2004 (*Kurnas-2004*), as well as the School-Based Curriculum introduced in 2006 (*MoNE-Permen*). The newly introduced curriculum required teachers to have upgraded language skills particularly listening and speaking, and enriched teaching strategies for the new competency as well. There were not enough training and socialisation of the new curriculum except little information but not subject specific. To complicate matters, teachers in private madrasahs are not well-paid and schools are not well funded.

Data gathered from ELTIS document (Activity Completion Report) showed that ELTIS had trained 61 Master Trainer, 771 English teachers, and administration staff and

school principals from three provinces of Eastern Indonesia for about three years successively. One of the important achievements for this training was the long term human investment of, for instance, internationally recognised certificates of Cambridge University ESOL ICELT (In-service Certificate in English Language Teaching) for 61master trainers all over Indonesia (ELTIS_*ACR*).

The data from ELTIS Activity Completion Report displayed evidence that ELTIS's endeavours have shown relevant benefits in minimising the complicated drawback of teaching strategies and instructional materials or resources. Changes in classroom behaviour had been the other key benefit in improving teachers' capabilities in the classroom practices. Teachers had essentially changed their strategies from teacher-centred teaching to student-centred activities through language games, pair work, group work, and other a fun and authentic learning activities which focused on improving students' motivation and engagement in learning English. The teachers also demonstrated their ability in adapting materials which meet students' needs into their context. Table 4.2 shows the changes made by the teachers in their classroom practices.

Table 4.2 *Differences identified by the document analysis*

Before ELTIS	After ELTIS
- Teachers employ traditional learning method - Teacher-centred and text-book driven - Little evidence of lesson planning - Using cheaply printed student worksheets with old-fashioned and inappropriate models of English - Focus on grammar with monotonous exercises without contextualisation - Ineffective teaching model for improving learning motivation	- Teachers employ fun and authentic learning activities - Engage learner-centred approach - Meaningful communicative activities - Engage students in pair work and group work - Teachers adapt materials to meet students' need in their context - Focus on improving students' motivation and engagement in learning English

4.1.2 Interview results

Main interviews were conducted with the eight English teachers of Madrasah Tsanawiyah in the selected rural areas of East Java to understand their experience prior to

being involved in the ELTIS training. The interviews investigated their practice while ELTIS was established in 2007-2010, and after the training was terminated in 2010. In order to follow the presentation of the data in this section, the interview results are presented using a top down model. This model allows me to organise the research results. I started with the ELTIS authority; first with the team leader, and second with regional coordinator. The next procedure is the result of interviews with master and district trainers followed by the interview results with teachers and principals.

- **Interview results with ELTIS team leader and regional coordinator**

The interview with one of the ELTIS authorities showed that there were complexities of problems encountered by the Islamic junior secondary school teachers. According to the ELTIS team leader, during the project design phase, it was identified that most teachers of Madrasah Tsanawiyah in the three provinces demonstrated a lack of knowledge and English skills especially the teachers of private madrasahs. There was a crucial gap between states or government funded madrasahs and privately operated madrasahs. A state madrasah has always had good facilities supported by well-paid government civil servant teachers (Pegawai Negeri Sipil/PNS) who have had good opportunities to attend regular in-service training or specific workshops or seminars. In contrast, private madrasah had struggled to provide students with resources which were dreadfully limited in their schools. The ELTIS team leader explained:

> We did a lot of research in the design phase…As you know, as a *guru negeri* (government-paid teacher) they are called in for regular training programs and seminars, but teachers in private school, *sekolah agama* (religion-based school) *sekolah non agama* (secular school) MTs or even SMP Islam *SMP swasta biasa* (regular-secular junior high school), teachers generally don't get training opportunities from the *dinas* (local department of education) because they are in private schools, only in state schools provide some trainings. So we knew that there were many many teachers that never have an opportunity to have training. And also there were many many teachers who are not qualified. Just not even under qualified - they just not qualified at all, yeah, like I said yesterday; they can say "hello", "good morning", and "good bye" and then yayasan said "okay you can be our English teacher. (Interview: CB_ETL_pp2)

Numerous teachers in the '*tapal kuda'* (horse shoe) regions including Bondowoso, Probolinggo, Situbondo, Sumenep, and Pamekasan were not qualified. The ELTIS team leader in the interview stressed that the recruitment process for being a teacher of English

in madrasah was under standard. If *yayasan* had chosen a teacher, the teacher would be given privilege and she/he was seen by *yayasan* as the best teacher left to teach English. The ELTIS team leader stated that the selection of English teacher was "scary," a word she used jokingly to state that the recruitment process of a teacher in a madrasah did not meet professional standards. It is important to meet the standard of professionalism in which a teacher should hold a bachelor degree in English education or at least diploma in English. But most teachers in the districts of Bondowoso, Probolinggo, and Pamekasan had graduated from Madrasah Aliyah (Year 12 of Islamic secondary education). When this data collection was conducted in 2014 many teachers were still in the process of finishing their bachelor degree. Eleven teachers in district of Bondowoso were identified taking bachelor degree in English education in an Islamic University in Jember, East Java. This situation was one of the results of ELTIS training in motivating teachers to maintain their professionalism.

ELTIS was committed to quality enhancement in marginalised madrasahs. In designing the project before it was implemented ELTIS had done a need analysis study in those disadvantages areas. The study was researching to what extend did the teachers and the schools in those areas need improvement. The project was then designed in order to meet the teachers' and schools' needs which in turn could help enhance teachers' capabilities in delivering English lessons. The ultimate goal of this project was to improve the English language ability of the students of Madrasah Tsanawiyah through the training for their teachers. The ELTIS team leader explained:

> When you see design document, you will see that we visited quite a lot of places to decide where we should make this our as our focus. And we knew that big cities were not so they were not so much need but er…smaller places such as towns in East Java. We went to Makasar actually but if you read from the design document they no need it so we chose Watampone. And then Lombok we focused on er…Mataram but actually we called teachers from upper parts of Lombok and Gili Islands. So we really tried to reach the teachers who actually would generally **never ever** [*intonation raising*] have opportunity to receive any training…We knew that there were many many teachers that never have an opportunity to have training. (Interview: CB_ETL)

Likewise, the regional coordinator had identified the problem encountered by the English teachers in those rural madrasahs. One of the problems was about teachers' English proficiency. Generally English teachers' proficiency in private madrasahs was extremely low.

The project had identified the lack of teachers' knowledge of teaching methodology in one hand and English language proficiency in the other hand. Based on a need analysis study, the project set the training objective and materials to upgrade teachers' linguistic knowledge and skills, thence was called English Language Upgrading (ELU) course, continued by teaching methodology training called Communicative English Language Teacher Training (CELTT). The ELTIS regional coordinator for East Java confirmed:

> We identified the fact that er..teachers especially English teachers at MoRA was not only lacking in terms of methodological [*paused*] hmm…things… methodological issues related to how to teach English but also their ability in English also need to be improved. So that's why then when we continue further by giving test to them whether their ability is really low or not, then we tried to put them in a…in a…level according to their levels and then it's known that most of the teachers later on are put in English Language Upgrading training level 2 and only and only a very small numbers of them reached ELU level 4. It showed that they still need English Language Upgrading training. Based on this we design a program which er… incorporate not only methodological training but also to…to…improve the level the English ability of the teachers. (Interview: Reco_sby_pp2)

From those two interviews, it became clear that the training was intended to benefit teachers and other stakeholders in the aspects below:

- capacity enhancement of partner institutions
- strengthening provincial and district support service
- development of support framework to improve the teaching of English in Madrasah Tsanawiyah in the selected districts
- teacher professional development
- a teacher development model that was piloted, tested, and refined to ensure that it was sustainable, replicable, and could be scale-up in the longer term
- building networks and relationship across stakeholders and partner groups across levels

The extent of the project impacts on pedagogic practice and teachers' capability in adapting ELTIS strategies into their classrooms in their socio-cultural condition are shown in the interview results with teachers and principals below.

- **Interview results with teachers and principals**

The data gathered from interviews with the teachers indicated that prior to joining ELTIS training there were difficulties in teaching English. The identified factors are that the teachers:

- had a lack of knowledge and skills in English

- were poor of teaching strategies

- had limited teaching resource or material

- were following a text book or low quality printed student work sheets

From teachers' lived experiences, the narrative interview results showed that they knew how to enact materials, teaching methodology, classroom management, and motivational strategies they gained from ELTIS training. It was an impressive finding that the teachers had adapted their pedagogic practice and improved their capabilities during ELTIS training in quite short period of time. The quotes below provide evidence from the narrative interview with the English teachers, the first one from a teacher In a rural madrasah in the Bondowoso district:

> Before following the program of ELTIS I teach my students er…only I get from the book then there is no games, there is no er…something like what I learned in ELTIS ya. For example, when I got some topic in the book, then I write it on the black board and I ask my student to read it and then er… I translate it er…in Indonesian er… sometime I ask my student to write sentences from the book er…on the board and check the meaning in er…dictionary. But after following ELTIS program it is different way to teach so I'm very happy following the ELTIS program. Then er… at the first time I teach English they dislike English so much. After I er…using the rules, any rule in the ELTIS program they love English very much. (Interview: TB2_pp1)

The above interview shows that the changes in teaching practice occurred once the teacher had done the ELTIS training. In about three years ELTIS was able to change the teachers' view and give a wider perspective on teaching English a fun and authentically. The teacher was also equipped with skills in adapting materials and delivered the lesson effectively. The teacher was very enthusiastic in accepting newly learned teaching methodology carried out by ELTIS. Change was also noted in the students' behaviour. The students previously hated English because it was a difficult subject to learn. However, when the teacher implemented the ELTIS way, the students' behaviour changed from hate to love. The knowledge of language pedagogy gained by the teachers showed that the training had been successfully colouring the way the teacher taught.

Most of the teachers admitted that in their previous experience, they usually used traditional methods for delivering a lesson. But after the training, their knowledge and skills had enormously improved. In an interview with another teacher named Aisa (a pseudonym),

when asked about the differences in their teaching before and after the ELTIS training, she narrated:

> Before (ELTIS), I think I use to teach using conventional technique, for example, like students like er…always…the common practice is, "open your book, this page…" I only explain something and then students try to er…try to write or do some tasks after I explain... then they repeat about what we said, for example, we explain about vocabulary and then they just copied what we were saying. Ya. Again they er…repeat about the vocabulary for example, may be er…"you have to memorise about er…" I give them twenty or thirty new vocabulary they have to memorise at their home, and then after that when we met again in the next week they have to er…maybe I call their name then they come in front of the class and then they er…they tell to their other friends the vocabularies that they have learned. For example, "chair is *kursi*" or maybe the subject is about colour and then they have er…they just said er…"red *merah*, yellow *kuning*," until thirty new vocabulary that they have to memorise at home, like that. And then I give them command, "Ok, open your book, your task, or your worksheet or LKS now, and then they have to do number one until number ten and then you have to do this [*laughter*] like that. But after joining ELU we know that some materials and techniques may be based on the topic and some of them er…based on the problem solving. For example like narrative, when we learn about genre type. Ya, about passage of narrative text about criminal about professional like the problems then we solve the problem, very a fun and authentic learning, I think. You know about lots of er…games and song and then we did brain storming we didn't do in the conventional techniques anymore. (Interview: TB3_pp1)

The above story confirmed that the teacher was fortunate to be involved in ELTIS training. Previously she felt frustrated that she could not find a technique that engaged her students to be active. She used to employ "open your LKS technique" where she assigned students to do exercise one up to ten, then asked the students to repeat the sentences she read. To follow up the activity, she asked her students to continue reading sentences from the worksheet without further meaningful activities. But after following ELTIS, she claimed to love the methods she gained from the training because the methods were implementable in her situation. She also felt at ease to adapt materials that made her students improve their English.

She made a fundamental change in behaviour from common practice considered to be conventional teaching technique, for instance, memorisation of "the vocabulary of colours" into ELTIS strategy where topic-based and genre-based lessons were enacted in a more communicative language learning activity. Moreover, the use of language games made

her lessons more enjoyable for learning where students were able to communicate their ideas in, for example, problem solving tasks. She did not assign students to memorise twenty to thirty words a day without meaningful activity any more. She felt assured that she had left behind previous conventional techniques of teaching.

Further, the data taken from interview with two school principals involved in this study confirmed that ELTIS training was beneficial to the teachers' pedagogic competence. Through his experience being principal for several years, the principal in Bondowoso district believed that teachers gained at least two benefits. First, by obtaining professional training, teachers improved the quality of their English teaching. This quality improvement was one of the important outcomes of teachers' professional development. Teachers no longer felt inadequate about providing interesting topics or materials for their lessons. They felt confident with how to deliver the lesson using particular strategies. And thus the training had really fuelled teachers with ammunition to be pedagogically competent. Secondly, by following ELTIS, teachers knew how to engage students in active learning. Students experienced enjoyable and authentic activities introduced by their teachers. And the class was not boring and English was no longer to be avoided.

The school principal affirmed that:

Dari segala aspek ELTIS itu sangat bermanfaat pak. Yang pertama, guru mendapatkan pelatihan peningkatan kualitas mengajar secara professional. Mereka mendapatkan pelatihan mengenai tehnik mengajar yang beragam. Pendekatan yang menyenangkan. Ini adalah manfaat utama untuk guru. Yang kedua, dengan mengikuti ELTIS guru tahu bagaimana membuat siswa aktif dalam belajar. Aktifitas siswa adalah aktifitas belajar yang menyenangkan. Tidak membosankan. Pak Iwa, sering cerita kepada saya bahwa seharusnya pembelajaran itu berpusat pada siswa, bukan pada guru.

(Translation: ELTIS was very beneficial from all aspects, sir. First, teachers have got professional training to improve the quality of English teaching. They have obtained various methods in teaching. It was a fun learning approach which was the major benefit for them. Secondly, by following ELTIS, teachers knew how to make students active in learning. Students' activities were fun and authentic. It was not boring. Mr. Iwa (the English teacher in this madrasah) often told me that students' activities should be centred on students, not on teachers.) (Interview: Prin2_pp2)

When asked why the teachers should enact a student-centred approach, and why not teacher-centred, he explained that if learning were centred in the teacher, the one who

learned was the teacher not the student. Thus in order to achieve good outcomes and teaching and learning goals, it would be better to set a student-centred activity when teaching English.

The interview results with the principals in the other district confirmed that the principals of madrasah Tsanawiyah in the district of Probolinggo who were incorporated with Principals Support Group (Musyawarah Kerja Kepala Sekolah/MKKS) had agreed to employ student centred approach in English teaching for practical beneficial reasons. They had witnessed the change in classroom behaviour in which students were more enthusiastic and engaged in learning English.

The findings from the interview results with teachers and principals

- Prior to joining ELTIS most teachers in the areas:

  - lack of knowledge and skills in English
  - are poor of teaching strategies
  - have a limited teaching resource or material
  - follow text book or low quality printed student work sheet

- After following ELTIS program, the teachers:
  - made fundamental changes in behaviour from a conventional teaching technique into topic-based and genre-based lessons in more communicative language learning activities
  - knew how to enact materials, teaching methodology, classroom management, and motivational strategies
  - confirmed that students loved the ELTIS materials and strategies

- The principals commented that:
  - ELTIS training benefitted teachers in improving their pedagogic competence
  - teachers improved the quality of English teaching
  - teachers knew how to engage students in active learning
  - they agreed to employ a student centred approach in English teaching for practicality and beneficiary reasons

4.1.3 Classroom observation results

Madrasah Tsanawiyah English teachers' pedagogic competence has been determined by the extent of how teachers effectively engaged strategies from ELTIS and how language was acquired by students in particular situation. In the classroom visits, I observed how they prepared, implemented, and reflected on their teaching. The teachers

said that they had never been able to do those activities before they joined ELTIS training. ELTIS had focused on key principles of communicative language teaching and basic classroom planning and management. ELTIS principles included lesson planning, managing the class, using visual aids, error correction, teacher talk, and a range of teaching techniques.

The observation results in this sub-chapter are divided into three procedures: lesson preparation, classroom teaching, and teacher reflection. In lesson preparation the focus of the results was on how teachers prepared lessons using ELTIS suggested strategies. In classroom teaching, it was how teachers implemented what they had prepared. In reflection phase, the benefits and handicaps in the preparation and implementation phases are revealed.

a. Lesson preparation

The eight classrooms I observed were mostly small classes ranging between 13 and 28 students. Some schools were mixed boys and girls, some schools separated the students into single gender classrooms such as at the MTs Darul Lughoh wal Karomah and MTs Walisongo in Probolinggo district which only had girls. In the observations I found that three teachers always prepared a lesson plan for every lesson. They were well prepared and put what they had written in the lesson plan into practice. Three teachers wrote lesson plans once in a semester. They compiled lesson plans in the beginning of each semester because they considered this more effective than preparing every individual lesson. Two teachers prepared lesson plans once a year. They estimated to have planned their lessons every year and these contained only outlines. Both teachers said they had the lesson plan in their mind.

In the classroom teaching, the first three teachers were more effective being well prepared. They followed lesson stages that they had written in the lesson procedure they attained from ELTIS. I witnessed that there were aims in every stage (see Appendix F: a lesson plan). The stage aims helped the teachers achieve the main aim of the lesson. The students looked enthusiastic in following the lesson as well. The second three teachers also easily delivered lessons like the first three teachers. They appeared confident as well. The last two teachers were aware of the improvement to be made by preparing a lesson plan. They did not prepare it every lesson on purpose. One of the teachers said that the lesson

plan "is in my head" (Int_TP3). Similarly, the other teacher said "I have mastered the lesson plan, sir" (Int_TB2). In the classroom practice, one of the two teachers encountered a problem that was not well-anticipated.

The observation results on teachers' preparation for a lesson identified that they followed the procedure of arranging a lesson plan prior to classroom teaching. Further, the data demonstrated that teachers found it important to prepare a lesson in a lesson plan format. Observably, those who prepared their lessons well found their lesson plan useful to ease the delivery of materials. The lesson plan also led them to keep the activities running well, stage by stage. Conversely, those who were not well-prepared found it difficult to anticipate potential problems.

Further observation results showed that most teachers had written and documented the lesson plans in school files and they put them in the school office thus other teachers could access them. Some teachers shared their lesson plan with other teachers and shared ideas when they held MGMP meetings. Salam, a teacher in the Bondowoso district told me that a review of their lesson plan was usually done after the semester test or when there was a MGMP meeting. The other subject teachers such as Bahasa Indonesia and Social science also wanted to copy Salam's lesson plan.

Apart from the lesson plans, the observation results showed that the teachers prepared lesson aids including pictures, language game aids, supplementary materials (Islamic resource pack), maps, and real objects. It is important to note here that lesson plans and materials they prepared have helped their schools improve accreditation and school evaluation process by the local ministry office (see Appendix F: a lesson plan).

The findings on lesson preparation can be summarised as:

- The observed teachers have demonstrated ability in preparing a lesson
- The teachers confirmed that a lesson plan is important before classroom teaching
- A well-prepared teacher achieved a better outcome shown in the students' enthusiasm to follow the lesson, in contrast a not well-prepared teacher found it difficult to anticipate potential problems
- Lesson plans are better filed in schools to ease other teachers to access them
- Supplementary materials (aids, pictures, maps) are also important in preparation of a lesson

b. Classroom teaching

1. Observation in Bondowoso:

My observations in the district of Bondowoso focused on three rural madrasahs. I used pseudonyms for the names of the schools, the names of the teachers, and the names of the students.

The observation conducted in MTs Nurus Salam and other data gathered was retained as Salam's classroom profile. The class consisted of 27 students, 15 girls and 12 boys but only 24 students attended on the day that I observed the class. Most of them had been learning English since grade 5 of Elementary School. I was not convinced that they had learned much in order to master English. However, the students were eager to follow the lesson.

Some boys dominated the classroom interaction and sometimes they were disruptive. This situation was giving Salam extra work in dealing with a few disruptive boys in the left row of the class. He was not at ease in classroom management, in controlling the class. The teacher separated Ferry from Iwan, Ferry's desk mate. After a few minutes Ferry changed his manner to be more attentive than before. The girls, on the other hand, paid better attention than the boys in the class.

The girls, in general, were quieter than the boys, and more attentive to the lesson given. They raised their hands to respond to questions raised by the teacher and were generally well behaved. Farah was the most courageous and a fast learner, in the sense that she quickly answered the teacher's questions without taking much time to think. Amelia seemed to be quite anxious in answering the questions raised by the teacher. She did not look prepared to participate in the class activity. Silvia, although shy and silent was able to finish writing the task well. Bella, who according to the teacher was one of the smartest students, seemed to be reluctant to join the class and I noticed that she was writing something on a paper paying no attention to what was happening in the class. She seemed to be thinking about something else.

The data indicated that the class, in particular, seemed to enjoy working on a collaborative activity. The teacher demonstrated classroom management skills concerning discipline. Salam was able to separate a boy from his desk mate because they were disruptive company together and they were disturbing the other students.

The next school I visited was MTs Bustanul Ulum. Iwa's classroom comprised thirteen students, seven girls and six boys. The girls seemed more enthusiastic than the boys. When Iwa assigned individual story telling tasks, the girls raised hands offering immediately to tell their stories, while the boys were less forthcoming and appeared calm. Iwa set up the class by organising a U shape or "horse shoe" shape. That seating arrangement was a frequently used ELTIS strategy. The children sat facing each other in a pleasurable atmosphere so they could see each other as class members. Another benefit of this seating arrangement was that the teacher was able to monitor every single student, and easily managed them despite the large class size.

During the 45 minute lesson, Iwa tried to give instructions mostly in English. He translated his instructions especially when students did not appear to understand what to do. Every time he finished giving instructions he would ask the students "What has to be done?" to check their understanding. By asking *what has to be done* after instructing, he enacted a meaning making process. The following example was taken from his lesson to show the language of instruction he used in the classroom:

Iwa opened the lesson by saying *assalamualaikum* and introduction. He demonstrated his leadership by introducing me to the students. Then, he wrote on the top left corner of the board "Simple Present Tense", and on the right side he wrote "jobs". After that, he asked students to name some jobs after giving an example. He wrote "*teacher", "farmer", and "singer",* then he elicited ideas from the students. He wrote the words under the word *jobs* he wrote previously.

T: "Now, find another job and make a sentence!"
S1: "My mother is a singer." (A girl tried to respond)
T: "Yes, correct, but it's not true because I know your mother is not a singer. Betul (Is she)?
Then some girls were laughing, "no, she isn't" answered one of the girls.
T: "So what is your mother's job?"
S1: "em..ibu rumah tangga."
T: "apa ibu rumah tangga in English, ayo."
S2: "a housewife." (A boy answer)
T: "Good, excellent! Now, complete sentence, Ria!"
S1: "er..my mother is a house wife."
T: "Well done, Ria."
Then the teacher continued to nominate students to make other sentences as he instructed students on further tasks.

The data showed that the contextualisation of the jobs of students' parents indicated a good strategy of teaching. The teacher's utterance to comment on his student's answer was "Yes, it is correct, but it's not true, because I know that your mother is not a singer." This utterance indicated that the teacher was able to direct the student to answer on what was their real situation. He appreciated the student's answer by saying "Yes, it is correct" meant that the sentence was grammatically correct, but it was not contextual as the teacher knew that the student's mother was not a singer. The teacher might not know exactly that the student's mother was not a singer, but one thing he might be sure of was that there was no singer in the village. So, he was using personalisation and humourism as parts of his repertoire.

Day three in Bodowoso I observed MTs Al Hidayah. It was a bright morning. The madrasah is located in a small village called Lombok Pujer. I reached the school after an hour driving from central town of Bondowoso. Aisa's classroom was year eight aged from 12-14 years old students. Her class contained 22 students, 12 girls and 10 boys. The girls were more enthusiastic than the boys. The students wore school uniform provided by the *yayasan* (madrasah foundation). Most of the students came from poor families and many of them were orphans.

From observing her classroom, I noted that the teacher opened the class with *assalamu'alaikum* then she asked for attention as the students had not been ready to start the lesson after having other subject in the first period. The topic was "my favourite food". She started with warm-up activity to brainstorm students. She elicited by asking, "what is your favourite food?" She wrote on the board the words uttered by the students. She effectively used the board by dividing it into three columns. She wrote vocabularies in the right column and sentences in the middle column. She left the left column blank. The middle column was wider than the right and left column to help students copy the sentences she had written.

In a follow up interview after the class, I asked her why she left the left column blank. She answered that she usually used the left column to explain the sentence rule or grammar. She thought that she did not need to explain grammar today as she focused on increasing students' motivation to produce sentences particularly to express their favourite food, and to name local food. Some foods do

not have the English translation so the teacher gave students the local name such as "banana *kolak*".

 She appeared confident and friendly and engaging as well. She built good rapport with the students. She used English all the time. When a student did not understand, she repeated the instructions. When she instructed students to work in pairs she walked around to monitor students' conversation. She came close to them and engaged the students to produce sentences she had exemplified beforehand. She encouraged a girl:

> T: "Ok, Irma, say it again."
> S1: "what's your favourite food?"
> T: "Good…good, Irma. Ok Indah, what's your favourite food?"
> S2: "My favourite food is ayam goreng."
> T: "Ayam goreng? Fried…?"
> S2: "Fried chicken."
> T: "Good. Say it again. My fave…!"
> S2: "My favourite food is fried chicken."
> T: "Excellent! Ok, continue your conversation!"

Then Bu Aisa walked around to the other students to monitor their progress and give assistance. After a few minutes monitoring and giving help she asked them to pay attention as the time for conversation was up. She explained to the students that they could expand their question forms by using a modal such as, "Can you cook your favourite food?" At last she rounded off the lesson by highlighting the pronunciation of the word "favourite" and words related to food. Then as a motivation strategy, she encouraged the students to develop their English by chatting with their friends in English and finally she congratulated them on having acquired English as they engaged with learning an interesting topic that day.

The data showed that the teacher had demonstrated the knowledge and skills by enacting the principle of communicative language teaching in her practice. She used a scaffolding technique to get students' ideas in the eliciting stage. She also appeared confident and engaging in her approach and demeanour. She built good rapport as well. She demonstrated an ability to implement a strategy by using the board effectively. She could maintain students' motivation by giving positive feedback which increased students' enthusiasm in their learning of English.

The findings from observations in the Bondowoso district:

- **Teacher 1:**

  - demonstrated the ability to manage the class
  - maintained discipline of students and disruptive behaviour
  - set classroom collaborative learning tasks

- **Teacher 2:**

  - demonstrated the ability to contextualise learning English
  - used code-switching as required to translate instructions into Bahasa Indonesia
  - showed intelligent adaptability to direct student answers onto what was their real situation.

- **Teacher 3:**

  - demonstrated knowledge and skills in enacting communicative language teaching principles into her strategic practice
  - used scaffolding techniques to bring students ideas into the eliciting stage
  - appeared confident and engaging, building good rapport as well
  - implemented the strategy of using the board effectively
  - maintained students' motivation by giving positive feedback which increased students' enthusiasm in learning English
  - monitored students by giving assistance as positive feedback

2. **Observations in Probolinggo**

    In Probolinggo I observed three schools, MTs Darullughoh wal Karomah, MTs Walisongo, and MTs Zainul Irsyad. I visited MTs Darullughoh wal Karomah in the first period. This madrasah is located in the suburb of Kraksaan in a pesantren named also Darullughoh wal Karomah. Bu Yasmin's classroom comprised 28 girls. The students sat on the floor because there was not enough room to accommodate year eight students. This classroom was not actually a classroom. They used the space as there was no classroom available for them and sometimes they used the mosque to study if this room was used. But I saw they were cheerful learning English with Bu Yasmin.

    Bu Yasmin appeared confident. Her teaching voice was loud and clear. She was prepared to pre-teach and instruct the students using a pair work activity. The language function as topic of the day was "request". She gave an example of how to make a request and wrote a sentence on the white board. Afterward she elicited

answers by her questioning to get more words and sentences from the students. She wrote the sentences she got from students, but not all sentences were written. She seemed to select the sentences that worth writing on the board as exemplars.

The next activity involved distributing sort cards containing requests. She asked students to work in pairs to make conversation based on the cards. As a follow up activity, she instructed the students to create free conversation around "request" topics. Bu Yasmin walked around to monitor and give help. She then identified with the class, an effective example of students' communicative activity to highlight meaningful expression of a request. Finally, she rounded off the lesson by asking the students "what have we learned today?" She then gave feedback on their responses which motivated the students to learn better.

The next madrasah I visited was MTs Walisongo. The English lesson was the last period of the year eight's lesson schedule for the day. This was a single gender class of 25 girls aged 12-14. Bu Wulan appeared calm. She mixed her language of instructions by using English followed by Indonesian translation as she knew her students did not understand the English instructions. She deliberated carefully in delivering the "invitation" topic for her lesson that day.

Bu Wulan used material from ELTIS. She set up the class to be in three rows. This is the usual seating arrangement of most Indonesian classes in operation today. The children sat on quite hard wooden chairs which were not easy to move. Bu Wulan used English followed by Indonesian translation when the students did not understand. She highlighted the vocabulary associated with the function "invitating" while giving a sheet to the students to read. She wrote the word "received" and taught students to pronounce the word. She gave more words to pronounce such as "reunion" and gave the meaning in Indonesian as well. She then instructed students to make conversation: "*Okay, siap-siap. Siapa yang mau praktek?*"("Okay, ready. Who wants to practice?") She gave a time limit and followed up by nominating a pair of students to give their dialogue in front of the class. As the students finished the task, Bu Wulan reviewed some of the sentences. She asked the students if they knew the word "attended" in the sentence "Have you ever attended a '*halal bihalal*' (family and friend's reunion after Ramadan fasting month) party?" In the last five minutes of the lesson, she used an error correction strategy of the word "*invitation*"

that was wrongly written by a student. She concluded and rounded off the lesson by asking students what they had learned today, and then she assigned them to do homework.

The following day I observed MTs Zainul Irsyad. Pak Herman, the English teacher in this school was a tall, gentle, and friendly teacher. He appeared calm and confident. He had been teaching in this madrasah for about nine years. His classroom consisted of 24 students, 11 boys and 13 girls. He taught English in year seven, eight, and nine and that day I observed his year nine classroom lesson. The students looked as though they enjoyed the class. Pak Herman had just come from Yogjakarta following a family visit. He brought souvenirs to the class. He gave the students the names of a few souvenirs. Then he highlighted the means of transportation he had used to travel to and from Yogjakarta. He wrote the word "Transportation" followed by a spider gram to demonstrate different types of transportation naming four: land transportation, air transportation, water and under water transportation. The students were very enthusiastic to mention all means of transportation they knew like train, bus, car, motorcycle, bike, ship, ferry, plane and so on under the types of transportation. His effort was effective to get examples of the four types of transportation he had drawn with students' involvement as shown in the spider gram Figure 4.1:
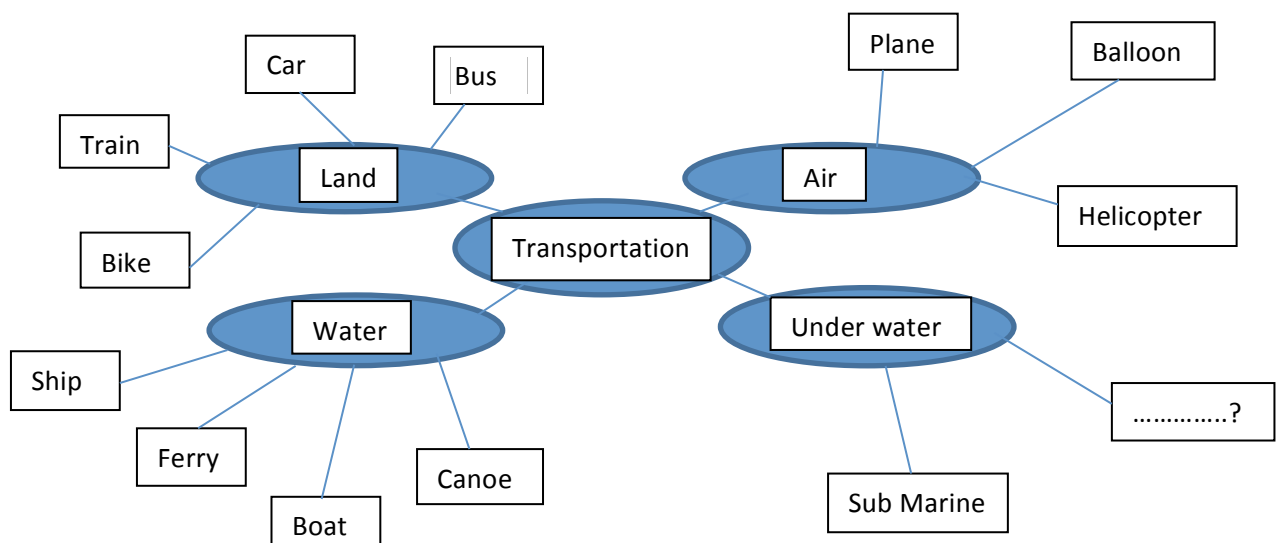
Figure 4.1: Spider gram employed by teacher in an *eliciting* activity

Pak Herman followed up by introducing how to ask about the kind of transportation people use for travelling. He wrote: "How did you go to Yogjakarta?" He read the sentence and asked students to follow him to pronounce the sentence correctly. He continued writing: "I went to Yogjakarta by bus." He prepared a conversation chart to pre-teach students. Then he assigned students to work in pairs alternating asking and answering questions. He asked students to develop conversations by using means of transportation they knew from the brainstorming activity. He set a time limit of two minutes to do this activity. He walked around to monitor the activity. When he gave help to a student he was not aware that the time he spent was almost five minutes. When he realised that they had spent that amount of time, he asked the students to stop their conversations and he asked them to pay attention for a follow up activity. He merged every two pairs into groups of four to conduct a discussion about places to visit and types of transportation they would use to reach those places, the souvenirs they might buy, the accommodation to stay in, and who they would possibly go with. He gave a time limit to do this activity. When the time was up, he merged the smaller groups into two big groups. Each small group presented in the new bigger group. He walked around to monitor the activity and he took notes.

Pak Herman nominated a student from each group to present to the class. He then asked students to applaud each student who presented the result of their discussion. He gave feedback and did error correction on pronunciation. He rounded off the lesson by giving a souvenir for each group. The students were really happy to receive the gift from their teacher and seemed highly motivated.

The findings from observation results in the Probolinggo district:

- **Teacher 1**

    - demonstrated the ability in organising and managing the classroom
    - assigned productive activity in pair work
    - monitored the classroom activities to give help
    - conducted clear instructions which were reflected in her clear voice
    - Provided evident motivation to her learners to learn English

- **Teacher 2**

    - gave instructions in English and code-switched as required into Bahasa Indonesia
    - was restricted by the seating arrangement which did not allow students to move around in the classroom during activities for the wooden desks were hard to move
    - did error correction on spelling and pronunciation

- **Teacher 3**

    - showed ability to relate his context into the lesson about means of transportation
    - elicited vocabulary about transportation from the students using a spider gram which was important for the follow up activities
    - set pair work and group work in the lesson
    - created engaging and motivating learning atmosphere

3. Observation in Pamekasan

Pamekasan is a district on the island of Madura. The people speak Madurese. This island is part of East Java. Most people live in small villages and rural villages and earn their living by being farm workers. Madura is an example of outback Indonesia where the land is infertile. The majority of elders are uneducated people. Some gained an education from Madrasah Ibtidaiyah or Islamic primary school and some only learned to read Al Qur'an, which they call "mengaji," from the traditional *pesantren*. Most villagers are illiterate. The children go to Madrasah Tsanawiyah which is the highest school level in this rural area.

I observed two private madrasahs in Pamekasan, MTs Miftahul Ulum and MTs Sabilul Muttaqin. MTs Miftahul Ulum was located in the mountainous area called Tampojung, Tenggina. Tampojung in Madurese means "the end" and Tenggina means "the higher place" thus the name of that village means 'the end of the higher place'. I had to park my SUV at the end of a road after passing through the unpaved muddy rural road and had to walk about a kilometre for there was no access by car to reach the school. This madrasah was founded in 2002 to provide for children who have finished their primary school and wanted to continue their education. Bu Nadifah was appointed by the head of the Islamic foundation (kyai) as the English teacher and she had been teaching English in this school for more than twelve years.

When she was called to join the ELTIS training in 2008, she was in her second year doing her bachelor degree part time in a private university in Pamekasan, far from where she was living. Her major was Islamic education.

Her first appointment as an English teacher in 2002 by the leader of the Yayasan was the biggest challenge in her professional career. She was not even a university student and had just two years earlier graduated from senior school. She held a Year 12 certificate from a private Madrasah Aliyah in Pamekasan whose major was Islamic education. Bu Nadifah, a senior school graduate was then the English teacher at Madrasah Tsanawiyah Miftahul Ulum. She knew she was not even qualified to teach English. She was struggling to match what the leader wanted her to do and her ambition was to be an Islamic teacher, not an English teacher. But her own desire to advance the education of her village challenged her to take the opportunity. She realised that she was the only person near the newly built school to teach English.

With low quality paper and content of student worksheets called *Lembar Kerja Siswa* (LKS), she started teaching Year7 accompanied by an English-Indonesian Dictionary. She began to love her class but at the same time, she realised she needed more knowledge about English. She then attended an English course in the central town of Pamekasan twice a week in the afternoon when she was not teaching. After only six months, she suspended the course for personal reasons. In 2008 when she was selected as one of the ELTIS trainees from the district of Pamekasan she was in her second year of a private university taking an Islamic Education Department course called Pendidikan Agama Islam (PAI). She was doing Islamic education because the university did not have an English Department. When she received an invitation letter from ELTIS to join the training, it surprised her like "rain in the dry season" she said in the interview (Interview: Nad_tp). Bu Nadifah had longed for professional teacher training and finally she found that ELTIS fulfilled her hope and she went to the training excitedly. Bu Nadifah reflected that she had built a strong foundation for her teaching professionalism.

In the observations I noted her Year nine class consisted of 18 students, eight boys and ten girls aged 12-14. Bu Nadifah built a high level of rapport with the students and appeared sympathetic. She opened her lesson by saying "salam" and

asked students about their health. She then introduced me to the students. I said hello and sat down in the back corner. Bu Nadifah set up the classroom in a U-shape for every English lesson. She attached a picture of Sule, the Indonesian top comedian, on the blackboard. She elicited responses from the students by describing Sule's appearance as below:

> T: What about his nose? (she pointed Sule's nose)
> S: *Pesek*
> Ss: ha..ha..
> T: Okay, what is *Pesek* in English?
> No answer from the students
> T: Okay, *Pesek* is Flat Nose…okay…what?
> Ss: Flat nose…
> T: Again…
> Ss: Flat Nose…
> T: Amin (she nominated Amin, a male student, to say the words)
> Amin: Flat Nose
> T: Okay, excellent! Now, what about this? (She pointed Sule's hair)
> Ss: Hair
> T: Very good. What colour is his hair?
> Ss: Yellow…ha…ha
> T: No. It is not yellow. It is …... (She wrote six underscores to guess: (_ _ _ _).
> She played a "hang man" for this quiz.
> She asked students to fill in the gaps with a letter in each gap).

Bu Nadifah continued the activity to the next stages with communicative activities that asked the students to describe their partners. To do this activity she set the class to work in pairs. She set a time limit and when the time limit ended she nominated some students to present their description of their counterpart from their seat. She highlighted "adjectives" to describe people, for instance, "long black hair, pointed nose, flat nose, and sparkling eyes" and the like. Bu Nadifah rounded off the lesson by motivating students to learn more so they could go to study at university in the future to become a teacher or a lecturer, or a doctor, or an engineer.

The following day I observed MTs Sabilul Muttaqin, a village madrasah in a sub-district of Pademawu not too far from Pamekasan. Pak Rahman, the English teacher had been teaching in this madrasah for about eight years. He appeared enthusiastic and friendly. He was energetic, full of spirit, and funny. He often made

his students laugh. His English was quite good with specific Madurese accented consonants especially on simple monosyllabic words like "now" which he pronounced with two syllables ['enno']. His pronunciation indicated a variety of English but this did not hinder his delivery of the lesson. It is generally acknowledged that everyone has a specific idiolect in pronouncing language including English.

He did a warm-up activity as an opening to his class. He asked students to write three words on a piece of paper. The first word was to be their favourite singer; the second word was their favourite colour, and the third word was their ambition. He then instructed students to squeeze the paper to make a paper ball. He divided the class into two big groups to stand facing each other about two meters apart. He then wrote on the board "Snow ball battle".

> T: Okay. Now we play "snow ball battle". You throw your snow ball to your friends. (He used gesture to show the action of throwing).
> Ss: Yeessss…
> T: Can you throw on face? (He used his finger to point to his own face).
> Ss: yesss….nooo..(Some students shouted yes, some shouted no).
> T: No, you can't. Don't throw your ball to your friend's face. Okay?
> Ss: Okay…
> T: Okay. One – two – three …go!

The battle began. The paper balls were flying here and there like snowflakes. The class was full of paper scattered everywhere. Pak Rahman asked each student to take one ball. Their task was to find the owner of the ball by asking, for example: "Are you Michael?" (Michael Jackson, the pop singer) or another question: "Is your favourite colour blue?" Or another question: "Is your ambition to be a policeman?" and so on. The students mingled to search for the owner of the ball.

The observation showed that the mingling activity created fun for the students, authentic learning and meaningful language use where they were able to ask questions. The activity allowed meaningful repetition as well. Students need repetition activities for their English sentences to flow while avoiding the boredom that sets in by the of repetition drills that are usually employed in traditional teaching where students imitate the teacher's sentences without a context or a purpose.

The findings from observation results in the Pamekasan district

- **Teacher 1**

    - showed the ability to create a non-threatening learning atmosphere
    - was loving and motivating as well
    - created a U shape seating arrangement for communicative activities
    - engaged students in a game for language learning

- **Teacher 2**

    - demonstrated the ability to engage active classroom learning
    - used a game to begin the class which opened and led into the lesson content
    - engaged the students to actively communicate with each other in a mingling activity

c. **Teacher reflection**

The interviews provided an opportunity for teachers' reflections as a way to capture what they thought about their teaching performance. It was about what had been done, what should have been done, and what was left undone in their teaching. This reflection was used to see specifically whether or not the lesson aim was achieved. For example, Salam considered he was successful in delivering his lesson that day. He said that he was happy to teach English by employing ELTIS techniques. He felt that he had developed so much compared with his teaching before ELTIS training. As a teacher he was aware of how to manage the classroom and to separate disruptive students. He confirmed that had obtained that skill about classroom discipline from ELTIS. He further remembered one day his students were running away from his class to avoid learning English with him. However, by enacting the newly learned strategies he had gained from ELTIS, the students' behaviour changed. He said:

> *Dulu pak, sebelum ikut ELTIS, siswa itu kalau ada saya datang mau ngajar bahasa Inggris itu, mereka melarikan diri. Mereka tidak mau belajar bahasa Inggris dengan saya. Tapi setelah dapat cara ELTIS dan itu saya terapkan, maka kalau saya kebetulan tidak bisa mengajar, mereka mencari-cari saya. Saya memahami teknik dan strategi mengajar ala ELTIS dan bahkan saya bisa belajar banyak tentang manajemen kelas dan kedisiplinan.*

(Translation: Previously, before joining ELTIS training, the students when they saw me coming to the class for teaching, they ran away from me. They didn't want to learn English with me. But after getting ELTIS way and I implemented the strategy, then when I could not come to teach they looked for me. I understand teaching techniques and strategies a la ELTIS and I even learned a lot about classroom management and maintaining discipline.

When asked why he separated Ferry from Iwan, he claimed that Ferry should be taken away from Iwan. When Ferry was with Iwan, their company appeared to disturb other students. They made noises and disturbed especially the girls in front of them. His trial in separating both students proved successful in stopping the students' negative attitudes. He claimed that he learned this classroom management and how to maintain discipline from ELTIS.

> *Saya harus memisah mereka, pak. Iwan dan Ferry itu suka mengganggu teman mereka kalau mereka bersama-sama. Saya belajar tentang kedisiplinan ini dari ELTIS, pak.*"

> (Translation: I had to separate them, sir. Iwan and Ferry like to disturb the other students when they are together. I learned this discipline problem from ELTIS, sir. (Interview: TB1_cm)

Similarly, in my observation, I noted that Iwa had delivered the lesson in English. He also highlighted and did error correction of pronunciation of, for example, the word "pilot." In closing the lesson, he asked the students what they had learned to make sure that students were reflective on their learning. There were some aspects of his teaching that needed to be improved. For example, when delivering instruction in English at the same time he tried to use Indonesian translation because he wanted to see his students understand his instructions quickly. He also did a quite a lot of explaining of verbal and nominal sentence constructions which were not quite effective as he reflected:

> *Dalam waktu 45 menit lesson, saya seharusnya cukup waktu untuk achieve lesson aim saya. Saya seharusnya mengurangi penjelasan saya tentang kalimat verbal dan nominal. Seandainya diberi waktu lagi untuk mengajar lagi, saya akan meminta siswa untuk pair work maupun group work untuk lebih memberikan waktu mereka untuk praktek. Saya seharusnya tidak terlalu banyak menjelaskan grammar karena sebetulnya siswa sudah tahu*

penggunaan kalimat verbal dan nominal dan strukturnya. Ini mungkin karena kecerobohan saya kurang persiapan.

(Translation: In 45 minutes activities, I should have enough time to achieve my lesson aims. I should have reduced explanation about the "verbal" and "nominal" sentence. If given opportunity to teach another class I will instruct students to do pair-work or group work activity to give them more time to practice. I shouldn't have extended explanation on grammar because students already understand the use of verbal and nominal sentence and the rules of each construction. This is due to my carelessness of a lack of preparation. (Interview: TB2_pp)

Bu Aisa experienced different classroom teaching to the teachers above. Bu Aisa was also appointed as a district trainer where she was able to share the experience she had obtained from Training of Trainer (TOT) in Bali for two months. She reported simple ideas about successful language teaching when asked to reflect on her lesson:

I think, if students can make a sentence of their own to …er…express their own ideas, and they can continue conversation although with errors, I think my lesson is successful. I believe they have learned how to…er…make conversation with their friends by using vocabularies they learned in the beginning of our lesson. (Interview: TB3_pp)

In summary, reflection is important to build teachers' awareness of their teaching performance. By reflecting on their practices, teachers became aware that successful language teaching includes increasing interaction between teacher and student and among students themselves. Also, teachers learned how to maximise communicative activities in the interactions by making room for reflection to improve their performance. Thus it was significant to include reflection as one of main aspects of the teaching process.

4.1.4 Focus group discussion

Two focus group discussions were held in the Bondowoso and Probolinggo districts. The meeting in Bondowoso was held at Bu Yuli's place, a master trainer who at the time was working as an English teacher at a public junior secondary school (SMP Negeri) and was the

coordinator of a teacher support group (MGMP) for the district. She helped moderate the meeting. Seven teachers, a district trainer, and a master trainer came to the meeting, while in the district of Probolinggo the meeting was held in MTs Negeri Pajarakan. Eight teachers came to that meeting including one district trainer, one MGMP coordinator and six teachers.

In both meetings, I was involved in the discussions only to prompt questions and sometimes ask for confirmation of what was said, not to direct or dominate the discussion. I listened to the individuals and attempted to synthesise the individuals' reports by understanding, conceptualising, enacting, reflecting and evaluating their practices. I focused on connecting aspects of individual perspectives of English language teaching, so I was able to understand their concepts of effective language teaching practice.

From the focus group discussion, it became evident that most teachers in both districts did not specifically intend to employ communicative language teaching as a theory or an approach. They called their practice the "ELTIS way." However, looking at how teachers viewed the concept of a student-centred approach performed by ELTIS, I witnessed that ELTIS had successfully laid a foundation for teachers to adopt a communicative language teaching method at the madrasah level.

The data indicated that most teachers were concerned with professional development and the benefits of being involved in ELTIS training. In the teacher support group (MGMP) discussion in Bondowoso, teachers discussed how they enacted the ELTIS strategies and found that their students were happy and engaged. Iwa, for example, even though he had only recently partly begun to implement ELTIS strategies found that his students were happy. He was convinced that students were content with engaging in interesting language games and other techniques. The other teachers agreed with Iwa.

Another teacher's perspective indicated that ELTIS training was a revolutionary system. The teacher was excited about this program. He had dropped out of a Bachelor degree in Social Sciences and had taken up another bachelor degree, in English because he was impressed by ELTIS. He believed two stories of success he had heard. The first was about his friend who had gained teacher certification through a program. Even though his major was not in English, he was accepted and certified as an English teacher after completing ELTIS. The second story was about a change in classroom behaviour. Previously English was the most hated subject in schools generally not specifically in rural madrasahs.

The situation in his madrasah turned around to be totally different after the teacher began enacting ELTIS techniques. The quoted discussion below is evidence of the ELTIS benefits:

DT Aisa : *Kalau peningkatan kesejahteraan bisa masuk ini gak? Bukan sustainability ya?*
(Trans: What about teacher's welfare, can it be included? Isn't that the
     sustainability?)

I   : *Bisa juga kalau itu memang menjadi faktor yang memang dirasakan itu paling tidak 80% itu guru merasakan adanya perubahan profesionalnya.*
     (It could be if that was the factor, at least 80% the teachers feel professional development in themselves.)

DT Aisa: *Iya pak, di ELU saja per datang itu kan dihargai untuk portofolio itu, apalagi yang terakhir sertifikat yang TKT itu, kalau saya sebagai district, pointnya itu sangat besar gitu pak.*
     (Yes, sir. When we came in ELU course we've got good grade in our portfolio for teacher certification program. Moreover when doing Teacher Knowledge Test (TKT) for district trainer like myself, we got higher mark.)

Iwa   : *Saya menambahkan pak. Kalau pertanyaan pak Imam itu berkaitan manfaat atau pengaruh guru setelah mengikuti ELTIS, secara pribadi yang saya rasakan adalah sekalipun saya saat ini tidak full melaksanakan cara-cara ELTIS murid-murid senang pak. Dak tahu kenapa.*
     (Can I add, sir? If pak Imam's question is in relation with the benefit or influence after following ELTIS training, I personally feel that even though I am not fully implementing ELTIS methods now, my students are happy to learn. I don't know why.)

Desi   : *Bukan senang orangnya?*
     (They might love the teacher?)

Iwa   : *Bukan, pastinya mereka enjoy cara mengajar saya kan pak?*
     (No, they enjoyed the way I taught them, for sure.)

DT Aisa: *Betul, setuju saya*
     (That's true. I agree.)

I   : *Iya. Ok.*
     (Yes. Ok.)

DT Aisa: *Guru yang lain gak asik ya Wa?*
     (The other teachers are not cool Wa, right?)

Iwa   : *Begitulah*
     (That's the case)

I   : *Itu menjawab pertanyaan saya yang nomer tiga*
     (That is answering my third question)

Sam   : *Kalau saya, jadi… system yang diaplikasikan oleh ELTIS itu…kalau Bahasa sekarang itu: DAHSYAT sekali. Pertama indikatornya, ada teman yang background-nya non Bahasa Inggris ketika ikut ELTIS dia berubah 180 derajat ke Bahasa Inggris, indikasinya ialah dia sertifikasinya melalui Bahasa Inggris. Jadi system yang digunakan. Yang kedua, jujur kalau apa yang diterapkan, yang diajarkan oleh ELTIS itu betul betul dilaksanakan dilapangan, seperti yang saya sampaikan tadi; itu membuat anak-anak senang. Karena*

sebelumnya, terutama disekolah-sekolah swasta yang namanya Bahasa Inggris itu adalah salah satu bidang study yang sangat dibenci.
(In my opinion, so…the system employed by ELTIS…if I can use updated term would be: AMAZING. The first indicator was, there was a friend whose education background was not English but after following ELTIS he turned 180 degree to English as indicated in his certification being a teacher of English. Secondly, to be honest, if teachers implemented what have been obtained from ELTIS in the schools, like I said before; students would be very happy, like in my case. Previously, in private schools in particular, English subject was the most hated subject by students.

Desi   : *Selain matematika*
(Besides Maths.)

Sam   : *Ya, matematika dan Bahasa Inggris itu sangat dibenci. Tetapi ketika ada REVOLUSI system ini, walaupun berada di jam terakhir ini berpengaruh terhadap rasa entusias anak-anak untuk mengikuti pelajaran Bahasa Inggris.*
(Yes, Maths and English were the most hated subjects. However, after this REVOLUTIONARY system, students enthusiastically enjoyed the English lesson even though the lesson was in the last period.)

This conversation is indicative of the teachers' enthusiasm about the ELTIS training and of their practices afterwards. Sam, one of the teachers was so enthusiastic in expressing how innovative ELTIS was that he claimed ELTIS was a revolutionary system. He valued an ongoing process of teaching professionalism. He was there in the training and enjoyed being one of the trainees. He witnessed a meaningful teaching approach he had never realised before.

In addition to Sam's concern about the indicators of improvement after the ELTIS training, the group discussion also exposed significant benefits taken from ELTIS. For example, DT Aisa reported that many of her friends had gained national certification for junior secondary school teachers by including the ELTIS certificate of participation in their portfolios to be submitted to the national committee of teacher certification. In that way the teacher had fulfilled the main requirement to be a certified teacher.

The benefit of the certification program to teachers is that the Indonesian government provides incentives and allowances for those who gain certification by means of the teacher certification program. One teacher claimed that the allowance needed to be improved on a monthly basis. Another teacher agreed that the allowance was not transferred to them every month. Some teachers complained that they received once in four months. Some teachers said that they received the allowance every six months, while

others teachers had not received the allowance after a whole semester. In the teachers' view, this condition indicated low level of government endorsement of quality education.

The findings from focus group discussion

- The teachers had gained benefits from ELTIS in improving their professionalism as teachers of English in their districts
- The teachers in both districts did not specifically intend to employ communicative language teaching as a theory or an approach, but said that it was the "ELTIS way"
- The teachers demonstrated understanding of the concept of a student-centred approach
- There were fundamental changes in students' classroom behaviour and attitude from "hate" to a "love" of English
- The teachers' portfolios submitted for national teacher certification program were another benefit from joining the ELTIS training

4.1.5 Research finding on motivational strategies

Motivation plays a pivotal role in English language teaching and learning without which teaching and learning a second (foreign) language would not produce maximum outcomes. Regarding motivational strategies, the teachers of English in rural areas faced a number of challenges in increasing students' motivation in learning English. My observation indicated that despite the position of English as a foreign language, diverse situations and conditions in most of rural areas, the number of intrinsically motivated students was limited and this was identified as a major challenge. The research findings showed that teachers had engaged different motivational strategies which impacted the students to learn English and that will be elaborated in the following observation and interview results.

- **Extrinsic motivation**

This study indicated a range of different strategies used by most teachers. One teacher recognised that each level of student learned differently and thus the strategy used needed to be different, "I think with different ages students learn differently" (interview: Bu Aisa_mot). The observations were conducted in three madrasahs in the district of Bondowoso, three madrasahs in the district of Probolinggo, and two madrasahs in the district of Pamekasan. Observations from the eight classroom practices revealed further results of motivational strategies employed by teachers as outlined here:

a. Giving rewards

Observation data showed that one of the strategies used by teachers to motivate students was to give them rewards for achieving or finishing a task well. During the observation in MTs Zainul Irsyad in the district of Probolinggo, I witnessed that students who received souvenirs from Pak Herman were delighted. While giving the presents he praised the students by showing two thumbs up and said "good job". It was evident that this strategy raised the students' enthusiasm in following the English lesson. Pak Herman successfully contextualised his practice in which he was able to link an authentic situation into classroom practice. The story of his trip to Yogjakarta and the means of transportation he used had linked up with the topic of the lesson that day. He intentionally brought souvenirs he had bought in Yogjakarta to be given to the students in order to motivate them. The gift from Pak Herman had positively triggered the other students to do the tasks better.

b. Positive feedback

The data taken from the observations indicated that giving positive feedback was useful in increasing students' motivation in learning English. My observation in Bu Yasmin's class indicated that students were even more enthusiastic after receiving praise from the teacher. Bu Yasmin appeared to be generous in her praise of students' efforts; for example, when a student responded correctly to her question, she commented "well done, great job". This positive feedback made her students' eyes glitter. I witnessed this symptom of happiness coming as a result of the positive feedback.

Similarly, in the classroom observations that were conducted in all the eight different schools, the teachers showed a similar tendency to uplift students' enthusiasm in learning English. This situation was reported by one teacher to be extremely different from nine or ten years ago. I identified words frequently used by teachers in their classroom practices like "good, very good, excellent, nice job, wonderful," which ended up with students becoming motivated in their approach to learning. It was pivotal to pay attention in the findings to the influence of positive feedback toward learners' achievements in learning English. Notwithstanding improved levels of achievement, learners need to be

boosted to a certain level of confidence to provide them enough room to grow their intrinsic motivation to learn English better.

The interview results showed that various strategies were applied to increase student motivation. One of the motivational strategies engaged by the teachers under study was to encourage students to speak English or to involve them in fun and authentic activities in group discussion or pair work as a means of increase their confidence with the language.

The following story was taken from the Bondowoso district. In addition to teaching in Madrasah Tsanawiyah (MTs) Bu Aisa also taught in Senior High School (SMA) level in the same Yayasan (foundation). When she taught at SMA level many of her students in MTs were going to the SMA. Her former MTs students had reached year 10 in the SMA where she was teaching. They asked her to provide *stickers* as rewards for those who finished a task well. But she wisely said that they were already grown up and did not need stickers. When teaching in MTs she usually encouraged the students to learn English by giving them stickers for those who did the best in various aspects of learning for example as the most active student, the most disciplined student, or other best categories they decided together with the teacher. In year 10 of the SMA they were eager to be treated as if they were still MTs students.

Below is the interview script with Bu Aisa:

I: It's very challenging teaching in two schools. Can you give a story about that?
Aisa: In SMA and in the MTs, usually my students from MTs continue their study in senior high school in our same er…yayasan, foundation, in the same foundation. So my students in MTs again being my student in SMA [giggling]
I: You use the same materials, same techniques?
Aisa: No. I'm using other technique because in senior high school I face the different problem. In senior high school the curriculum is more like I said before is more to 75% is for reading and writing. Not as fun as MTs and it's very full of topic they have to learn. *Very very full subject*. Er…so er..in the grade ten after they graduate from MTs so they move to senior high school in grade ten, my students ask me: "ustadzah, don't you give us a sticker like before, like in MTs?" No, no I don't have sticker for senior high school. Then when I came home I just realised that maybe student even in senior high school they still need a fun and authentic learning in their class and build their confidence in learning as well (Interview: TB3_mot)

The interview results showed that motivating students in learning English in such situations was challenging yet by acknowledging the affective dimension of learning by enacting various strategies English had become an interesting subject. In particular, a number of motivational strategies were employed by the teachers in the rural areas to increase students' learning. The teachers were aware that students needed to be motivated at every school level. In Bu Aisa's class, her senior high students wanted her to give them rewards. However, she reiterated that at different levels of education, students learn differently though they still need external motivation and engagement from the teacher. Interestingly Bu Aisa focused on building students' confidence in learning.

Another interview was taken from Madrasah Tsanawiyah in the sub-district of Lombok Kulon, in the Bondowoso district. Prior to joining ELTIS training, a teacher used to feel frustrated for he did not know how to motivate students to learn English. He found himself unmotivated being confused to find sufficient English books, good instructional materials, appropriate teaching techniques, and useful motivational strategies. He told me in the story below:

> *Ehm…my experience before I follow ELTIS. This is,er… I was very confused to improve to motivate my students because…apa namanya… Saya itu sangat sulit sekali ya pak, untuk mencari bahan ajaran dan materi. Er…very very confused er…because saya itu pak… er…untuk menemukan bagaimana cara memotivasi murid saya, bagaimana cara mereka itu untuk… apa namanya… untuk lebih fokus untuk ke materi Bahasa Inggris itu sulit sekali. Ketika saya mengajar my students itu lari. Tidak mau diajari bahasa Inggris gitu. Tapi setelah pembelajaran di ELTIS itu sangat mempengaruhi dengan apa namanya, pembelajaran di ELTIS itu memotivasi minat belajarnya tinggi.*

> (Translate: Ehm…my experience before I follow ELTIS. This is, er…I was very confused to improve or to motivate my students because…what's that…I found it very difficult to find instructional materials…er…very confused …er…because I found it difficult to motivate students. I did not know how to make them more focus on English lesson…that was very difficult. When I was teaching, they ran away from class. They did not want to be taught by me. However, when I implemented ELTIS practice, I found it so useful in improving students' motivation in learning English.)
> (Interview: TB1_mot)

The interview above indicated that ELTIS had given the teacher strategies for motivating students to learn English. Before following ELTIS he found his students ran away from the classroom. The students did not want to be taught by him and did not want to learn English. The interview revealed that the teacher had only completed Madrasah Aliyah

(Islamic senior high school) level and was not competent to teach. However, when he implemented ELTIS strategies he reported that the students were really enthusiastic in following his lessons. He certainly believed that the ELTIS approach and the materials used were definitely motivating.

The interview result from the district of Probolinggo showed that Pak Herman's students were shy. He motivated them by saying that they were all in the same condition. He assured them they could establish learning if they changed to use English because all in the classroom were not using English in their communication. They had to use English in the classroom in order to develop their English. One of the motivation strategies he used was giving the students praise for example by using "two thumbs up" and said "good job" to students who demonstrated good effort. Pak Herman found it effective to raise students' enthusiasm as well. He explained that:

> Most of them are shy students. I said that they are same with me, for example, and we have same chance to establish our English. In the next day they look have enthusiastic in learning. I always praise my students er…by giving two thumbs or say good job…and they look happy (Interview: TP3_mot).

c. Building self-esteem and self-confidence

From the observation, the students in the rural area in this research showed overall low self-esteem. They felt that they were left behind being lived in rural area, under-developed, and economically poor students. They were not confident being far from cities which had many more facilities, information, and an established learning environment.

The data taken from the observations showed that the teachers in those three districts wanted the students to believe in their own attainment. In the classrooms, the compliment such as *"Yes, you can, don't worry"* proved effective to trigger students to be brave in expressing their ideas.

The data from the observations and interviews indicated that there was a challenge similar to building self-esteem. A teacher should be able to raise students' awareness in order to motivate the unmotivated student to learn English. One of the strategies employed by the rural teacher was telling them that "English is now an international language." My interview showed that this strategy was the most used by teachers, for example, by Pak

Salam, Pak Iwa, Bu Yasmin, Bu Wulan, and Pak Rahman who used this phrase to motivate their students. The other strategy was to say, "You will get a good job if you can speak English" (Interview: TP3_mot). The other sentence used was "You can be a good English teacher and go to overseas" (Interview: TB3_mot).

Summary of the findings on strategies in motivating students

From observation and interview results the research showed that:

- In some schools, students demonstrated low motivation in learning English
- The teacher showed the ability to employ motivational strategies such as giving rewards, giving positive feedback, and maintaining students' learning confidence
- The teachers were aware that different levels of students learn differently and motivational strategies engaged needed also to be different
- The teachers told the students that they were from similar socio-cultural conditions being foreign language learners that needed to increase their awareness to improve their English
- The teachers employed various motivational strategies to build self-esteem and self-confidence including motivating the unmotivated among the students

Summary of classroom based pedagogic practice

Figure 4.2 summarises the elements of classroom pedagogic practice identified in the findings of this study. There are four areas that were identified from this study including a) teaching strategies (e.g. teaching procedures, time management, error correction, and engaging scaffolding techniques); b) classroom management (e.g. classroom organisation, maintaining discipline); c) language of instruction (e.g. code-switching, personalising, contextualising); and d) motivational strategies (e.g. increasing enthusiasm, positive feedback, building self-esteem and self-confidence). The teachers in the study demonstrated the ability to enact learner-centred communicative teaching strategies. Their skills in setting their classroom activities are evidenced in the teaching procedures, time management, error correction, and scaffolding technique. The teachers also showed that they were capable in classroom management. They were able to organise the seating arrangement, manage the board, and establish rapport and maintain classroom discipline. The language of instruction that they used in the classroom included code-switching, contextualising and personalising, which were effective strategies in improving students' motivation to learn English.

CLASSROOM PEDAGOGIC PRACTICE

Teaching Strategies
- Teaching procedures
- Time management
- Error correction
- Scaffolding technique

Classroom Management
Classroom Organisation :
- Seating arrangement
- Board management
- Establishing rapport

Classroom Discipline:
- Maintaining discipline
- Classroom monitoring

Instructions
- Classroom language (instructing, explaining, questioning)
- Code switching and meaning making
- Contextualising and personalising

Motivational Strategies
- Increasing enthusiasm
- Positive feedback
- Building self-esteem and self-confidence

Figure 4.2: The elements of classrooms-based pedagogical practices

4.2 Supporting and Inhibiting Factors in the Socio-cultural Conditions

There are factors that support or inhibit the enactment of ELTIS strategies in the socio-cultural conditions of this study. Regarding the factors that influenced the implementation of ELTIS, the observation results showed that there were several aspects identified in the three regions including cultural characteristics and language used, economic and educational background, and local cultural values and beliefs or religious aspects of the society. The research showed that the people who lived in the rural areas in those districts had few opportunities to develop.

The areas are well known as "daerah tapal kuda" or *horse shoe regions* whose majority of people use Madurese language for daily communication. The societies were formed by Madurese cultural backgrounds which typically have a low level of formal education and many of them have no formal education, and experience low family income. They follow traditional values that exist in the society.

Further observations showed that in relation to the economic aspect, the people were well known as hard workers. Their ancestors migrated from Madura Island which land

was infertile. They moved permanently to eastern Java especially along the North Sea Coast of Java which is well known as *Pantai Utara Jawa* including Probolinggo, Bondowoso, and Situbondo in seeking better lives. Most people in the areas worked as fishermen, land holding farmers or farm workers (not farm owners).

The madrasah principals involved in this study reported that many of the parents in these rural areas needed a good education for their children, but there were not enough opportunities for them to change their children's upbringing for this due to their economic conditions. Considering education in cities was expensive, most parents in the district of Pamekasan, for example, sent their children to a private madrasah in the nearby village because it was cheaper and sometimes they were financially supported through an operational aid for students called *Bantuan Operasional Siswa* (BOS) scheme. My observation in MTs *Miftahul Ulum* in the district of Pamekasan revealed that a poor student name Amin, year 8 student had been walking for about 4 kilometres to go to the school each day. His father a farm worker did not have his own field. Amin's father was working only when planting and harvesting season came. Between those seasons he used to feed and grow a few cows that belonged to Pak Haji Ridwan, a rich person in the village. Amin was in difficult situation between stopping schooling and helping his father or continue at school without helping his poor father. The principal confirmed that the school had helped Amin by waiving tuition fees and the school had provided books and uniform as well.

In the Bondowoso district, parents sent their children to madrasah run by *pesantren* foundation with a hope that *yayasan* (*pesantren* founder) would look after their children. In boarding school, parents believed that the leaders and teachers of the madrasah and *pesantren* would educate their children on religious matters and in general subjects as well. Parents submitted their children totally to the *yayasan* by saying "*nappa ca'en kiae nah*," a Madurese phrase which means "it is up to the *kyai* (the religious leader)." Unfortunately, parents' total submission to *yayasan* was not followed up with any important support by the parents in providing books, or other needs for their children's education. Thus the outcome of children's education depended very much on how the school foundation or *pesantren* looked after and provided them with education facilities and resources. My interview with the vice principal in MTs in the Bondowoso district clarified the situation in saying:

Orang tua mereka menitipkan anaknya di sekolah, dan pondok tapi tidak memantau perkembangan mereka, itu terserah kyai katanya.

(Translation: The parents hand their children over to learn in school, but they do not pay much attention about their children development, it is up to the kyai, they said) (Interview: prin1_BW).

The school principal's assertion showed that children's education was placed in the hands of the madrasah foundation. Parents in the district were unwilling to pay attention to their children's learning achievements. The purpose of sending their children to madrasah was that the children would get an education regardless of any the learning outcomes. They showed a feeling of satisfaction if their children went to *pesantren* to learn religious subjects yet the children also learned general subjects like mathematics and English as well. However, the parents were unable to provide for their children's needs.

In the Probolinggo district there was a different response by parents. Even though the economic condition of the society was not any better than the other two districts, parents in the district of Probolinggo tried to give support especially when their children went to madrasah and stayed within Islamic boarding house (*Pondok Pesantren*). Many sold or mortgaged their belongings including their properties in order to provide their children with enough money for food, books, and school fees. If the *pesantren* received financial support from government, students were freed from tuition fees. Some madrasahs provided books to be borrowed by students through a government support scheme called "BOS buku".

Results of the educational aspect of the investigation have shown that people in rural areas in the districts were not only poor economically but also had low levels or no formal education. According to the school principals, parents of the school community consisted of:

1) The majority of parents who expected their children to study full time, sent children to stay in *yayasan pondok pesantren* (YPP) which provided not only religious teaching called "*diniyah*" (Arabic literacy translated into Bahasa Indonesia), but also general subjects such as English, Mathematics, Sciences, and Social Sciences in day schools operated by the *yayasan*.

2) Parents who wanted their children to help them work after school hours, so they sent their children to private Islamic day school.

3) Parents who were waiting for their daughters who had already been betrothed to get married for a certain length of time, this especially happened in Madura Island.

The interviews and observations showed that societal values of the three regions had strong religious standards as their life foundation which influenced their attitude to pedagogy in English language. Their religious lives were affiliated with the Nahdlatul Ulama (NU), a peaceful Sunni moderate Islamic organisation. Among Indonesian religious organisations NU is followed by some 80 million people that have made NU the biggest religious organisation in Indonesia and in the world. The other Islamic organisation is Muhammadiyah, the second biggest with more than 30 million followers and other smaller Islamic organisations like Masyumi, Persis, LDII, Ahmadiah with no precise record on the number of t followers. Many private madrasahs in the regions under study were run under the umbrella of NU.

4.2.1 Condition of madrasahs and the English teachers

Concerning the condition of madrasah, I would like to clarify the distinction between state madrasah and private madrasah. A state madrasah is a government funded school with acceptable learning facilities such as appropriate classrooms to accommodate 30-40 students, language laboratory, computer laboratory connected to the internet, and other media for learning. A state madrasah is also looked after by government paid teachers. In the three regions of this study, state madrasahs were well established in the central towns or suburbs with no state madrasah in the rural areas. The teachers of the state madrasahs attend regular in-service trainings, workshops, and seminars. They hold bachelor degrees as the standard requirement for teaching and teach in accordance with their degree or subject expertise.

A private madrasah is an Islamic school run by private foundation called *Yayasan*. In the districts of Bondowoso and Pamekasan most private madrasahs were in rural areas. Only a few madrasahs were in suburbs or central towns. By comparison, there were only two state madrasahs in Bondowoso among other 92 private madrasahs. In the district of Probolinggo there were three state madrasahs and 151 were private, and in the district of

Pamekasan there were four state madrasahs and 171 were private. Many English teachers in the private madrasahs did not hold bachelor degree in English and many of them had reached only Madrasah Aliyah (Senior High School) level. Most private madrasahs were poorly funded. Despite the unfortunate conditions, there was little support from society to develop children's education because parents paid little attention to the children's schooling as their focus was on earning a living. With this economic condition schools were challenged mainly to seek donations for resources to provide the children with better education facilities and capable teachers.

In a rural madrasah in Bondowoso a teacher had not been paid for eight months because of lack of funds. The foundation (*yayasan*) had failed to provide an acceptable number of allowances for teachers. A teacher in Bondowoso said:

> Please keep this information, er…I am not paid for eight months now. The only information I got that *yayasan* don't have money. (Interview: TB2_sec1)

The teacher Iwa accepted this condition because it was common practice in society that teachers become accustomed to help *yayasan* and society leaders/*kyai* to establish education in their area without payment or with a little salary that is called "bisyaroh." Bisyaroh was not really a payment. It was replacement for a number of teacher expenses such as photocopying material or money the teacher spent on petrol of his motorcycle used for daily transportation to their schools. Iwa's obedience was formed by his value and belief that if he could help *yayasan* he would be blessed by God in this life here and here after. It was a similar case with Bu Nadifah in the Pamekasan district in which her loyalty was also built on the same cultural values. Bu Nadifah understood pedagogy as room for building understanding of her lives in the here and here after. Thus the goal of educating children was not intended only for getting success in this worldly life but also in the life hereafter. This was the teachers' belief about Islamic pedagogy and the essence of teaching was significantly built upon this belief value.

In the disadvantageous situation working conditions, one good example of the impact of ELTIS training on a teacher was given by Bu Aisa. She had been teaching English in a private rural madrasah for about ten years. In her village community a teacher is in a noble profession. Thus she felt proud to be a teacher, and an English teacher was most required. Moreover, after obtaining professional training from ELTIS, she maintained her professionalism by enacting ELTIS teaching strategies. She kept on putting her knowledge

and skill gained from ELTIS into practice in her school which was poorly funded and located in a remote place.

She went to a university in Jember to pursue her master degree in education management. It was another way to maintain her professional development. Since 2012 she hadbeen certified though the teacher certification program from Ministry of Religious Affairs which meant she received allowances from the government. She confirmed that she got the highest score when she submitted her portfolios for the certificates of ELU, CELTT, and Cambridge-TKT from ELTIS.

4.2.2 Socio-cultural condition of the students

There were two kinds of students who studied in private madrasah. First, those who wanted to study but were not accepted into the state Madrasah Tsanawiyah (MTs Negeri) because they did not pass the selection process. It meant that their examination standards did not quality them to meet state school requirements. They might have had low scores from their primary education or they might have failed to do the test at pass standard required in the state Madrasah Tsanawiyah. Second, those who wanted to study in nearby madrasah because they could not afford the school expenses including transport to state madrasahs in the city.

The condition prior to ELTIS was that the students remained inactive in their attitude to English lessons and they avoided learning English because they hated English thinking it to be as difficult a subject as mathematics. Many of the students in Bondowoso were late comers to English classes. The reason was that the classes were boring. The students had to learn English by memorising list of vocabulary without knowing how to use the words in particular contexts. The situation was different after teachers gained teaching strategies from ELTIS, as at the time of the research, students had come to find that learning English was fun and authentic. They even asked the English teacher to teach them an English lesson while the other subject teachers were absent. A teacher explained:

> My students said, "Mam, please teach English now, the social science teacher is not coming. (Interview_TB3_sc)

Students in any socio-economic situation become eager to learn if the teaching is given in an interesting way. Stakeholders particularly teachers and schools should pay much attention to students' needs. What students need is actually how they can learn

better in better conditions which include having qualified teachers, good facilities, a non-threatening atmosphere for learning, and authentic resource materials. The small conversation between the students and the English teacher above indicated that the students were enthusiastic to learn English by saying, "please teach English now." This situation resulted from the teacher providing learning situation in which students were engaged in a fun and authentic English lesson.

4.2.3 The influences of ELTIS toward teacher professionalism

The ELTIS training significantly influenced the teachers' paradigm of achieving success in their English language pedagogy within the socio-cultural context of their school. It was found that previously teachers had not known how to effectively manage the classroom, yet within ELTIS they obtained the skills of effective classroom management. Before joining ELTIS training, teachers did not know how to effectively use the language of instructions, how to ask questions that elicited ideas from students in brainstorming sessions, how to use check questions, how to correct errors, how to adapt and use materials in different classroom situations, and other teaching exercises. In the last phase of ELTIS training, teachers became aware of enacting effective language of instructions. They understood and were able to do error correction effectively. They were at ease in leading students to follow eliciting and brainstorming techniques. They could easily adapt and use materials in different classroom situations.

While poverty was still regarded as one of the significant drawbacks of teacher professionalism and it was also considered to be one of the hindrances to quality enhancement as well. In contrast, ELTIS had specifically helped teachers of English in the districts improve their teaching capabilities, teaching knowledge and skills and more importantly ELTIS had successfully built teachers' confidence in delivering English lessons by using English as the language of instruction. They were also confident to speak at teacher support group (MGMP) meetings. They were able to work with other groups of teachers who were not involved in ELTIS training to share their knowledge especially when they were under ELTIS supervision. However, when the financial support stopped their activities to disseminate knowledge gained from ELTIS also stopped. This is one of the problems encountered by the teachers in the districts in this research.

Summary of factors that support/inhibit the implementation of ELTIS in the socio-cultural condition

The findings on the factors that supported and inhibited the enactment of ELTIS strategies in the socio-cultural conditions were identified during the study in the three regions including the district of Bondowoso, Probolinggo, and Pamekasan in Madura Island.

- Inhibiting factors:
  - underdeveloped cultural characteristics were quite similar in the three districts
  - the language of communication was Madurese and Javanese; only in formal meetings was Bahasa Indonesia used which limited the use of English as the language of communication in the classroom
  - low economic and educational backgrounds of the communities impacted the parents inhibiting them from providing learning equipment and expenses for their children
  - parents submissive to the Pondok Pesantren and reliant on the *yayasan* for their children's education
- Supporting factors:
  - the local cultural values and beliefs of the society were tied to religious teachings, hence the madrasahs under study, in particular were connected to the peaceful Sunni Islamic organisation called *Nahdlatul Ulama* that was open to external aid for teachers' development
  - while poverty was a significant drawback for professional development, ELTIS helped teachers to build their capabilities for improved performance and confidence in the teaching profession

In conclusion, this chapter has informed the research findings from document analysis, narrative interviews, classroom observations, and focus group discussions. This explains how teachers adapted and improved the quality of their pedagogic practice since joining the ELTIS training. Within the socio-cultural conditions of rural Indonesia with limited access to resources, the teachers benefitted from the ELT strategies offered by ELTIS. They were able to create fun and authentic activities in their lessons, supported by the Islamic resource packs which were culturally adaptable. They engaged motivational and classroom management strategies that they were not aware of before they followed the ELTIS training. The teachers improved their pedagogic knowledge and pedagogic content knowledge needed for teaching English.

CHAPTER 5

RESEARCH RESULTS AND FINDINGS

EDUCATIONAL INNOVATION AND SUSTAINABILITY

Introduction

This chapter encompasses the elements of the third research question: "To what extent has the ELTIS educational innovation been sustained over time as the teachers engage in their pedagogical practices?" This chapter considers the educational innovation of the cascade training model introduced by ELTIS in collaboration with three Islamic tertiary institutions of Indonesia. It also considers the sustainability of the ELTIS approach at the madrasah level. This section specifically discusses the voices from grassroots, their success and their limitations.

5.1 Educational Innovation

Concerning educational innovation ELTIS had developed training in collaboration with three Islamic tertiary institutions under the Ministry of Religious Affairs of Indonesia as key partners. The three Islamic tertiary institutions were the Islamic University of Sunan Ampel Surabaya (UIN SA), the State Institute of Islamic Studies (IAIN) Mataram, West Nusa Tenggara, and the State College of Islamic Studies (STAIN) Watampone, South Sulawesi. The organisation of the findings of this research includes: 1) the impact on professional knowledge and teachers' pedagogic content knowledge (PCK); 2) the impact on teachers' development and use of resources; 3) the impact on professional networks and leadership.

5.1.1 The impact on professional knowledge and teachers' pedagogic content knowledge

Educational innovation developed by ELTIS included designing new teaching and learning strategies by engaging meaningful communicative activities for language learning. Although it was introduced in the early 1970s, CLT was a relatively new approach for most teachers of English in these regions. The majority of teachers in the rural areas of Indonesia, particularly in the three regions under study, had not heard of this approach previously. Some had heard of it but with minimal understanding about the approach and the

implementation of it. The main concern of implementing communicative language teaching (CLT) was a need for change from traditional ways of teaching into a more learner centred way, by engaging pair work or group work activities which involved learners more.

a) Observation results

The classroom observations that I conducted showed that teachers had mastered the communicative language teaching approach through the implementation of a fun and authentic learning activity. In the practice of these activities, the students were engaged in communicative activities in the classroom. The teachers had focused their practices on how students could best learn English in the classroom in a comfortable way, by enacting cooperative learning strategies. They had changed their teaching techniques from simply giving the students information about grammatical rules and language usage, to working in pairs, or group work, or doing projects and therefore using the language authentically. This situation of learning had given students a chance to take a greater level of responsibility when participating in the classroom activities. The students seemed comfortable listening to their peers and discussing and finishing a project. By employing the ELTIS approach, the teachers had demonstrated good practice to improving learners' confidence in expressing their ideas in English. The approach also increased students' engagement in learning English.

During my observations, I saw communicative principles of classroom language enacted appropriately by teachers in various activities. Classroom observations indicated that pedagogical practice reflected a CLT approach through elicitation, information gap activities, and instructions. The classroom practices are summarised in the points below:

- **Eliciting**. Teachers were able to ask students some questions to get the ideas or language knowledge from the students in a lead in activity. Bu Nadifah used pictures to elicit adjectives, an important task for a follow up activity which was to describe their friends' appearances. Pak Rahman used a snowball-war game to "rock" the class. This had lit up students' enthusiasm at the beginning of the lesson. He needed this lead-in activity to teach students how to interview friends and to find "someone who" in a mingling activity. Bu Aisa utilised story telling of her favourite food that she cooked during Ramadan fasting month for her "iftar" dinner in the lead-in activity stage. Pak Herman used a spider web technique to elicit the vocabulary of transport.

In those activities, my observations indicated that students were able to use vocabulary words that they needed for follow up activities. Eliciting seemed to be important for preparing students for the new activities the teachers was going to include in the lesson. The teachers also drew on local contexts. Hence the teacher and the students had built in contextual learning as well.

- **Information gap activity**. Teachers had experienced an important element of communicative activities by employing information gap activities. For example, the teacher in the district of Probolinggo (Bu Yasmin) assigned students a speaking activity, which particularly asked students to work in pairs to make a request. She gave an example in the pre-teaching activity about how to ask questions, how to take turns, how to carefully listen to their partners, how to respond, and how to check whether their peers understood what they said. The challenge for Bu Yasmin in employing this activity was that the confident students were enthusiastic to participate, while the less confident students were reluctant to participate. Quite often good students were able to inspire their friends to speak although with limited vocabulary. Bu Yasmin had anticipated this problem by involving the students in the conversation in pairs, to trigger students who usually just kept silent. Bu Yasmin was aware of providing an opportunity for extended speaking practice by helping the weaker students express their ideas in the conversation, in order that the pair could accomplish the task well.

- **Instructing**. Teachers gave clear instructions for students to do particular tasks. A teacher in the district of Bondowoso, for example, instructed students to do a project as group work, to finish a procedural text of how to make traditional food. She used checking questions to make sure that students had understood what to do, by asking, for example, "what should you do?" When the teacher found that her students did not understand, she gave an example with the steps required for a procedural text, for example,: first of all, secondly, then, after that, and finally. She used simple sentences in her instructions.

- **Explaining**. Teachers realised that grammar is an important part of English language. When teaching grammar, a teacher in MTs Bustanul Ulum, for instance, asked questions about "What is your parent's job?" He employed this strategy to pre-teach students about nominal and verbal sentences. He, then, explained the

difference between nominal and verbal sentences. From my view point, the teacher explained the grammar points quite effectively, but in his reflection he felt that he spent a bit too much time explaining. The teacher reflected that he would have been better if he could manage time efficiently and therefore would have avoided the potential difficulty that appeared from his long explanation.

- **Correcting**. Teachers usually did error correction on spelling and pronunciation. It was found that most teachers had implemented different techniques to correct learners' mistakes. For example, Pak Salam repeated the word "sugar" which was pronounced [sage] by a student with a correct pronunciation [ˈsugə]. Likewise, Pak Iwa had made correction on the pronunciation of the word "pilot". Bu Wulan, for example, had made a correction on the spelling of the word "invitation". It appeared important to note that the teachers should not only pick out the wrong spelling or pronunciation to be changed into correct forms. They could also encourage students to develop ideas, for example, "What can you make with sugar? Tea, cake?" With that in mind, teachers like Pak Salam would probably develop more meaningful error corrections.

- **Scaffolding**. The teachers were using a scaffolding technique to encourage students to express their ideas by using teachers' talk to lead in the students to the lesson. The teachers also used a scaffolding technique by grading or using simple language to the students' level of English to get students' ideas in the eliciting stage.

- **Concept checking**. Concept checking is an important part of teaching especially when teachers gave instructions. Most teachers had enacted concept checking every time they assigned students with particular tasks. Concept checking had been used by teachers to replace the question "do you understand?" which could be answered by saying "yes" without indicating actual understanding. Bu Nadifah, for example, asked students to point to "flat nose" between two pictures of Indonesian comedians to make sure that her students had understood the meaning of "flat nose". A similar example is the concept checking used by Bu Aisa, "what would you make?", to check whether her students understood her instructions to write ingredients of their favourite food.

In summary, the observations indicated that the teachers demonstrated pedagogical content knowledge as the impact of the professional development

gained from ELTIS training. There was a pedagogic shift or transformation from traditional teaching techniques, which simply presented information about grammatical rules and language usage, to working in pairs, or encouraging group work, or doing projects and therefore using the language authentically. The communicative principles of classroom language teaching were enacted appropriately by teachers in various activities such as elicitation, information gap activities and scaffolding and these had increased students' engagement in learning English as well.

b) Interview results

Classroom pedagogic practices evidenced that teaching and learning strategies employing meaningful communicative activities for language learning were effective in improving students' motivation in learning English in Madrasah Tsanawiyah in Indonesia. As discussed above, the main concern of enacting CLT was a need for change from traditional ways of teaching into innovative ones. The common practice of English language teaching in these rural areas of Indonesia was rote learning, in which the teacher wrote a sentence on the blackboard with a piece of chalk to be read and repeated by students. The teacher then translated the sentences followed by a long explanation of grammatical points. Using CLT, teachers changed this practice to a more authentic learning environment with pair work, or group work activities and language games, which have engaged students' learning motivation. The ELTIS team leader confirmed:

> Right, now, we talk about communicative language teaching approach. Why did we choose that? Well, we knew already, first, teachers weren't qualified, many, many of them weren't qualified as English teachers. They haven't done any language teacher training. So we knew from our observation that they were using the blackboard and generally LKS and we knew that, that wasn't an effective approach. We wanted to introduce them to an approach where students are more active, more student centred format learning and less focus on teachers. Now, because the ICELT course taught the master trainers how to do that, it made sense that we need try and bring that (communicative approach) into the ELTIS program. We weren't hoping for a miracle but we were hoping for at least a shift away from the "chalk" and "talk" into just some simple "pair work", "group work" activities er…more student centred activities where the teacher were speaking less. We were teaching the master trainers to teach the teachers how to involve the students more." (Interview: CB_ETL)

The data revealed that the aim of employing communicative language teaching approach was to provide strategies for teachers to shift from "chalk and talk" to a more student-centred activity by engaging students in pair work or group work. The teachers hoped to use their talk as efficiently as possible while encouraging students to talk more. The teachers might use their talk to pre-teach and give simple instructions. In that way, the classroom activities were more student-centred which might potentially be effective in promoting students' learning as well. The situation after ELTIS training was different compared to teaching and learning activities in the classroom before ELTIS. The teachers found that any activity engaged in the classroom was effective. The teaching and learning process was not only a teacher activity, but also a teacher and student activity. By employing student-centred classroom activities, they worked more cooperatively. As a teacher who was also a district trainer in the district of Bondowoso said:

> *Hmm.. apa ya? Terutama karena lebih sering student centre, murid mengupgrade interaksi di antara mereka sendiri. Mereka lebih bisa bekerja sama dengan baik. Lebih bisa menjelaskan ilmu yang mereka pahami. Atau tidak malu bertanya dengan sesama temannya. Sehingga terbangun komunikasi belajar dan mengajar di antara mereka. Nggak malu lagi bertanya jika mereka belum paham. Bagi murid, lots variety of interaction dalam kelas itu, membentuk kebiasaan tidak malu bertanya.*
>
> [Translation: Hmm…what's that? We have enacted student-centred, thus learners have always improved the interaction among themselves. They worked better cooperatively. They could explain their knowledge mostly in their own way. Or they were not shy to ask questions among them. So they have built communication to learn from each other. They were not shy if they have not understood. For the learners, they got to use a wide variety of interactions in the classroom and built communicative habits being not shy to ask questions]
> (Interview: DT_clt)

Thus students were able to effectively and comfortably express their own ideas with their friends in a more free atmosphere. The teachers had created a fun and authentic milieu by implementing a variety of activities. The district trainer, Bu Aisa, remembered that a common activity she used to do before joining ELTIS training was using Lembar Kerja Siswa (LKS); many of her students fell asleep. When asked: How do you manage you classroom to communicate in English? She said as follows:

> The simple way …in er…our daily conversation in the class I'm still using English. Like at the first time the teachers come to class, they usually say: "pay attention, stand up!" like that. And then, "Ok, clean the black board!" any common class I'm still using it in English. (Interview: TB3)

The implementation of communicative language teaching within ELTIS had given teachers the chance to explore various teaching methodologies, such as how to control a class, how to control pace, how to provide students with opportunities to communicate with each other. A master trainer who now works as a trainer for "Bupati" or the chief regency of Jember revealed:

> There are some point to conduct concerned with some points of teaching methodology and how to handle the class, the pace, the er…the warm up for example, ice breaking and then how… how the teacher present the lesson and how well they provide the opportunity for students to communicate each other. (Interview: MT1)

Equal to the above master trainer, in the district of Bondowoso a teacher had agreed with the idea that language teaching was not only as a subject but it had to be seen as more than that. The teacher had been practising a communicative approach in classroom practice after getting the theory from ELTIS. The teacher, Bu Aisa, stated that she agreed with the idea that language teaching was not only for passing the examination but also for communication. She confirmed:

> Yes. I agree with the idea that language is not only as a subject or material in school but more to er…what is it… something that we can use to communicate with one another. And of course the students have to understand and have the same idea with me, agree as me, that English is for communication not only the subject they have to do the er..to pass the examination. (Interview: TB3_clt)

The teacher considered things that might hinder the implementation of CLT. One was that teachers and students lived in situations where English is a foreign language, so outside the school no one speaks English. In her village madrasah, she found it difficult to utilise English for communication in the school. She was aware that in a situation where English is a foreign language, there is no need to use English for daily communication, for trading, for family gatherings, for society meetings, or for sermons. Commonly, they already used Bahasa Indonesia for formal meetings, and "Bahasa Daerah" or the local language to use in daily conversation or informal gatherings. Further she told:

Yeah, I agree, but er…the difficulty is that they live in environment that doesn't use English as their daily conversation so it's difficult for them to increase their ability to speak English. It's different with the students in the big cities or down-town. It's very different because they have to use English more than our students in the village, even though using er…like hand phone or computer, you know that now hand phone or computer we can down load and ask the operator to change the hand phone or mobile phone into Indonesian. So they don't have to use English language. (Interview: TB3_clt)

The teacher agreed that, in her environment, it was difficult to improve students' ability in English. She tried to contrast with those who live in big cities where learning facilities and technologies are far more sophisticated, and thus it is much easier for the English teacher to assign students to use English for communication. However, the village students, for example, use technology (mobile phone and computer) and they simply download the application which is in Indonesian language; thus they do not need to use English.

A teacher in the same district recognised that the implementation of communicative language activities is not an easy task. However, the teacher has been struggling to enact this student-centred approach with his students. Telling about his activities, he eagerly confirmed that his students felt enthusiastic about activities like pair work, group work, and popular ELTIS language games such as running dictation. He said:

Iya. Kalau pair work, group work itu masih digunakan pak, running dictation juga.

(Translation: Yes. We have been enacting pair work, group work sir, and running dictation as well.) (Interview: TB1_clt)

The data indicated that the teachers realised that the process of teaching and learning which was centred on students was still difficult to some extent. For example, when asked whether the students' activity reduced after a certain length of time, the teacher said "yes." However, he still implemented many aspects of ELTIS. These included group work, work in pairs, and games such as running dictation. In the input session with the students, the teacher employed a pre-teaching activity. He seemed to avoid giving too much homework which might overwhelm students.

In each teaching session, I witnessed that those teachers carried out the effective approach through the classroom activities. The teachers were aware of their role in the

teaching and learning process, such as teacher as diagnostician, teacher as motivator, or

teacher as feedback giver. To some extent, the awareness of their role in teaching seemed

to be helping teachers to successfully promote language learning.

The implementation of an approach or a method of teaching may influence the

result of teaching and learning as reflected in the story of the ELTIS team leader.

> I started learning German at the age of 13, and was very excited at the prospect of studying a new language. I had already been learning French for three years. A German lesson in that first year were fun, the teacher, Miss Burrell, was friendly and never got angry. She made us feel relaxed and confident about using German in class – which was different to my experience with French up to that point, where we followed the Grammar-Translation Method and had to memorise lots of verbs.
>
> In German lessons we made lots of sentences, to help us learn how to use the German declension rules properly. The sentences seemed funny to us:
> The long green snake sat under the blue chair (die lange grüne Schlange saß unter dem blauen Stuhl)
> The red rat jumped onto the yellow table (Die rote Ratte sprang auf den gelben Tisch)
> The blue cat sang a long song (Die blaue Katze sang ein langes Lied) etc, etc.
>
> The problem arose when my parents took me on holiday to Germany after I had been studying German for a year. We arrived in Munich and went to a café for breakfast. My father said "Ok, now that you know how to speak German, you can order everything for us". But, of course I couldn't – unless they wanted to eat a long, green snake! I felt quite hopeless, and quickly realized that although I loved my German lessons at school; they had no resemblance at all to the real German that I needed to communicate in everyday life. I felt awful and never really enjoyed my German lessons as much after that. Of course, in those days, I didn't have the courage to say this to my teacher, so I continued to learn meaningless sentences, and then I gave the subject up the following year and started learning Spanish instead!
>
> Sofia's story, 2014

The experience of learning language by using Grammar-Translation Method had

been felt difficult by Sofia because she had to learn to master verbs and sentences without

knowing how she could use the series of sentences in a communication. When she first

learned German she felt that she could enjoy mastering sentences and lots of verbs and the

variations of the German words. However, when she faced the fact that she had to use the

language for communication, she realised that the sentences she had memorised did not

give her an ability to expose her knowledge of the language she had learned into real

communication in real situations. In the Indonesian context, where English is not used for daily communication, the idea of bringing CLT into the classroom is so that the learners can be actively involved in pair work or group work or mingling activities where they communicate with each other. These activities are not possible if the teachers engage a traditional approach.

Summary of findings on implementation of CLT

- Teachers had mastered communicative language teaching approach through the implementation of a fun and authentic learning activity
- The teachers had focused their practices on how students could best learn English in the classroom comfortably, by enacting cooperative learning strategies
- The teachers changed the teaching techniques from giving students all information about grammatical rules and the usage of language, to working in pairs, or group work, or doing projects
- This situation of learning had given students the chance to develop a greater level of responsibility to participate in the classroom activities
- The students felt comfortable to listen to their peers and to discuss and to finish a project
- By employing the ELTIS approach the teachers had demonstrated good practice to improving learners' motivation and engagement in learning English
- The observed pedagogical practices of teachers reflected the CLT approach through elicitation, information gap activities, instructions, explaining, correcting, scaffolding, and concept checking
- The aim of employing a communicative language teaching approach was to provide strategies for teachers to shift from "chalk and talk" to a more student-centred activity where teachers speak less in teaching English.

5.1.2 The impact on teachers' development and use of resources

The data from the ELTIS document indicated that educational innovation within ELTIS had also included designing learning materials called Islamic Resource Packs (IRP). They contained supplementary material to develop a variety of communicative activities and had been designed to match with the national curriculum. These packs contained practical English materials easily adapted and used by Madrasah Tsanawiyah English teachers. The resource packs included listening materials, language games, pictures, cards, and other teaching materials. The observation results of this study showed that the majority of teachers have been using the resources packs because of their practicality and

adaptability. Based on these instances of use, the Islamic resource packs are regarded as one of the factors that determined success in pedagogic innovation and sustainability, in the sense that the implementation of the Islamic pack in classroom practice showed a long term impact.

The research has shown that Indonesian cultural values as well as Islamic values have been adapted into the English materials still used in madrasahs. The study of the educational innovation of ELTIS aimed to provide the answers for the first research question, mainly about the aspect of instructional materials used by the teachers. Further, this section deals with how teachers adapted ELTIS materials into practice. Thus there are two points included in this part. First, the data of how ELTIS adapted cultural values are taken from the document analysis. Second, the data of how teachers adapted and took the materials into practice are taken from observations and interviews.

a) Document analysis

This study found that the Islamic Resource Packs employed the principles of adaptability and suitability in which local wisdom had been adapted into reading topics of, for example, procedural text such as how to make" banana Kolak" in Ramadan fasting month, how to cook your favourite food, and how to do "wudhu" or ablution. These Islamic Resource Packs were also authentically adapting local figures into a reading passage entitled "Jefri Al Bukhori is my favorite figure", "Zaskia Adya Mecca is my idol," and a lot more interesting topics (see also LAPIS, 2008) or visit the LAPIS-ELTIS website in http:///www.lapis-eltis.org/eltis_resource_packs.html).

The use of names in the resource packs also indicate that the materials had taken local names into account. It is usual in English book to use names such as John, Mary, David, Jim, Jane, Catherine, and the other English names. In the Islamic resource pack names such as Ahmad, Zainal, Imam, Latifah, Sugiyati, Abdul, Andi, Upik, Yanto, and other Indonesian or Javanese names were used in the various parts of the lessons in the book to accommodate local culture and to show that English is a universal language.

One of the factors influencing success in students' learning could be determined by the teachers' ability in providing instructional materials. Looking at this condition, the ELTIS team had designed and introduced a new iteration of English materials as a response to the inappropriate use of low quality student work sheets. The teachers had long demanded

quality teaching materials. However, quality English materials were difficult to find and the Indonesian government paid little attention to supplying them. Realizing that effective materials may contribute significantly toward teaching quality, ELTIS began to work on designing better materials and resources which could be used by teachers and learners in the teaching and learning process. The result of ELTIS developers, the product called the Islamic Resource Packs (IRP), was well regarded as one of the most important innovations for classroom instructional materials in support of the national curriculum. The Islamic content and commitment in the work of madrasah has played a significant role in improving the quality of English language teaching.

Picture of Islamic Resource Packs (taken from: ELTIS Document)

The pictures below are examples of the content of Islamic Resource Packs.

Teacher-friendly & adaptable Teacher's Notes
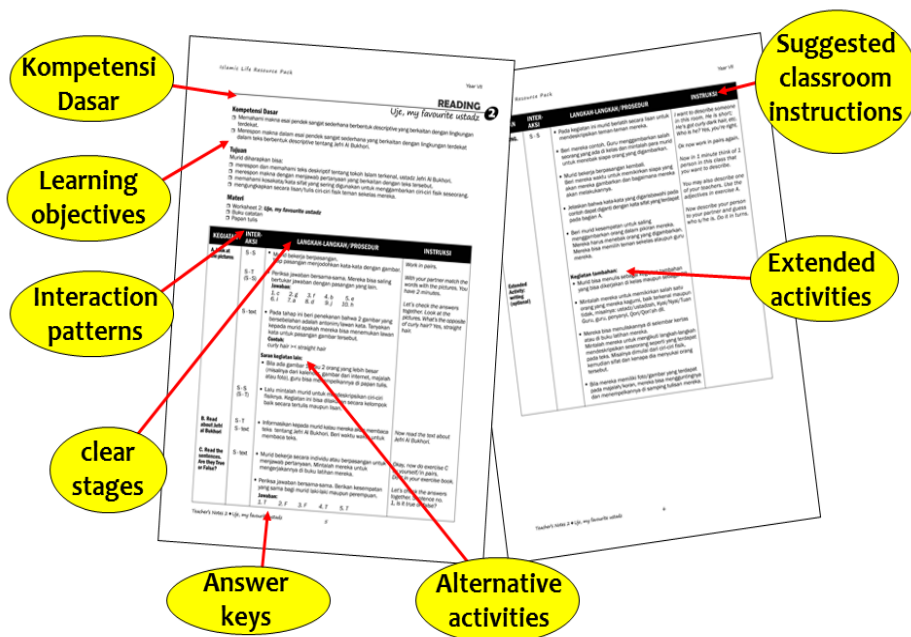
An Islamic Resource Pack is a ready to use worksheet which contains:

- 12 ready to use A5-sized worksheet with 20 copies
- Reusable
- Consisting of fun and interesting activities in line with "*Standar Isi*" suggested in curriculum KTSP-2006
- Teacher guide book which is photocopiable
- Teacher-friendly and adaptable teachers' notes
- Phonemic chart of English sounds

In addition, one of the important components of adapting materials is that the teacher and the students are able to achieve lesson aims. Notwithstanding the fun learning activities, the teacher may not ignore the learning objective. As suggested by ELTIS, classroom activities must refer to the planned lesson aims. The lesson aims may include a main aim, a subsidiary aim, and a personal aim. Apart from the lesson aims, the teacher will always pay attention that some portion of classroom activities should be provided for the students. A successful language teaching depends not only on how well a teacher delivers a lesson, but also on how much students can learn effectively.

b) Observation results

The observation results indicate that the teachers have the ability to adapt the materials. If the topic or the language is too high and the task is too challenging, the teachers are able to adjust the material to suit the students' needs. The teachers are also able to adjust the demands of over challenging tasks to meet students' level of English. The Islamic resource packs are produced to provide teachers and students with practical exercises that are easy to implement. However, in some schools to some extent the task is too challenging. If this happens, the observations showed that the teachers are equipped with skills to adapt the materials to the students' level of English.

Observation in the district of Probolinggo showed that the English teachers were able to adapt the materials from ELTIS as the impact of the capacity building of the program. They seemed skilled enough in adjusting the language used to make short and clear instructions. This especially happened in Bu Yasmin's class. It was essentially helpful when the teacher adjusted her language up to the students' level in order that her students could easily understand the meaning of her instructions. Even though she sometimes used Indonesian, she did not merely translate her instructions into Bahasa Indonesia. She simply used Bahasa when she gave additional instructions. Mostly her lessons were delivered in English. The example below is the observation note showing the procedure of her classroom lesson activities for a class of 28 girls:

* **Instructions** (T's setting up of activities):
  * *TP1 set up the class to be two rows. This is the seating arrangement that most of Indonesian classes have until today. The children sat on the floor in a small room which was not actually a classroom. This classroom was 2x6 meters squares which made it difficult for students to move. The activity usually used was pair work because students did not have access to move around.*
  * *TP1 has always tried to use English, and she used Indonesian translation when needed. But most of this lesson was given in English. She assigned SS to do pair work for conversation.*
  * *She highlighted "how to request, to accept and to deny."*
  * *She downgraded her language*
  * *In the last 5 minutes she concluded and rounded off the lesson by asking children what they have learned.*
* **Anticipated problems and solutions**
  * *Students might not understand "request"*
  * *TP1 anticipated by providing example of how to make a request.*
* **Extent of meaningful communication between teacher and students and students and students.**

Yes, she gave students time to experience communicative activity by asking them to develop their own idea in the conversation.

✳ **Correction of learners' errors**
 • *Yes, she did error correction.*
✳ **Pace /Variety of activities**
 This pace of the lesson was fair.
✳ **Achieving aims**
 Yes, TP1 has achieved the lesson aim
✳ **Other Points**
 TP1 has built good rapport in this lesson; she has loud and clear voice

<div align="right">(Observation_TP1_pp)</div>

This procedure indicated that the teacher was aware of adjusting the topic of "*making a request*" with her students in the small classroom. She showed the ability to adapt the material into her classroom practice. The material was taken from the ELTIS resource packs for year 8 as supplementary material. She demonstrated the ability to elaborate the material from the Islamic resource packs to meet the English syllabus in the national curriculum. Therefore, when she instructed students to work in pairs for a speaking activity, she asked the students to develop the conversation in accordance with students' own interests, such as hobbies or ambitions.

In order to meet the context of the students, the teacher suggested the students change the names written in the material; for example, in a conversation text between *Ahmad* (a male Muslim name) and *Sugianto* (a male Javanese name) the names were changed into the girls' own names, for example *Maria* or *Susanti*. For a follow up activity, she asked students to express how to accept or deny a request. This activity reflected the contextual and functional use of language. Thus the students learned in context and they knew the language function as well, because the teacher had developed a capacity to recognise when and how to adapt her teaching to students' needs.

c) Interview results

The interview with Bu Wulan confirmed that prior to the ELTIS training she found that it was difficult to find appropriate instructional materials. The teachers in her district found it hard to find good English books for madrasah students. In the district of Probolinggo, Madrasah Tsanawiyah teachers of English depend so much on unqualified *Lembar Kerja Siswa* (LKS), a tiny student worksheet which was the only material available. It

is common that a teacher who is not creative has always followed the student worksheet. However, when ELTIS produced the Islamic resource packs, which aimed as supplementary materials, the use of Islamic resource packs was more favourable. Bu Wulan confirmed that:

> ELTIS materials are more interesting than conventional materials in my school… 60% I use ELTIS materials and 40% I use LKS. (Interview: TP2_mat)

The results showed that encouraging students to speak English was not an easy task. Quite often a speaking activity ended up in speaking-like reading activity. For example, the teacher found it difficult to ask students to develop ideas for an "invitation" topic. In the lesson she assigned students to work in pairs. She tried to make the classroom a communicative activity setting. However, the activity did not work well and finally she asked a pair of students (2 girls) to stand up in front of the class and read the conversation text from the worksheet.

The data from interviews showed that the teacher had written the teaching procedure including the stages, the materials and the techniques used in her lesson plan. She confirmed that:

> Because there are, some of them feel strange about English, some of them easy to learn or to get English but most of them is still very difficult to understand English… emm…I feel er…what's that…"*masih agak kesulitan untuk itu*"("It is a bit difficult to do.") Yeah, sometimes I adapt material, because this is related to the time. If we take all the material I can't finish all. So I adapt some material we take some stages not all….. The materials, the techniques, sometimes when I enter the class, the strategy will change because the situation. Just like now, the situation is …er… students are sleepy then I say, "ok, stand up!" then like imperative sentence "stand up!", it is different with the lesson plan. (Interview: tp1_tp).

The teacher confirmed that there were various problems she encountered during teaching in the class. She believed she could manage the time, staging, and procedure she employed for the lesson. However, the problem appeared when she entered the classroom, and she admitted that the strategy changed because she realised the situation forced her to create another technique to awaken students from sleepiness.

Further, she confirmed that she could not build students' understandings easily about materials she delivered. She found it difficult to ask students to make a conversation, thus the fastest way to engage them in conversation was by asking them to read the

conversational text exemplified in the students' worksheet. It was a speaking-like reading activity. She stated that it was different from what she had prepared in the lesson plan. Unfortunately, she did not prepare a potential problem-anticipation with an alternative activity or solution if plan A did not work.

The interview with a teacher in the district of Bondowoso showed that ELTIS materials encouraged using topics which are relevant to the context. For example, the students were engaged to tell about "how to do ablution." This did not happen when she used conventional materials which did not take account of the local, specific context. One of the benefits of using ELTIS resource packs was that the teachers could explore the topics which met the students' needs. The material has also promoted language learning, indicated by students' enthusiasm in talking about their daily life. In the interview, she affirmed:

> Aisa: …maybe personalised about their topic to students. I believe that we didn't use personalising topic in the conventional like procedure of, about *ablusing*?
> I: ablution?
> Aisa: …ablution, yes. This is near with their daily life. (Interview: TB3_mat)

A further interview with the chief of the teacher support group (MGMP) in Bondowoso identified that the use of the Islamic resource packs was adaptable to uphold national curriculum particularly based on Islamic content. Thus there was no conflict between the materials provided by ELTIS with the English curriculum at this level. The problem identified was that the school had to provide in-kind support for photocopying materials, since there was only one Islamic resource pack in each school. The chief of the MGMP said:

> I think ELTIS Islamic resource Pack is very er…first, is very a fun and authentic and of course it supports our curriculum based on Islamic content of course. But we can use it all because yeah of course school pay lots of money to buy worksheet or LKS. And we have to use it in our class and then students always ask er…"why we don't use our LKS bu?" There they keep er…every student keep their own LKS and then er.. yeah of course I have to use Islamic resource pack from ELTIS and sometime I use worksheet from school. (Interview: MGMP_mat)

Summary of findings on teachers' development and use of materials:

- The research results show that Islamic and Indonesian cultural values have been adapted into English materials.

- Most teachers showed an ability to adapt the materials into their classroom practices
- ELTIS materials recommended using topics which are contextual and meet learners' needs in English learning
- The material has also promoted language learning indicated in students' enthusiasm in talking about their daily life
- The use of Islamic resource packs was adaptable to uphold national curriculum particularly based on Islamic content

5.1.3 The impact on professional networks and leadership

The observation and interview results showed that the first level of this cascade model was the intensive training of 61 master trainers of Cambridge ICELT-ESOL for six months. They were selected through of number of recruitment processes, including a high standard of English language proficiency shown in their TOEFL or IELTS scores, the degree they held, an oral/speaking test, and a test of teaching performance.

In the first level of the cascade, master trainers had been trained intensively for six months within the Cambridge ESOL In-Service Certificate in English Language Teaching (ICELT), an internationally recognised certificate for English Language Teaching. The Indonesia Australia Language Foundation (IALF) Bali had been appointed as the training centre for the trainers (TOT). The training had provided important experience for master trainers in terms of practical and theoretical knowledge of teaching. Interview results suggested that the training had boosted trainers to a high level of enthusiasm and had crowned them with pride as Cambridge ICELT certificate holders. For example, my interview with a master trainer confirmed this viewpoint:

MT1 : I was eager to join Cambridge-ICELT, I was so proud that I hold an international certificate, you know, I could teach in Thailand or in Brunei.
I : It's great, isn't it?
MT1 : It is. We are internationally recognised trainer, brother.

Interviews reported that several master trainers were quite often invited to give workshops in ASEAN countries including Thailand and Cambodia. Apart from that, nine out of the 61 trainers got scholarships from the Australian Development Scholarship (ADS) to take Master's degrees. Seven master trainers got scholarships from various sponsors (ADS, ALA, DIKTI, and DIKTIS) to pursue PhD degrees in Australia and Europe. One master trainer

has gone to the United States to pursue a post-doctoral degree. In the interview with the ELTIS team leader, she confirmed that the benefit for pursuing professional development was not only received by the teachers, but also by the master trainers. This indirect impact of ELTIS training had given success to at least inspire master trainers to maintain professional development which was important in building the foundations for educational innovation and better language educators in the future. Further she said:

> For master trainers they have gone and been doing a professional development, some of them get the er…scholarship to pursue higher degree from AusAid, some are going to Australia, some are going to America, some are to Europe, not sure who's gone to Europe, some have gone for short courses. (TPD_ETL_1a)

This training was to fit out master trainers with the knowledge and skills to deliver training in three different training centres including Surabaya for the East Java area, Mataram for the West Nusa Tenggara area, and Watampone for the South Sulawesi area. The training of trainers delivered by Cambridge University certified tutors and ELT specialists of the Indonesia Australia Language Foundation. The training of trainers contained three major components, including language for teachers, teaching, and methodology. In terms of the practicality and effectiveness of the ICELT course in increasing knowledge and skills for language teaching, a master trainer witnessed:

> I think the ICELT course that I participated in was effective, in the sense that er…knowledge about how to create a very practical lesson plan, for example, and how to teach the classroom that language classroom with fun strategies, for example. We also were involved in the variety of these strategies, how to conduct the class in fun way and simply because ICELT was not only theoretical but also practical. It seems to me the materials of the training during the ICELT courses were effective to improve my personal ability in teaching. Er…one thing that I didn't know possibly before participate in the ICELT and then I was involved about few thing some points how to teach English effectively. It was effective."
> (Interview: MT2_Sby)

The second level was the training of 771 English teachers of Madrasah Tsanawiyah from selected districts of three provinces in eastern Indonesia. They were trained with English Language Upgrading (ELU) courses from level 1 up to level 4 with 10 effective days for each level. Between one level and the following level there was a home study module to be finished by teachers upon returning to the next level of training. After finishing ELU level four, teachers were called to be trained within the Communicative English Language

Teacher Training (CELTT) courses from level 1 up to level 5. After taking CELTT level 2, teachers were observed by the master trainers, focusing on how they enacted aspects of the teaching they had learned from both courses. This observation activity was called a school monitoring visit, which aimed to monitor and evaluate their practice and give necessary assistance.

The ELTIS team leader revealed the reason behind the implementation of these two methodologies for the teacher training:

> So we were involved in the design of this English language program and we knew that can't just improve teaching skills if the language skills they have were not good. There is no point to help teachers' teaching properly if they were not confident in using the language, so we identified that we would need to help what we call like a **fork two prongs**. First is language upgrading we called English Language Upgrading (ELU) and went forward to CELTT level then we could improve teaching methodology. (Interview: CB_ETL_cas)

The third level of the cascade was training for district trainers. The training was aimed to prepare district trainers to be working with other teachers in a teachers' support group in the districts. There were 17 centres for these teachers' support groups in those three provinces. The 64 district trainers were selected from among 771 teachers to be trained for 6 weeks intensively beyond the ELU and CELTT training. Training for district trainers was held in IALF Bali to accomplish the Cambridge University Teacher Knowledge Test (TKT) course which was moderately challenging for the district trainers. A district trainer in Bondowoso stated:

> We er…we learned about many things in Bali, for example, er… about classroom management, and everything from TKT (Teacher Knowledge Test, from Cambridge University) and we make like a schedule that we er…what can we share to our friends, like er…what is classroom management? What was very er…I think it's new for us, for example, how we manage our black board. (Interview: DT_Bws_cas)

The interviews were to explore retrospectively the reasons why ELTIS had implemented this kind of training model. The interviewees identified at least two main bases for employing the cascade training model. First, according to the ELTIS team leader there were such large numbers of teachers that the ELTIS project could not send enough trainers to deliver training and because the numbers of English Language Teaching (ELT) specialists in IALF were limited. In the interview, she explained:

When we came to cascade model because when we started collecting data about how many teachers are they in Bondowoso, Probolinggo, Situbondo, er…Lombok, Watampone. The numbers were just enormous and we were limited with how many teachers we couldn't send a lot of teachers and here we were also thinking about sustainability so they are dealt with work with partner institutions. So, within in East Java with IAIN Sunan Ampel, IAIN Mataram in Lombok, and STAIN Watampone in Sulawesi. We would invite lecturers from those institutions but then we couldn't take all the lecturers because then they didn't have lecturers left to teach so we opened up to teachers. (Interview: CB_ETL_cas)

The second reason for employing the cascade model, apart from limited tutors to train the enormous number of teachers, had been the importance of sustaining ELTIS project activities and maintaining its impact. Considering the sustainability aspect, ELTIS had provided teachers with language resources or materials which helped them improve their language of instruction and teach the four language skills, including receptive (reading and listening) and productive (speaking and writing) skills. The project had provided teacher support centres in every district with qualified district trainers as well. Further the team leader confirmed:

We thought that it was important that they got something valuable from ICELT. So it wasn't just a course that we put on, it was an international accredited course from Cambridge, Cambridge ICELT course. So, we thought that we were borrowing this people to help us, but can't just take this as part of them. So we gave them back the ICELT course, an international qualification. So that's one reason behind the cascade model. We didn't have enough our own staff to be able to go out and do three different provinces, but also we like the idea of the sustainability model that you are able to up skill people who can use the skills in the ELTIS program but we can also use them in their own colleges and schools. (Interview: CB_ETL)

It was also considered a successful training since ELTIS had provided teachers with language resources or materials. The resources were helpful to improve their language of instruction, which allowed the teachers to teach the four language skills, including receptive (reading and listening) and productive (speaking and writing) skills, effectively. The ELTIS project had provided every training centre with qualified master trainers as well. The master trainers got knowledge and skills from Cambridge ICELT courses. It was not just a course that had been put on; it was an international accredited course from Cambridge. This was also one reason behind the cascade model And it was an important reason because IALF did

not have enough staff to be able to go out and conduct training in the three different provinces. "We like the idea of the sustainability model that you are able to up skill people who can use the skills in the ELTIS program but we can also use them in their own colleges and schools" (Interview: CB_ETL). Thus recruiting 61 master trainers may benefit both the master trainers and the teachers (trainees). The master trainers took benefits from the Cambridge licensed training and the madrasah teachers of English received useful experiences from the master trainers.

Similarly, the ELTIS regional coordinator confirmed that there were objectives for implementing the cascade model. In her interview, she specified three reasons for employing the model:

> I think there are two reasons about that, first, hmm actually …we know that teachers and students would like to face to meet native speakers of English to train in their school but we know that it is too expensive if they come to the rural area. And this program cannot really cover big area if they employ so many native speakers of English. Thus, the first one is budget issues.

> The second one is related to er…what is it? [paused] preparing Indonesian Master Trainers. If they are trained and they are given opportunity to train so they will have ability to train will be increasing. Hopefully in the future these master trainers can help train er…I mean the skills are there. So it is not only belongs to native speakers anymore, but also the master trainers.

> One more reason actually, so there are three reasons. There is another reason that we understand that there are many places like Pesantren, Pondok, and so on. They…do not really…I don't know in one way Pondok Pesantren loves Arabic and English but in another way they are afraid of the influence of cultural things brought by the English teaching especially if native speakers were there. (Interview: BZ_ReCo_cas)

Engaging three layers of the cascade model was reasonable for effective implementation of the program. It meant that the process of the cascade model was relatively short; if the process was too long "it would be diluted as it reached the lower level of training" (Interview: CB_ETL_cas). The reasons identified by the regional coordinator specifically exhibited the limited number of native speakers of English who were also ELT specialists. The other reason was the need for preparing qualified Indonesian master trainers to deliver training to madrasah English teachers in the selected areas of Indonesia. Furthermore, there were cultural issues in the sense that

most *pondok pesantren,* although they welcomed native speakers, were worried about the infiltration of western culture into their own culture.

The three layer cascade model was reasonably affordable and efficient to be engaged. In addition, the ELTIS master trainer in Surabaya office ascertained that:

> After being trained the training session during the ICELT and the materials that have been prepared by the developers, the ELTIS project developers to be trained to the teachers were online. So what I experienced during the course as the materials should be presented during the training to the teachers the second phase of the cascade…er…it seemed to me that it was very helpful. So it was easy to implement the training because we have already got the theory and the practice during the training the…master trainer in ICELT course what we did is just to bring the materials that have been prepared by the committee to the classroom and I thought it was effective too. (Interview: MT2_Sby)

Summary of cascade training model

- **The three layers of the cascade**

  - **First layer**, training of trainers (TOT) for 61 master trainers within Cambridge ICELT to deliver training for English teachers. This TOT worked well as it was supported by ELT specialists and Cambridge University tutors and was evident in the training program.
  - **Second layer**, training for 771 teachers of English from the selected madrasah in three provinces of Indonesia. It worked well at this level as the training was delivered by master trainers and monitored during the implementation stage (2007-2010)
  - **Third layer**, training for 64 district trainers selected from the 771 teachers to disseminate and support the sustainability of the ELTIS program. It was not sustained in the dissemination program for the community of practice, i.e. the teacher support group.

- **The reasons for engaging the cascade model**

  - A limited number of English Language Teaching (ELT) specialists available to ELTIS, while the number of teacher trainees was enormous
  - In order to avoid dilution, ELTIS effectively engaged three layers of training
  - In order to minimise budgets and expenditures
  - For the preparation of qualified master and district trainers needed by the Indonesian community of English teachers

5.2 Sustainability of the ELTIS Program Impact

The ELTIS program had revitalised a subject teacher support group called Musyawarah Guru Mata Pelajaran (MGMP) as the effort to maintain the long term impact of the program. With the revitalisation plan, the teacher organisation was positioned as the information centre for all English teachers in each district, including those who were not involved in ELTIS training. This organisation was projected as a room for district trainers to disseminate their knowledge and skills in teaching English after the ELTIS training and after the project had ended.

The research revealed that, at some levels, the ELTIS programs had long term impacts. The interview with the ELTIS team leader indicated that she believed that the ELTIS program impact was sustained over time. She argued that there should be strategies practised by the teachers over time, especially when they considered that what they gained from the ELTIS training met their students' needs. When I asked if the ELTIS program impact had been sustained over time, she said:

> I think it does… I think it does have the effect on the teachers, as I said earlier, to go through all the trainings to just forget about it afterward, I think it is impossible. I think because it wasn't an in-out training. It was like a cycle it was continued and it was built on then I think definitely it is sustainable. However, without going back to see every single of 771 teachers and interviewing them one by one and observing them teach it's difficult to say, but I would say probably they fast majority. They might not be doing the whole lesson in communicative language style, they might not be speaking English with the whole lesson in the class, but I am sure they will be using a lot of what they have learned from ELTIS. Especially when they enjoyed it, when you enjoy something you will go on using and I am sure, yes. But I don't know how to measure it. (Interview: CB_ETL_sus)

To crosscheck such data, the observations and interviews were conducted to get information dealing with the issue from the master trainers and several teachers. The interview with a master trainer in Surabaya indicated that program dissemination could possibly be established in larger areas considering that the ELTIS training program had successfully fortified the capabilities of teachers of English in Madrasah Tsanawiyah in Indonesia. Furthermore, every training centre pioneered by ELTIS in those three provinces must be able to distribute pedagogic knowledge and teaching skills in the greater districts. Thus, more teachers from other districts have benefitted from the training programs. The interview with the ELTIS master trainer suggested that the Indonesian Government or the

Islamic institutions in particular, may develop training like ELTIS training in order that the impacts are sustained over time. He stated:

> I think ELTIS model, ELTIS should be taken as a model for the government, ministry of religious affairs or department er…Ministry of Education and Culture as model. We already have resources, we have training materials; we have master trainers. The things we need to do is that government need to duplicate ELTIS model to… in other regencies and with the target of other teachers from other schools for example the training during ELTIS were distributed, spread to other er…more schools, more population, more students. I think there should be… there must be other project initiated by the government with the different target with er…what we call it…er… spread the knowledge from ELTIS to other teachers in other schools." (Interview: MT2_sus)

The observation and interview results showed that the ex-ELTIS training centre in Surabaya, East Java, was evidence of the training program's sustainability. The centre catered for ELTIS-like training after the ELTIS project finished in 2010. The name used for the centre is ELTIS Surabaya. The training activities were not funded by AusAid anymore. In 2011-2013 ELTIS Surabaya established a partnership program with *Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan* /P4TK (Centre for Teachers and Teaching Staff Development) in Jakarta to deliver training for Senior Secondary School teachers of English in the Surabaya and Sidoarjo areas. During 2012-2014 ELTIS Surabaya delivered training, especially to introduce Islamic Resource Packs to teachers of English, in areas surrounding Surabaya. And thus, it was shown that ELTIS Surabaya has been demonstrating the long term impact and sustainability of the ELTIS teacher training program by incorporating it into their role.

Apart from this success, the research results on maintaining the impacts of the ELTIS program showed some limitations at the teacher support group (MGMP) level. The teacher support group, which was projected to be the spear head of the teacher forum for the sustainability of educational innovation, to some extent did not work well. The factor that inhibited the revitalisation of the teacher support group was identified as a lack of external support, such as district trainers, master trainers and the department of madrasah basic education of MoRA in the local level called MAPENDA.

The document analysis result showed that there were 17 teacher support group centres in the three provinces in Indonesia, including seven centres in East Java, six centres in West Nusa Tenggara, and four centres in South Sulawesi. The observations in East Java showed that two out of the seven centres have been sustained to maintain regular

meetings, i.e., in the Probolinggo and Situbondo districts. In the district of Bondowoso, the last support group meeting was held in 2012. In Sumenep the teacher support group merged into the principal support group (KKM), and in Pamekasan there was no teacher support group meeting after the ELTIS project ended in 2010.

This study identified that there were at least external and internal factors that influenced the endurance of the teacher support group in the districts. First, there was low reinforcement from the Ministry in the local level, MAPENDA. In a focus group meeting I initiated in Bondowoso, held in August, 2014, a teacher stated that there was not enough support from the local ministry. The teacher said that government reinforcement was stopped when the money stopped. When the teacher support group was still facilitated by ELTIS most programs were running well. A teacher in the focus group discussion said, *"MAPENDA didn't help us. They didn't care about MGMP meeting."* (FGD: Bws_sus)

The second identified factor is that the teachers have low intrinsic motivation caused by too much workload. They have extremely huge workloads, but too little salary is received by the teachers. Workload refers to the activity where the teachers should work 24 or more SKS (lesson units) per week. In addition, they should prepare a daily report and do the correction or marking of student assignments. Meanwhile, they needed financial support to go to the meeting; especially those who hosted as they would have to provide food or sustenance for their guests. Consequently, they could not afford to hold the teacher support group meeting regularly. They felt that the MGMP meeting was actually important as the place for sharing information and they valued it for what they know and do. However, teachers' motivation for professional learning at the community of practice was decreased whenever there was less financial support. When the teacher support group meetings were organised and under the supervision of ELTIS, the regular meetings were always successful, but when the ELTIS project finished the teacher meetings perished.

Figure 5.1 is the cascade training model developed by ELTIS in 2007 and the degree of sustainability recorded in the three district areas in this research. There were seven MGMP centres in East Java, indicated as two centres in Bondowoso, one centre in Probolinggo, one centre in Pamekasan, one centre in Sumenep, and two in Situbondo. The data taken in 2014 showed that only two of these centres were active: one in Probolinggo, and one in Situbondo; however, the districts of Situbondo and Sumenep were not included in this research. Thus, the only MGMP of the district of Probolinggo sustained their activity

in a regular meeting every two months. From the focus group discussion the identified factor to sustain their regular meetings was that they wanted to keep informed and updated. They wanted to know about the implementation of the ELTIS strategies in the other madrasahs, regarding the success and limitations that may appear.
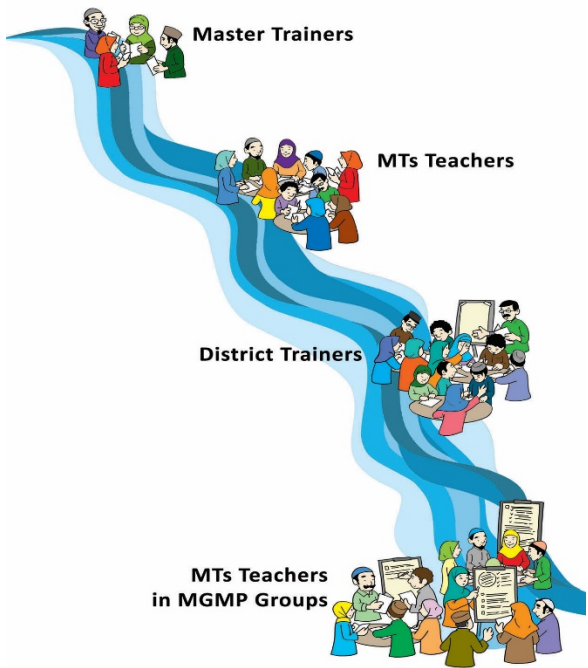
Activities	The Cascading Process in ELTIS	Purpose
61 trainers trained in Cambridge ICELT-ESOL exam (six months) in 2007		Equip Master Trainers with knowledge and skills to deliver trainings
771 teachers trained 60 hours x 4 = 240 (ELU) and 20 hours x 5 = 100 hours (CELTT) in 2008-2010		Improve teachers' capabilities in teaching English at MTs schools
64 selected from 771 trainees + doing TKT-ESOL (1 month) in 2009		Disseminate knowledge and skills between schools
Teachers working in MGMP 7 centres of East Java, two centres in Bondowoso, two in Situbondo, one in Probolinggo, one in Pamekasan, one Sumenep (conditions in 2014: two active; one in Probolinggo, and one in Situbondo,merged with KKM in Sumenep, no MGMP meeting in Pamekasan)		Support continuity of support groups activities

Figure 5.1: Cascade training model developed by ELTIS in 2007-2010, and conditions in 2014

5.2.1 Musyawarah guru mata pelajaran (MGMP) and grassroots' support

One of the attainments of the English teachers in the areas under study has been the effort to establish the teacher support group called *musyawarah guru mata pelajaran* (MGMP) to maintain their quality of education. This organisation reflects the support from the grassroots. The revitalised MGMP was one of the educational innovations carried out by ELTIS. The teachers in those districts have welcomed the program and they support all the activities held.

In the district of Bondowoso, a Master Trainer (MT Yuli) was appointed by ELTIS to facilitate teacher support group (MGMP) meetings in the district. She was enthusiastic about the appointment at that time (2007-2010). She even voluntarily allocated time to facilitate teachers' meetings until 2012. She acknowledged that teachers were very supportive and engaged. But when approaching 2012, the meetings were slowly decreased and then there were no more meetings.

Further, data from the FGD showed that some English teachers of State Junior Secondary School (SMP) in nearby districts felt envious for the madrasah teacher quality improvement. MT Yuli said, "Of course the SMP teachers are the envy of the madrasah teachers, they say: *Kok, kita tidak dilibatkan bu? Kita jadi iri.* [Why aren't we involved? It makes us jealous]." Even though the SMP teachers have better school facilities, resources, and better access to information and teacher development, they admitted that they would have been happy if they had joined ELTIS training. The teachers who were not invited to join ELTIS training already heard that ELTIS was interesting and useful for improving teacher quality in English language teaching.

5.2.2 The importance of professional networks for a sustainable practice

The attempt to maintain professional networks indicated the importance to share knowledge and practices. This research showed that professional networking in educational innovation is a further effort to improve the quality of education itself. In particular, MGMP is the front row of the education in order to sustain it. Thus it is the '*avant garde*' of program sustainability. The observation and interview results showed that the teachers had diverse expressions to represent their perceptions regarding sustaining the teacher support group, with no rejections in most regions, but with minor complaints about the implementation in some areas.

Nevertheless, most teachers agreed to establish and re-establish MGMP as the spear head of sustainability. The teachers' focus group discussion in Bondowoso reflected the importance of putting MGMP at the "front door" of the ELTIS program's sustainability. From the discussion, the teachers approved the revitalisation of MGMP by ELTIS in their teaching practice as the "brain" in the human body system.

I: Jadi kalau pengajaran itu seluruh tubuh, MGMP itu apanya? Tangannya? Kakinya? Telinganya?
DT Lisa: Otaknya.
I: Otaknya ya?
Members: Iya, otaknya.
I: Luar biasa. Jadi sangat penting itu.
Salam: Memang pak ternyata, di MGMP itu bisa juga untuk mengatasi kenakalan anak-anak.
Members: ya, betul, solusi
MT Sol: classroom management.
DT Lisa: iya pak termasuk classroom management
Members: iya

Translation: I: If the teaching is our whole body, what part of the body is MGMP? Hand? Foot? Ear?
DT Lisa: The brain
I: The brain?
Members: Yes, the brain
I: Excellent. So, it's very important
Salam: Yes, actually in MGMP we can handle disobedient students
Members: Yes, true, we find problem solution
MT Sol: Classroom management
DT Lisa: Yes sir, including classroom management
Members: Yes
(FGD: Bws_mgmp1)

The data above reflects that the teachers in the districts of Bondowoso acknowledged MGMP as an important part of their teaching. MGMP was also a place where the teachers could find solutions when they faced problems in their classroom practices, including how to overcome students' negative behaviours. Additionally, MGMP has been important to communicate and to share ideas among subject teachers in every district.

5.2.3 Academic recharging for "low-batt" teachers

The research showed a need for the academic recharging of the teachers. It is metaphorically like a *mobile phone* after long use; the battery will surely be getting low. After four years, the teachers called themselves "low-batt" teachers. Likewise, after a certain period of time their own motivation was decreased. Therefore, there should be an *academic recharging* for the teachers.

Further results showed that another problem encountered by the teachers was the difficulty in maintaining the training impact. In a focus group discussion a teacher proposed that another in-service teacher training be organised by a program like ELTIS or similar

sponsored organisation to recharge the teachers. The other English teachers from different districts could possibly be involved. Below is the transcript of the discussion.

Sam : Nah ini sekarang kendalanya adalah itu tidak di er…apa itu istilahnya? Tidak di kawal oleh owner nya, seandainya ownernya itu mau mengawal maka system ini akan berjalan dengan baik. Jangankan yang ini yang di MTs saja kalau ngisi HAPE…

DT Lisa: kalau istilahnya pak Salam tadi, 'ngecas'.

Sam : Iya ngecas, kita sudah empat tahun tidak dicas ini?

Members: [laughter]

Sam : Jadi wajar saja kalau baterai nya melemah itu.

DT Lisa: Kita ingin ada training seperti ELTIS ini lagi. Dan jangkauan trainingnya bisa diperluas.

(Translation: Sam: The problem today is that this method is not well maintained. The owner (the government) did not pay attention on how to maintain this teaching method. It is similar case for MTs just like er…mobile phone…

DT Lisa: Pak Salam's term is "recharging"?

Sam : Yes, recharging. We have not been recharged for four years

Members: [laughter]

Sam : So, it is understood if the battery is getting low…

DT Lisa : We want a similar training like ELTIS. And the training could cover larger areas (FGD: Bws_sus)

The conversation in the focus group discussion indicated that the teachers were feeling happy when their students were enthusiastic and engaged in the classroom lessons, but they felt worried when their students appeared unmotivated to learn English. The teachers were hoping that the local ministry office as "the owner-the policy maker" would always help them maintain the sustainability of ELTIS practices by recharging the teachers with new training, facilitating subject teacher meetings periodically, or other opportunities for information sharing. The activities would also have a good impact to improve language pedagogy in general.

To sum up, the interview with a district trainer, who is also an English teacher in Bondowoso, concluded these research findings:

I think I haven't idea to suggest. But I witness that ELTIS is very good in every aspect. You can ask the other friends about this. So, I think the government better take ELTIS as model of future project. (Interview: Aisa_sus)

Summary

- ELTIS Surabaya centre showed evidence of the sustainability of the training program
- There are identified factors that hinder the sustainability of the ELTIS program impact, including low government enforcement, a lack of external support and decreasing teachers' motivation
- The teachers need an on-going professional development in, for example, academic recharging, in order to sustain the program impacts
- Voices from the grassroots suggested that the government of Indonesia should take ELTIS as model for future training projects

In conclusion, the educational innovation carried out by ELTIS included: 1) working and strengthening partnerships with three tertiary Islamic institutions to deliver training to improve teachers capabilities in teaching English; 2) engaging a more learner centred communicative approach in classroom practices; 3) developing instructional materials which meet the needs of the learners' context by drawing on the cultural values in the Islamic Resource Packs; 4) revitalising teachers' support groups within the working areas of ELTIS. Therefore, it is important to maintain professional networks for teachers to share knowledge and practices. This research also showed that on-going professional development is needed for a sustainable innovation to improve the quality of education.

CHAPTER 6

DISCUSSION

Introduction

This chapter encompasses an overall discussion of the findings of the study presented in the previous chapters. The purpose of this discussion is to interpret and explain the significance of the research findings in light of what was already known from previous studies and to take new insights into consideration when drawing overall conclusions. The first section is a discussion about pedagogic practice in the socio-cultural context, including the instructional and motivational strategies engaged by the teachers in their classroom practices. The next sections address the significance of educational innovation developed by ELTIS as an essential professional development for madrasah English language teachers to sustain effective English language teaching. The organisation of headings and sub headings of this chapter are based on the themes that emerged from the research, to flow the discussion coherently.

Discussion

6.1 Understanding English Language Pedagogy in Rural Indonesia and the ELTIS Role

In the Indonesian education system, the issues in language pedagogy, specifically the teaching of English, are extensive. To date, English remains a compulsory subject for junior up to senior secondary school students, including in general or secular schools and madrasahs. Despite its position as a compulsory subject in the national curriculum among other three subjects (Mathematics, Bahasa Indonesia, and Sciences), English is considered a foreign language. In Indonesia, it has never been positioned as a second or official language. Consequently, there is limited interest in the professional development of teachers in this area of the curriculum. Thus, learning a language that is not a lingua franca, nor highly valued in the public arena, and based in schools rather than in the community is considered 'academic' rather than useful on a daily basis in the context of education in rural Indonesia.

English has limited application for most circumstances and these are restricted to either the classroom or to communication with educational or formal social contacts.

Furthermore, the problems of teaching English in the madrasah environment raise even more complexities. First, there is the fact that madrasahs are often the only educational institutions available in rural and remote areas, where they serve the poorest members of Indonesia's population. This situation of education inequality is the result of the State education policy being concentrated in towns and cities. Second, in the rural education districts there is a serious lack of English teachers. Consequently, it is common for teachers in the rural areas to attend one village school in the morning and then to travel to another village in the afternoon to teach. Apart from a limited number of teachers of English, there is a crucial issue about their quality in English language teaching. The identified problem was that most teachers had not graduated from an English department. The selection for becoming an English teacher was based on the appointment of the leader of the madrasah foundation, the *kyai.* The details of this process have been discussed in Chapter 4, see section 4.1.2. Third, the learning process was even more difficult because of a lack of resources such as instructional materials. Thus, there was no other choice for the teachers but to rely on and follow the cheaply produced and poor quality student worksheets, the so called *Lembar Kerja Siswa* (LKS).

Prior to ELTIS training, there was a lack of in-service teacher training for teacher professional development. The ELTIS training brought in an innovative idea in education; that is, an endeavour to provide an alternative way of teaching for better learning outcomes. The educational innovation carried out by the ELTIS training established a significant contribution for the improvement of teachers' capabilities of English language pedagogy. The innovation covered designing new teaching and learning strategies, by engaging in meaningful communicative activities for language learning. It established a cascade model of master learner teaching of other teachers through the language teaching network.

The educational innovation carried out by ELTIS affected teachers' perspectives and classroom behaviours. The new ways of teaching introduced by ELTIS brought about changes in classroom practices. Therefore, the significance of this research rests in its contribution to answering the question of how successful teachers of English at Madrasah Tsanawiyah are in adapting their pedagogic practices, since ELTIS training, to their socio-

cultural contexts. It identified the instructional and motivational strategies that teachers developed in teaching English and the impact on students, and thirdly the extent to which the ELTIS educational innovation has been sustained over time as the teachers engaged in their new teaching practices. In other words, I argue that it is significant that the study has investigated what happens when a program such as ELTIS is introduced and identifies changes this program initiated and sustained. Thus, my study centres specifically on the particular characteristics of effective pedagogic practices which have been sustained over time, even with the limitation of no ongoing professional development. Long-term maintenance through the cascade model of training was found insufficient for the transformation in teaching to have the wider impact that was intended.

6.1.1 Pedagogic content knowledge and transformational practice

Most teachers under study in the rural socio-cultural conditions demonstrated an awareness of employing effective learning activities in their classrooms. Prior to joining ELTIS training, traditional learning and teacher-centred methods that were text-book driven were not effective. The classroom lessons employed rote learning techniques where students memorised vocabulary without contextualisation. The teachers' subjective understandings reflected their personal point of view (Johnson & Golombek, 2002). The natural responses that the interviewees provided represented their beliefs about their 'success' stories in implementing the program and its overall impact. Using a data validation method, their stories were cross-checked to the document analysis of the ELTIS design document (see section 4.1.1). The teachers used traditional methods and cheaply printed students' worksheets with old-fashioned and inappropriate models of English. Thus, the information provided by the teachers matched the documents. Interviews and documents indicated that classroom lessons had mostly focused on teaching grammar, with monotonous exercises without contextualisation. After ELTIS, the teachers gained an ability to engage in learner-centred communicative activities in pair work and group work as part of fun and authentic activities (Machfudi, 2013). The data showed that teachers were able to adapt materials to meet students' needs in their context. This change improved students' engagement in learning English as well. This evidence shows the features of effective classroom pedagogic practices.

A previous study by Salmon (2012) also found that, if provided with effective training, the low quality teachers of English were able to improve their ability in teaching. This study extends the scholarship by strengthening Salmon's findings in a rural area of Indonesia. It also confirms the fundamental principles proposed by Shulman (1987), who promoted that effective teaching requires not only deep understanding of the subject discipline as the content area but also deep knowledge and understanding of the principles of learning and how to teach the discipline content. Both advocated the necessity of having adequate pedagogic knowledge and pedagogic content knowledge to ensure effective practices in the classrooms. ELTIS provided Communicative English Language Teacher Training (CELTT) that improved teachers' knowledge about teaching methodology and skills in English language teaching and deepened their knowledge of the English language and it was evident in their classroom practices.

ELTIS also provided teachers with English Language Upgrading (ELU) to improve the teachers' linguistic knowledge. The teachers themselves improved their linguistic knowledge of vocabulary, grammar, pronunciation and the four macro skills in English. They were more confident when teaching English language in their classrooms because they had developed their linguistic knowledge (see section 5.1.1). Language teachers do not teach language well if they do not have appropriate knowledge of the language and the ability to use it. ELTIS had built up the teachers' pedagogic competence, their knowledge of learning and teaching, their content knowledge of English as a discipline and as a means of communicating information and engaging in social interaction as an additional language to Bahasa Indonesia. Equipped with linguistic knowledge and teaching skills, the teachers were able to teach effectively and engaged their students using motivational strategies. Thus, the concept of effective pedagogic practice refers to the interaction between teaching and learning and the possession of knowledge in teaching and the subject content knowledge of English itself. As such, the teachers' knowledge of subject content, which influenced their teaching performance and students' learning performances, is in line with the Biggs and Tang (2011) and the Borg (2006) studies.

Not only were teaching procedures, time management, error correction, and scaffolding techniques evident, but the teachers also demonstrated being capable of effective classroom management without dominating as authority figures. They were able to organise seating arrangements and board management in such a way that a rapport with

the students as the means of maintaining classroom discipline had been established. As for the language of instruction, they used code-switching appropriately in addition to contextualising and personalising their students' learning.

ELTIS professional development provided sufficient experience for the teachers to develop knowledge and skills and their improved overall pedagogic competence transformed their classroom lessons. They were setting-up meaningful activities, utilising the elicitation stage of the lesson, building good rapport with students, employing scaffolding techniques, monitoring and giving feedback. The teachers discovered valuable knowledge and skills from the ELTIS training in giving responses such as rewards and positive feedback, and building self-esteem and self-confidence. These three kinds of feedback were a most prominent and successful way to engage students' motivation in learning.

In summary, this study showed a paradigm shift in teaching in the sense that ELTIS influenced teachers to successfully change classroom behaviours from rote learning to more enjoyable and authentic learning. The English classroom environment was transformed by the practitioners trained in ELTIS. Most of the teachers changed from emphasising the memorisation of vocabulary into the productive use of English in line with the principles of CLT (Brown, 2007). They demonstrated an ability to minimise the traditional techniques of teaching which employed long repetitions of drill without meaningful follow up activities, and to introduce enjoyable, relevant, and authentic activities. These activities are significant in a CLT approach, as they use the repertoire of strategies the teachers gained from ELTIS. The teachers used talk to pre-teach and scaffold learning as the study by Shamsipour and Allami (2012) previously demonstrated in the Iranian context, proving effective to help students express their own ideas and create their own sentences for communication with each other.

Thus, teacher talk has a positive effect on students' engagement in classroom learning, while the scaffolding technique makes challenging materials more accessible for the students to understand. What happened in the rural Indonesian context provides evidence of the importance of using teacher talk in scaffolding activities. By interacting with students, the language proficiency of both students and teachers is enhanced. This study offers a perspective to the teaching of English in other countries where English is taught as a

foreign language, given that the teaching of English using a communicative approach does increase students' engagement in learning.

6.1.2 Classroom behaviour management strategies

Classroom management combines essential characteristics of classroom organisation and discipline. An effective teacher can maintain those characteristics. The classroom organisation provided evidence of the procedures done by the teachers to establish learning and organise students, thus making the teaching and learning process effective. Learning from the teachers' experiences after following ELTIS, the future teacher training in Indonesia or in other countries may include classroom management as one of the skills to be mastered by the teachers (trainees). It is suggested that when teachers have developed the knowledge and the skill of organising the classroom, they may establish effective classroom interactions (Tsui, 2001) which may impact on students' culture of learning as well. This view is in accordance with Emmer and Stough (2001), who argued that when teachers have the ability to organise the classroom and students' cooperation they perform good classroom management. Therefore, this skill is important for the teacher training to improve the teachers' capability.

It is acknowledged that pedagogical knowledge involves more than physical classroom management, for instance, the ability of a teacher in arranging students' seats. However, the skill in organising the classroom leads to good teaching that supports the appropriate learning activities as suggested by Biggs and Tang (2011). As such, the classroom behaviour and management strategies relate to the management of physical resources, time, and the model of interaction (Hall, 2010). In addition, a successful teacher may set up the classroom effectively and this encourages students to work in pairs or in groups (Spratt, Pulverness, & William, 2008), and thus a successful classroom interaction is determined by the teachers' understanding of effective interactions between teachers and students (Tsui, 2001).

An effective teacher attempts to guide children to behave well during classroom activities. Good teachers may be able to reflect in their practice that the attainment of quality of education is also in accordance with their personal deep understanding of their contribution to the teaching profession. This account is in accordance with Emmer (1994) who pointed out that an effective teacher can establish effective classroom management

systems including how to manage the classroom setting, how to choose teaching procedures for the classroom, how to use good communication skills, and most importantly how a teacher can maintain appropriate students' behaviour. Furthermore, the teachers are really the model for their students for classroom discipline (see McKenzie et al., 2014). Classroom discipline deals with how teachers maintain control problem in the classroom. Teachers become a good model for classroom discipline if, for instance, they are punctual, well-prepared for the lesson, returned homework promptly with encouraging feedback, and treat all students fairly.

Further, this study shows that building good rapport is one of the important parts for classroom behaviour management strategies. Teachers and students together play pivotal roles in establishing a good learning atmosphere (Gower et al., 2005). Encouragement from teachers enables working relations between teachers and students to occur. ELTIS trained the teachers to realise the significance of their relationship with students as a mark of the success of their teaching and students learning English. The students became involved in their own learning and they were confident in the teachers. When students feel confident about their teachers, the teaching and learning processes work well. Building a good rapport means a closer relationship between teachers and students; so learning the English language is established in a more relaxed situation as Buskist and Saville (2001) also found.

Based on the analysis, this study identified that good rapport may be well established when teachers consider the following aspects:

- be positive about their students; whether it is about their ability or proficiency in English or about their personality
- be positive about students' social and cultural backgrounds
- show a personal interest in students; appreciate their curiosity (hobbies or ambition) as suggested by Buskist and Saville (2001), as well as show concern about difficulties in learning a language.

6.1.3 Classroom language used by the teachers

Classroom language or instruction includes the language used by teachers in delivering lessons. Classroom language covers important elements including the clarity of instruction, which shows the teacher's skill in engaging communication with students. A

clear voice may attract more students' attention. In contrast, an unclear voice creates feelings of uncertainty, even frustration about misunderstanding or misinterpreting the teacher's instructions. As such, an effective teacher is, if his/her instruction works well, providing a situation where students understand their teacher's instructions. Apart from this, an effective teacher is also time efficient in the sense that he/she is economic in using words. Instead of giving instructions that are too wordy, an efficient teacher uses simple language and short expressions.

One important strategy in classroom instruction is using authentic examples and/or media, such as pictures and realia (see Harmer, 2001). According to Harmer, teaching using media is effective in helping teachers to engage students in learning because it is easier for the students to understand the teacher's instruction when the teacher shows pictures or real objects. This innovative way is offered by ELTIS through a technique called *concept checking* (ELTIS, 2007). This technique is not simply a question like "Do you understand?" which is not always effective to measure students' understanding, because when asked such a question, the students will simply say "yes" even though they do not understand the teacher's explanation. In order to increase students' understandings and to minimise the "yes/no" answer, most teachers in this research demonstrated the importance of concept checking by asking for example, "what should you do?" after instructing students to do a task. The example of a classroom practice (see section 4.1.3) by a teacher in the district of Pamekasan showed that concept checking that engaged students in a "snow ball battle" game was effective to check students' understanding. This concept checking worked well in making sure that the students understood the teacher's instructions which are important in the follow up activities.

- **Code-switching and meaning making processes**

One of the advantages of using code-switching in classroom practices as a scaffolding technique is that it enables teachers to help students understand the instructions. Code-switching is a way of scaffolding learners by moving between a language they know and the target language that they are learning. This assists comprehension by allowing explanations of complex information in the language that students know. Code-

switching uses the home or native language to simplify the target language (Wei, 2001) and to assist understanding through the process of combining two languages in a conversation (Green, 2014).

The teachers in the districts in the study instructed in English when they could and switched their language of instruction to Bahasa Indonesia (see section 4.1.3) as a means of helping students to follow the lesson more easily. Students' responses of increasing enthusiasm enabled them to finish their tasks. The use of code-switching in this EFL context helped teachers to get the message across, as the teachers found it an effective assistance to students' understanding of instructions and efficiency, in the sense of not needing a long time to clarify students' understanding of their instructions. Learning from the classroom practices in rural madrasahs in this study, other teachers and practitioners in similar contexts may also engage code-switching as a technique to teach English as a foreign language because it is effective and efficient.

This study exposes a principle of contextualising (by teachers) as this teaching provided students with meaningful real life situations, such as the process of contextualising the jobs of students' parents. I argue that code-switching is used by the teachers strategically to integrate the two languages (native language and target language). This code-switching process also supports contextualising the learning and personalising the context of conversations by the teacher, and this directs students to real situations and authentic answers. Using a personal and contextual approach, the teacher is then able to simplify the meaning making process for the students and bring the lesson into the students' real situation, as suggested by communicative language teaching.

6.1.4 Challenges of maintaining motivation to learn English in rural madrasahs

Issues and challenges in teaching English in rural madrasahs are enormous. Despite the fact that English is considered to be a difficult subject, its presence as a compulsory subject does not seem desirable in such a situation. In this socio-cultural context, maintaining motivation is an important element among the challenges where the students are not motivated to learn English. The teachers already know that the motivated students seemed in the classroom to be the enthusiastic ones to receive the lessons. However, those who were not motivated appeared lethargic to be involved in the classroom activities. The

major challenges were the diverse situations and conditions of the students in madrasahs and that there was a limited number of self-motivated students.

Motivational strategies engaged by the teachers in the three district madrasahs were giving positive feedback, rewards, and building students' self-confidence, thereby increasing self-awareness and opportunities for improvement in student learning. Positive feedback increases students' motivation to learn English. The observable classroom attitudes indicated that the teachers' involvement increased students' motivation (Ryan & Deci, 2000) to follow the lessons. When the students understood the value of learning, they appeared more motivated. By boosting students' learning step by step, the teachers increased students' enthusiasm leading to self-motivated learning. As such, paying attention to the influence of positive feedback toward learners' attainment in learning English is essential. This study also suggests that each learner learns differently, thus the strategies to motivate the students ought to be different, depending on the context, the learners, and the program. However, in most observed classroom practices, a strategy of "giving rewards" engaged by the teachers was evident to be increasing students' motivation in learning. It shows that this strategy has raised students' enthusiasm in following the English lessons. The small gifts from the teachers have positively triggered in other students a desire to do tasks better.

The long term motivation is built upon teachers' engagement. The teachers played a pivotal role in engaging students in learning. The learners depended so much on the teachers' performances. If the teachers encouraged the students to experience active learning in the classroom activities, the students enthusiastically followed the teachers' commands. If the teachers appear confident and engaging, the students are confident about the teachers. Therefore, students' self-esteem and self-confidence emerge as the result of their enthusiasm. If their self-esteem and self-confidence are blossoming then the intrinsic motivation will grow as well (Deci & Ryan, 2011). If the motivation is embedded in learners, the success in learning is just a step ahead.

Figure 6.1 is the sequential model of motivational strategies drawn from these findings to represent a continuing stage in a circular flow. This diagram emphasises the steps or stages of how motivational strategies lead to success in learning rather than to show the cyclical connections. The three components of motivation drawn from the analysis of the teachers' practices in the field, including teachers' engagement, students'

enthusiasm, self-esteem and self-confidence are fundamental in determining success in learning. This means that, if the teachers engage appropriate motivational strategies, the students' enthusiasm in learning will increase and at the same time their self-confidence will increase, all of which will lead to success in learning.

Motivational Strategies

Success in Learning

Teachers' Engagement

Self-Esteem & Self-Confidence Raise

Students' Enthusiasm

Figure 6.1: The sequential model of motivational strategy

Teachers' beliefs about teaching are instrumental in shaping how they interpret what occurs in their classrooms. Their experiences in teaching have formed capabilities in decision making, particularly in deciding which best practice should be applied for increasing students' motivation in learning English. However, there is no guarantee that experience alone can overcome a motivation problem in learning. As teachers and learners in rural areas seem to face complex drawbacks in establishing good learning environments caused by their socio-cultural backgrounds, there are big challenges in these areas. It is acknowledged that the teachers' prior education and enthusiasm are significant factors in the teaching and learning process, particularly in choosing the best strategy for how to motivate passive students. Given that motivation plays a pivotal role in language learning, the teachers consider it important to motivate the unmotivated students.

6.1.5 The impacts of social values and context

The discussion about socio-cultural backgrounds which impact on classroom pedagogic practices incorporates the natural setting of the madrasahs. This includes cultural

characteristics and the language used, economic and educational backgrounds, and local cultural values and belief or religious aspects of the society surrounding the madrasahs. Most schools in rural and district areas that ELTIS targeted were private madrasahs; and only a few madrasahs were government owned. Therefore, all the eight madrasahs in this study were private institutions owned by a privately operated Islamic education foundation called *Yayasan Pendidikan Islam* (YPI) and an Islamic boarding school institution called *Yayasan Pondok Pesantren* (YPP commonly abbreviated as PP).

This study demonstrates that the social and cultural conditions influence the learners' learning attainment. In this discussion, the term "learning attainment" has a parallel meaning with the use of the term *learning outcome* or *learning achievement*. Learning attainment is the result of the relation between teacher, student, and the material used in the classroom practices. The relation of socio-cultural conditions, the madrasah system, the teacher-student-material and learning attainment is given in Figure 6.2:
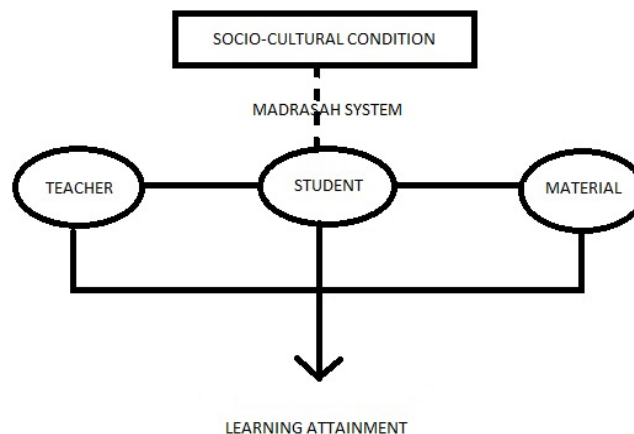
Figure 6.2: The relation of socio-cultural condition and learning attainment

Figure 6.2 shows the functional relation between the social-cultural conditions with the madrasah system and the classroom pedagogic practices. The madrasah system has been built by the society and it may influence teaching and learning processes in classrooms. In Vygotskian sociocultural theory, most theorists maintain that human cognition commenced in and arose out of participation in social activities. From this

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perspective, "human cognition is understood as originating in and fundamentally shaped by engagement in social activities and, therefore, it follows that *what is taught*, is essentially formed by *how it is taught.* Similarly, *what is learned*, is fundamentally shaped by *how it is learned*, and vice versa" (Johnson & Golombek, 2011, p. 3). As shown in Figure 6.2, the social and cultural conditions had formed teachers' implementation of the materials and the ways that they engaged students in learning. In ELTIS specifically, using a student-centred approach will determine the learning achievements. If the values of "*what is taught*, is essentially formed by *how it is taught,* and similarly, *what is learned*, is fundamentally shaped by *how it is learned*," a qualified teacher will shape the quality of pedagogic practice to promote students to attain better learning outcomes.   Conversely, teachers with a low quality of performance potentially produce low learning attainment.

The social and cultural conditions in the districts known as "*Daerah Tapal Kuda*" showed typically low educational backgrounds. This condition may be influenced by the economic condition of the society. However, it has been blurred by a causative tangle: whether low education factors affect poverty or poverty causes the low education of the people. The only fact is that such social and cultural conditions have existed for a long time. According to Lantolf and Thorne (2007), the effort of acquiring second language requires processes that might involve the participation of the culture of the society in the natural settings, such as family life and interaction among society members, and in institutional contexts like schooling, social organisational activities or the work place. ELTIS had given assistance to improve the quality of English teaching in such conditions. The commencement of the capacity building had been supported by the characteristics of rural people, who were friendly and open for external support or aid.

ELTIS incorporated the principle of mutual assistance "*gotong-royong*" into new forms of collaborative strategies and it devoted a lot of effort in maintaining close personal contacts or relationships with the key stake holders, including the Ministry of Religious Affairs at the local level (hence MAPENDA), partner institutions, and principals. Regular communication, keeping people up-to-date on the development, and actively engaging key stakeholders, enabled ongoing, informed support and active cooperation. Relationships have been built on School-based Management Workshops, School Monitoring Visits, and Working Committee meetings as reported by ELTIS (2009).

In the rural areas of Indonesia, poverty is still considered an important drawback for development, but ELTIS has helped teachers to build capabilities for better performance and confidence in teaching English. In such impoverished conditions, parents are submissive to *Pondok Pesantren* and rely on the Islamic foundation for their children's education. The teachers and principals attempt to provide them with enough support, like giving them books from the *BOS Buku* scheme. Through this scheme, the madrasah freed parents from paying tuition fees. However, teachers and principals should be aware of the dangers of the situation when parents have given all responsibilities to the madrasah. Wentzel (1991) suggested that there has been the important value of social responsibility in facilitating the learning process. In this view, the social responsibility is seen as a devotion to social rule (Lantolf & Thorne, 2007) and the role expectation is that each component in the society should play its role while following society's rules. If parents yield to their children's need for the school - like what has happened in district of Bondowoso - and if it happens for a long period of time, the consequences of this condition in the social system could worsen education and potentially create new problems.

In summary, this study shows that the condition of pedagogical practices is the result of education being concentrated in the cities and central towns and therefore providing an inequitable system. The theory shows the importance of community participation to provide students with a sufficiently resourced learning environment. To improve teachers' capabilities to deliver lessons, it would be better if the central government prioritised financial supports for teachers and these should be sent directly to teachers in the form of incentives for their own capacity building and development. By using money from the government, teachers could undergo training to improve the quality of their teaching. The conditions in the rural areas so far show that those poor teachers have to help their poor students in order that the classroom activities are able to occur. These classroom activities will be sustained, if the stakeholders pay more attention to the social conditions that are needed to build professional development, which will benefit the madrasah system within the broader system of education in Indonesia.

6.1.6 Teachers' cultural values and beliefs about pedagogy

An unpredicted outcome of this research is that, in the social and cultural conditions, the pedagogic practice was built upon the value of the beliefs of the teachers in the sense that teachers see pedagogy as the room for building an understanding of their lives here and hereafter. Thus the goal of educating children is not only for getting success in this worldly life, but also in the life hereafter. This view is the value and belief of the teachers towards pedagogy. Therefore, the spirit of teaching is significantly built upon this value of belief (see Section 4.2.1). The consequence of this belief is evident in the fact that a teacher willingly accepted the condition of being unpaid for eight months. It is unlikely that a situation like this happens elsewhere in the world.

6.2 Education Innovation for Sustainability of Teacher Professional Development

The idea behind innovation in education is an endeavour to look for an alternative way of teaching for better learning outcomes. Educational innovation carried out by ELTIS established significant contributions for the improvement of teachers' capabilities of English language pedagogy for their professional development. The innovation included designing new teaching and learning strategies by engaging meaningful communicative activities for language learning. The targeted participants of this research demonstrated their ability in bringing in the new approach into their classrooms. The teachers showed an understanding of how to engage students to experience more learner-centred activities and how to encourage students to communicate with each other in meaningful pair work, group work or individual tasks in fun and authentic activities. As such, the educational innovation contributed to alternative teaching language through building pedagogic knowledge and skills rather than just introducing methods of teaching.

Sustainability of a program in this context is the "continuation of benefits after major assistance from a donor has been completed" (ELTIS, 2009, p. 4). The sustainability of the ELTIS training, therefore, did not necessarily mean that all activities and inputs funded by a donor should be sustained over time. The sustainability of a program should be reviewed on the development practices and strategies implemented by teachers after completion of the ELU and CELTT trainings rather than on ELTIS beneficiaries and LAPIS as the donor.

6.2.1 Transforming Islamic resource packs into classroom practice

ELTIS introduced learning materials called Islamic resource packs (IRP) which were designed to equip teachers with adaptable materials for various enjoyable and authentic activities. Teachers need to select topics from the packs for their lessons that match with the English syllabus mandatory learning in the national curriculum. In the rural madrasah context where Indonesian language is used as the language of instruction, teachers anticipate the conditions of classroom communication by maximising using English and minimising using Bahasa Indonesia for classroom activities (Ministry of National Education, 2008). There are various examples of communicative activities provided in the Islamic resource packs, thereby teachers create fun and authentic learning which also increases students' motivation (ELTIS, 2007). Teachers get benefits from the madrasah system which allows them to provide students with a variety of resources in learning English, including materials from the packs. Prior to ELTIS, teachers found it difficult to find good instructional material. The engagement of Islamic resource packs was proved meaningful in improving learners' proficiency in English, as shown in their performance.

Richards (2006) pointed out that adapting materials and creating activities are important skills in language teaching. Richards further argued that materials for instruction in language teaching are formed by a number of elements such as the teacher, the learner, and the contextual variables. This account is in line with the Islamic resource packs which were designed to meet teachers' and students' needs for the Indonesian context, not especially for rural madrasahs. The Islamic resource packs were aimed to be a supplementary material when it was designed. The packs are culturally rich and moderately implementable to the teachers' socio-cultural conditions, such as suggested by Kirkpatrick (2011). These instructional materials are highly adaptable. In addition, it follows the national curriculum of KTSP-2006, and it is flexible to the new curriculum as well.

6.2.2 Revitalisation of teacher support group

Revitalisation of teacher support groups called *musyawarah guru mata pelajaran* (MGMP) was one of the innovations developed by ELTIS. The MGMP as a forum of subject teachers has existed in the districts under study, but they have seemed inactive for a long time. Therefore, ELTIS initiated to revitalise the teacher support group as an attempt to

sustain the program impacts. A study by Hendayana (2007) suggested the importance of MGMP as a professional forum for subject teachers at district level, a place for sharing information among them. But Hendayana's study did not specifically mention how to continue a program impact. His study revealed the important function of MGMP as a support group for subject teachers. In enriching the above-mentioned study, my study shows the effectiveness of the revitalisation for the sustainability of a program impact. ELTIS's initiation was successful in establishing their activities. ELTIS engaged teachers not only to share ideas in the forum, but also to disseminate knowledge and skills in the support group. Notwithstanding the evidence that supports it, the endurance of this program encountered several handicaps in disseminating the knowledge and skills. In other words, to sustain a program impact, the teachers still need more external supports, mainly from the ministry in the local level to continuously provide teachers with regular recharging.

The problems encountered by the teachers in maintaining the MGMP activities could not be resolved without addressing the relation between the teachers and their madrasah foundation, on the one side, and the local ministry on the other side. Yet responses from teachers about the external supports were varied. They agreed on one thing – that they need support such as an appropriate salary because they receive a very low salary. They also need hard copy resources of innovative classroom practice such as ELTIS's Islamic Resource Packs. The continuation of their activities also depended on the teachers themselves. In fact, the presence of teacher support groups as an important backing in maintaining the language teaching innovation needed incentives as an influential factor for sustainability. Thus, innovation in this area needs society's participation, such as independent social and religious organisations like NU under which most Madrasahs are established. Also, other Islamic foundations would be expected to cooperate with each other while increasing mutual partnerships with local government or ministries. The local ministry should play its role as coordinator of the secondary education at the district level to revitalise the teacher support groups.

6.2.3 The effectiveness of the cascade training model

The cascade model of teacher training in general and in several specific cases has aimed to minimise cost and maximise benefits (Bax, 2002; Hayes, 2000; Weddel, 2005). In developing countries like Indonesia, where teachers are dispersed in rural and remote

areas, a cascade model of in-service teacher training is preferred for large-scale training. The cascade model employed by ELTIS was a three layer cascade in order to avoid dilution, such as confirmed by Gilpin (1997) who argued that if cascade is too long it gets potentially diluted by the time it reaches classroom practices. Thus, the reason for engaging a three layer cascade model in ELTIS was to avoid dilution as well as to fit the limited number of English native trainers and ELT specialists, while the number of trainees (MTs teachers) was enormous.

The first layer worked well. It was a successful training in the first layer because it utilised a high standard of test in recruiting the master trainers. They, then, were trained by high quality Cambridge University tutors and ELT specialists from the Indonesia Australia Language Foundation (IALF). The six month intensive course comprised three major components including *language for teachers*, *teaching*, and *methodology*. The course was effective in terms of knowledge about how to create a very practical lesson plan that would be provided in an interesting way. It was also a training of how to teach the language classroom with fun and various strategies. It was an effective course because ICELT was not only theoretical but also practical. The materials of the training during ICELT courses were effective to "improve my personal ability in teaching," said a master trainer.

The second layer was a successful training as well. The training in this level was effective because, in returning to their school from the training, the teachers (trainees) demonstrated various teaching strategies obtained from ELTIS. They were able to create enjoyable learning environments that promoted students' learning. ELTIS provided assistance by monitoring their practices at their madrasahs. This strategy worked well and innovative in an Indonesian in-service training context where it was not common to monitor trainees' development after training was accomplished. In other words, this is supposed to be a good model for in-service English language teacher training in other contexts of Indonesia or in other countries.

The third layer of this cascade model did not work as well as the first and the second layers. It appeared to have decreasing impact at the teacher support group level (MGMP). The teacher support group was planned to disseminate the ELTIS impacts in order to sustain the strategies over time. However, the teachers were powerless to disseminate their knowledge and skills after assistance from ELTIS were stopped. The identified factors were low government enforcement, including lack of financial support, and decreasing

teachers' motivation caused by no more incentives. Consequently, the ELTIS program impact is not sustainable at this level. The evidence from the grassroots reflected that having one-off training does not suffice the need for sustainability of a program.

I argue that the cascade schema of the training makes good sense. However, as the quality of the training given down the layers decreased gradually while the top master trainer has an excellent mastery of all aspects of pedagogy and English, the teachers at the last level lag behind and it may be said that they are rather weak. If at every level of the cascade they have a leader, the best of the resource pack, and that the leader can take care of his/her cohort by continuously providing regular refreshing, they may get much better results. It should run by itself. However, this assumption needs further investigation. Learning from experience, this research recommends that future studies consider investigating this limitation in order to examine potential issues regarding the sustainability of programs.

6.2.4 Improvement for future innovative language teaching in Indonesia

In the multi-cultural and multi-lingual Indonesia, the research showed evidence that diverse factors are influencing the success of the implementation of communicative language teaching (CLT). Despite the scarcity, the innovation which involves multi-level actors and stakeholders with different vested interests and ideas, ELTIS became an important example for improving the quality of English teaching and learning. The innovation contributed to alternative teaching language and enjoyable learning through the introduction of the CLT approach using authentic materials which are adaptable to their context. The future innovation of language training in Indonesia should be focused on building pedagogical knowledge and skills as introduced by ELTIS. So, referring to what Richards (2006) suggested, innovation in the field of language teaching may be concerned with the development of language programmes and courses, teaching methodology, materials development, second language acquisition theory, testing, teacher training and related areas.

In the plethora of areas of Second Language Teaching, ELTIS has participated to improve teachers' capabilities in English Language Teaching in the EFL context. The areas and approach selected by ELTIS is in accordance with Richards's (2006) suggestions. As such, providing teachers with sufficient content knowledge which meets local needs and

context allows for innovation to play a major role in teachers' change of behaviour for improving their classroom practices.

6.2.5 Maintaining grassroot supports to sustain teacher professional development

Maintaining the ELTIS program impact to a certain level of sustainability is quite challenging. In terms of teacher training and professional development, sustainability refers to the extent at which the teachers keep on practising what they had learned from the professional training program. ELTIS as a professional teacher training program (e.g. Rohmah, 2010; Salmon, 2012) was considered to achieve a positive impact for teacher professional growth. ELTIS provided the participants (MT's English teachers) with knowledge and skills for effective English teaching. The improvement of teachers' knowledge and skills benefitted the teachers themselves, their schools, and their students in a various level of success or achievement (see Section 5.2).

The teacher professional organisations such as the teacher support group (MGMP) are the essential forms of grassroot support. In that way, the teacher support group advocated to the establishment for the dissemination of strategies and other useful activities for their professional development. ELTIS transformed teacher professional development to improve teachers' capabilities as professionals. In the rural areas of Indonesia, ELTIS played a major role in contributing to the improvement of change to classroom behaviour. The ELTIS innovation has given benefits which meant that in rural madrasahs, which are marginalised in the larger Indonesian education system, teachers showed the ability to enact improved knowledge and skills in teaching English.

Summary

In this chapter, answers to the research questions "How have the successful teachers of English at Madrasah Tsanawiyah adapted their pedagogic practices since ELTIS training within the socio-cultural conditions of rural Indonesia? What motivational and classroom management strategies have teachers developed in teaching English and what has been the impact on their students?" have been elaborated. Section 6.1 explains in detail the language pedagogy and the problems of English teaching in rural Indonesia. Section 6.2 elucidates those effective pedagogic practices, including teaching strategies, classroom management, classroom language or instructions, and motivational strategies engaged by

the teachers under study. These fit in with ELTIS training, apart from the existing shortage in the socio-cultural conditions that have had an influence on pedagogic practices. Further, the research question, "To what extent has the ELTIS educational innovation been sustained over time as the teachers engage in their pedagogical practices?" is elaborated in Section 6.3 which discussed the educational innovation carried out by ELTIS and evaluates the sustainability of the teacher professional development. The discussions, elaborations, and interpretations of the present study, when taken together, contribute to both theoretical and practical knowledge. By showing some limitations and unpredicted outcomes in this research, such as the essential aspect of Islamic teaching in shaping students' learning, it is evident that further research is necessary.

6.2.6 The lesson learned

The lessons learned from this study are that in-service teacher training in the Indonesian context can help teachers maintain their professional development. In order that the next training achieves a success, the teacher training should include at least the following fundamental characteristics, i.e., practical, contextual, long-term, cascaded, and monitored. Under a variety of circumstances, the teacher training can achieve a success if the training is delivered by appropriate techniques. The teachers' training should be hands-on or provide a practical knowledge for teachers and meet their needs for their context. Only so can the training deliver longer term benefits and create useful impacts. The teacher training may be set to employ a cascade model to maximise benefit and to prepare the potential master and district trainers. In order to achieve a maximum goal, the training should be monitored by relevant educational authorities such as government or educational institutions.

This study also informs us that success in maintaining educational innovation is multidimensional. It involves teachers' understandings about their teaching. Through narrative stories, the teachers reflect on their pedagogic practices. They reflect on their experiences and hence build new perspectives and understandings of how to improve their teaching for their professional development. This process needs a community participation without which even a good educational innovation may not give optimal impact. The children's attainment of learning should be the ultimate goal.

CHAPTER 7

CONCLUSION

Introduction

This conclusion chapter explains the significance of the present study to the knowledge of the discipline. The first section of this chapter comprises the overview of the main research findings. The following section presents the research outcomes including theoretical and practical contributions and implications to knowledge in the field. The section moves onto a discussion about the limitations of the study and provides suggestions and recommendations. The last section of this chapter offers closing remarks. Overall, this study explains the long term impact of the ELTIS program on teachers' practices in the Madrasah Tsanawiyah in rural Indonesia. Specifically, the findings relate to teachers' pedagogic competence and their motivational and classroom management strategies. The understandings in the field of applied linguistics about the use of CLT in an EFL context has provided insights into the impact, over the long term, of a cascade model of teacher professional learning and what enables and hinders its sustainability.

7.1 Overview of the Main Findings

The research findings demonstrate that a sustained paradigm shift in teaching took place following the ELTIS training. Teachers' improvement in pedagogic competence, including capabilities in English language, is evidenced by their better teaching performances. The presented data in Chapter 4 and Chapter 5 showed the successful enactment of a more learner-centred communicative language teaching. The engagement of the CLT approach by enacting fun and authentic activities was effective in promoting language learning. The success in implementing ELTIS teaching strategies was influenced by their understandings of the characteristics of effective classroom pedagogic practice.

The long term impacts of ELTIS training are evident in the teachers' classroom practices. The observable activities show that the teachers under study have demonstrated English language teaching strategies that they gained from ELTIS. Further research findings show that sustainable impacts are also seen in the ex-ELTIS Surabaya training centre. After

the ELTIS program ended in 2010, the master trainers continued - up until this research was conducted in 2014 - to deliver training targeting different schools, not particularly to focus on madrasah teachers only.

Despite the sustained practices, the teachers encountered problems in their support group (MGMP) to disseminate the ELTIS program impacts. Hence, the ELTIS program impact is not sustainable at this level of the cascade model. The model is implementable under a variety of circumstances; the teachers' training can achieve success if the training is delivered by appropriate techniques. The teachers' training should be hands-on or provide practical knowledge for teachers and should be monitored. These methods should meet their needs in a context and create useful impact. However, without continuous monitoring and assistance, including financial, the impact of the ELTIS program will not be sustained over time.

If professional development programs are to be successful, then there needs to be consideration of how programs will be supported over time and in locations that are away from cities or towns. Likewise, the third layer of the cascade model exposed this condition. The identified factors that hindered the sustainability of the program impact include low levels of government enforcement and decreasing teachers' motivation. The data taken from the grassroots reflected that the government of Indonesia should establish ongoing professional development or regular *academic recharging,* the most possible alternative, to sustain the ELTIS impact and the teachers' motivation to continue to learn and innovate in their teaching.

7.2 Teachers' Ability in Adapting ELTIS Strategies

The research reveals that the teachers have demonstrated awareness in adapting ELTIS strategies into their classroom practices by employing the principles of the English Language Upgrading (ELU) and Communicative English Language Teacher Training (CELTT). The former is the training for improving the teachers' linguistic knowledge in English, such as vocabulary, grammar, pronunciation and the macro skills of English, whereas the latter is the training for improving knowledge and skills of teaching, including how to teach reading, how to teach vocabulary and the like. What they do constitutes their professional development as English teachers in rural madrasahs. This suggests that - if given the

opportunity to join professional training - the teachers will improve their knowledge and skills in teaching. This finding is in line with Salmon's (2012) study which explained that in-service professional training is important for teachers' professional growth.

The Madrasah Tsanawiyah teachers of English have brought about fundamental change in their classroom teaching. In particular, the teachers are not practising rote learning any more. Within the traditional approach of teaching, the practice is teacher-centred and text-book driven with long teachers' explanation on grammatical points, without any contextualisation, followed by monotonous exercises. After the ELTIS training, the teachers shifted away from "chalk and talk" to engaging students to practise a more learner-centred communicative activity in pair work and group work in fun and authentic activities. The teachers are aware of using their talk to pre-teach and scaffold their language of instruction, as found in the study by Shamsipour and Allami (2012) in implementing CLT approach in learning English in the Iranian context. Thus my study contributes to the literature of CLT approaches by adding a study of the Indonesian rural madrasah context.

This study also reveals that materials from the ELTIS Islamic Resource Packs are used by the teachers in some madrasahs in replacement of the cheaply printed student worksheet called Lembar Kerja Siswa (LKS). In some madrasahs, they used Islamic Resource Packs as supplementary material identified to be 60% Islamic Resource Packs and 40% Lembar Kerja Siswa. The Lembar Kerja Siswa is considered insufficient besides being poor in quality; it is often out-dated and is written in old-fashioned, non-contemporary style and thus it is an inappropriate model of English. In contrast, ELTIS materials recommend that teachers use topics which are contextual and meet learners' needs in English learning. Their ability in adapting those materials, such as discussing local food or talking about their parents' jobs, are authentic in these instances and are effective to increase students' engagement in learning English. Their skill in adapting materials was useful to promote students' learning.

In the rural madrasah areas, it became evident that the changes to teaching practices occurred as a result of the particular training and the introduction or development of resources to support the teachers' work.

7.3 Cascade Model of Training Innovation in English Language Teaching in Indonesia

The cascade model of training established by ELTIS has successfully laid a foundation for teachers to undergo innovation in ELT. The engagement of an innovative cascade training model proved to be cost effective for large target participants (trainees) with limited trainers and ELT specialists. The cascade is also an endeavour to prepare qualified master trainers of ELT around Indonesia. In the Indonesian education system, it is not common to employ a cascade model for a teacher training program. The government of Indonesia should become aware of this successful innovation. Therefore, this in-service cascade model could be taken for the future teacher training model in the Indonesian context.

ELTIS has also given benefits for rural madrasahs which are marginalised in the larger Indonesian education system, yet they showed the ability to enact improved knowledge and skills in English Language Teaching (ELT) in the madrasah level. One of the significant attainments is that the teachers are able to maintain benefits of the ELTIS training. This is determined by the extent of the teachers' ability in, for instance, maintaining fun and authentic activities as the important principle in a communicative language teaching approach. The observable impact of the approach was that the students are engaged to speak English, work in pairs or small groups. They seemed to enjoy the classroom activities.

7.4 Sustainable Impacts of ELTIS in Socio-cultural Conditions and Maintaining Motivation

This research identifies the essential characteristics of the sustainable elements of ELT pedagogy in a socio-cultural context where English is taught as a Foreign Language (EFL). Those teachers have demonstrated the knowledge as well as skills in improving qualities of teaching and learning. The learning environment is found to be effective in promoting students in learning. Even though their rural socio-cultural conditions provide limited access to resources for learning, they are able to sustain their learning.

Further, this research reveals that grassroot support such as the teacher support group (MGMP) plays a significant role in sustaining educational innovation in ELT in Indonesia. They are the *avant garde* or spear heads for the sustainability of the program impacts. In other words, maintaining innovation of ELT in the Indonesian context cannot be

successful without engaging support from the grassroots. This research suggests that the Indonesian government has a significant role to play to provide financial assistance or other in-kind supports for MGMP to disseminate the program impact.

To support the endurance of the program impact, maintaining motivation is fundamental both for teachers and students. This means that the teachers are required to maintain their own intrinsic motivation before they can establish levels of motivation for students to learn. In addition, a regular professional development program should be maintained in order that the teachers experience the longer-term sustained advantages of an extended period of impact of the ELTIS program.

7.5 Methodological Contribution to Knowledge

This study contributes to understandings about the practical use of narrative in research. First of all, it shows how a narrative approach is a useful tool for researching lived-experience. Particularly, this approach used the stories of individual participants, as Clandinin and Connelly (2000) suggested, for gaining rich qualitative data of the teachers' lived-experiences and perspectives in teaching English in the rural Indonesian context. Secondly, this study also strengthens Salmon (2012)'s study finding that, if provided with effective training, the low quality teachers of English were able to improve their ability in teaching (see Section 6.1.1). The ELTIS's endeavours in improving the rural madrasah teachers of English with ELU and CELTT courses, confirms the role of pedagogical knowledge in addition to content knowledge promoted by Shulman (1987). Thirdly, this study gives a new insight about the implementation of learner-centred classroom activities and emphasises the importance and value of lesson planning, not usually emphasised in CLT and through the process of plan-teach-reflect (ELTIS, 2007). The teachers are challenged to reflect on their teaching practices that promote learning. Finally, this study enriches literature that deals with research on ELT in madrasahs by engaging Communicative Language Teaching approaches in an Indonesian rural socio-cultural context.

7.6 Practical Contribution

Practically, the results of this research provide points with implications for the improvement of teaching methodology especially in English language teaching as a foreign

language (EFL), using a communicative approach in the similar socio-cultural context as in this study. This research has furthered understandings in the field of applied linguistics about the use of CLT in an EFL context. Particularly, this study contributes to knowledge in a traditionally non-English speaking environment where the use of English language available to the classroom is possible through teachers' scaffolding and fun and authentic activities. It also has provided insights into the impact, over the long term, of a cascade model of teacher professional learning in which the training benefitted the teachers, the learners and the schools with continuous assistance from related authorities. It also shows how teachers' personal values, including their commitment, resourcefulness and responsiveness to support, enabled innovation to be continued, despite the limitations of the context.

In doing this, the research findings will be published in professional journals of education, so a broader audience can use the findings as key points for further research in this area. Recommendations of this inquiry are to share more effectively with rural teachers in the regions in order to encourage them to continue their professional development. Further, the innovative model of language pedagogy training to build understanding of foreign language teaching expertise is available for extension to larger area of Indonesia or other countries, not necessarily only to the rural madrasah context.

7.7 Limitation of the Study

I recognise some limitations of this study. Firstly, the learner-centred socio-cultural context as a model of the practice for educational innovation in English Language Teaching could have wider impact. However, this research provides little evidence about it. In the socio-cultural conditions with limitations that exist, this model should be extended to those teachers in the district who were not involved in the ELTIS training. Secondly, this inquiry has focused on exploring the pedagogical competence of purposively selected teachers known to be excellent teachers in teaching English in the selected districts of Madrasah Tsanawiyah. The next study could potentially investigate other teachers who do not implement the ELTIS practices of post training in order to compare the effects. Thirdly, this study did not specifically examine the impact of the ELTIS training on students' outcomes because a much longer time would have been needed to do it with associated funding. My study has been restricted by available time and financial constraints of the limited

scholarship funding. Future research could therefore involve an investigation of students'
learning outcomes as well.

7.8 Recommendations for Future Studies

Based on the findings, this study proposes that future studies may investigate
the effects of sustained funding for professional development of English language
teachers, using an analysis of community participation to learning English as a foreign
language. This may consider the broader impacts of a training program in two ways.
Firstly, the principle of learner-centeredness of a communicative language teaching
approach would be implemented for rural school children to study language, especially
English, but needing more external support to sustain their learning. The rural society
may consider it important to study English but may be unable to provide facilities for
learning, thus leaving their children's education to a madrasah foundation. Secondly,
teacher support groups should take into account that teaching English is done, not
only to fulfil a compulsory subject education, but also in order to improve their own
professional development. Furthermore, it has to be noted that this study has
specifically examined only the teachers' performances in engaging in communicative
language teaching adapted by the ELTIS cascade model of training. It needs a further
investigation to explore the students' learning outcomes as the result of the impacts of
the teachers' training that employ a CLT approach. Additionally, it is recommended
that the government of Indonesia establishes an ongoing professional development
program through regular *academic recharging* activities, as the best possible
alternative, in order to sustain the impact of ELTIS and teachers' levels of motivation.

7.9 Closing Remarks

Apart from the stated limitations of the study and the recommendations as given
above, there could have been further unpredicted outcomes that lay outside my
investigative gaze of this study. Yet, it is hoped that my well-meant effort could be of value
to a wider audience in Education, not necessarily only for rural Indonesia. This study
suggests that it could be of great benefit to run ongoing professional development
workshops, like regular *academic recharging,* for teachers in order to sustain their

pedagogic practice. Without regular and continuous professional development, the sustainability of any professional development program remains "in the clouds" and can never be grounded on a sustainable foundation.

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Appendix A: Ethics Approval

OFFICE OF RESEARCH
Human Research Ethics Committee
PHONE +61 7 4631 2690| FAX
+61 7 4631 5555
EMAIL ethics@usq.edu.au

8 September 2014

Mr Moch Machfudi

Dear Imam

The USQ Human Research Ethics Committee has recently reviewed your responses to the conditions placed upon the ethical approval for the project outlined below. Your proposal is now deemed to meet the requirements of the *National Statement on Ethical Conduct in Human Research (2007)* and full ethical approval has been granted.

Approval No.	**H14REA125**
Project Title	Pedagogic Competence and Language Performance of Madrasah Tsanawiyah English Teachers Following Professional in-Service Teacher Training in Indonesia
Approval date	8 September 2014
Expiry date	8 September 2017
HREC Decision	**Approved**

The standard conditions of this approval are:
(a) conduct the project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments made to the proposal required by the HREC
(b) advise (email: ethics@usq.edu.au) immediately of any complaints or other issues in relation to the project which may warrant review of the ethical approval of the project
(c) make submission for approval of amendments to the approved project before implementing such changes
(d) provide a 'progress report' for every year of approval
(e) provide a 'final report' when the project is complete
(f) advise in writing if the project has been discontinued.

For (c) to (e) forms are available on the USQ ethics website:
http://www.usq.edu.au/research/ethicsbio/human

University of Southern Queensland
Toowoomba | Springfield | Fraser Coast

usq.edu.au
CRICOS QLD 00244B NSW 02225M
TEQSA PRV 12081

Please note that failure to comply with the conditions of approval and the *National Statement (2007)* may result in withdrawal of approval for the project.
You may now commence your project. I wish you all the best for the conduct of the project.

Annmaree Jackson
Ethics Coordinator

Copies to: imam.machfudi@gmail.com

Appendix B: Participant Information Sheet and Consent Form

University of Southern Queensland

The University of Southern Queensland
Participant Information Sheet

HREC Approval Number:

Full Project Title: Pedagogic Competence and Language Performance of Madrasah Tsanawiyah English Teachers Following Professional in-Service Teacher Training in Indonesia

Principal Researcher: Moch. Imam Machfudi

I would like to invite you to take part in this research project for my PhD study.

1.   Procedures
Aims:

This study aims to investigate the sustainable impact of an in-service teacher training in improving the quality of English language teaching in Madrasah Tnanawiyah (Islamic junior secondary schools) in Indonesia.

 Procedures:

The data collection procedures are primarily gathered by using interview and observation, and review documents related to your classroom teaching practice. I will audio-record while interviewing, video record and take photograph while observing your classroom activities. There will be two follow up interviews, one viewing the classroom video with me and the second related to the experience of participating in English Language Training for Islamic School (ELTIS). No participant will be identified personally. Information shared will not be reported to the Ministry of Religious Affairs or any other authority.

Benefits:

The expected benefits of participating include giving view about the practice so far and think about your personal journey and professional development in the future. Also, in the process of interviews you can share ideas regarding what worth implementing in teaching English. This will explore more knowledge about teaching English in English Foreign Language (EFL) context particularly teaching English in Islamic junior secondary schools.

Risks:

There is low risk in this project because possible feeling of inconvenience when video recorded. To reduce this feeling I will put the video recorder at a place in the classroom which allows you to teach as natural way as usual. Regarding time imposition, I will always consult the time when I can interview and observe based on your time schedule.

2. Voluntary Participation

Participation is entirely voluntary. **If you do not wish to take part you are not obliged to.** If you decide to take part and later change your mind, you are free to withdraw from the project at any stage without penalty or other negative consequences. Any information already obtained from you will be destroyed.

Your decision whether to take part or not to take part, or to take part and then withdraw, will not affect your *relationship with* the University of Southern Queensland and the Ministry of Religious Affairs of Republic Indonesia.

Please notify the researcher if you decide to withdraw from this project.

Should you have any queries regarding the progress or conduct of this research, you can contact the researcher:

Moch. Imam Machfudi
PhD student, Faculty of Education, University of Southern Queensland
West Street, Toowoomba, 4350
Home address: 1/5 Fleet Street, Darling Heights, Toowoomba, 4350
+61 7 4631 1802; Mobile +62 404518341

If you have any ethical concerns with how the research is being conducted or any queries about your rights as a participant please feel free to contact the University of Southern Queensland Ethics Officer on the following details.

Ethics and Research Integrity Officer
Office of Research and Higher Degrees
University of Southern Queensland
West Street, Toowoomba 4350
Ph: +61 7 4631 2690
Email: *ethics@usq.edu.au*

USQ
AUSTRALIA

University of Southern Queensland

The University of Southern Queensland

Consent Form

HREC Approval Number:

TO: Participant (Teachers of English at Islamic Secondary Schools)

Full Project Title: Pedagogic Competence and Language Performance of Madrasah Tsanawiyah English Teachers Following Professional in-Service Teacher Training in Indonesia

Researcher: Moch. Imam Machfudi

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.

- I understand the purpose of the research project and my involvement in it.

- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.

- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that the recording will be saved digitally in a secure file for 5 years and destroyed afterward. Only the researcher will have the access to it.

- I understand that I will be audio recorded / videorecorded / and may be photographed during the study.

Name of participant.... *CAROLINE BENTLEY*

Signed... *Caroline Bentley*.... Date.... 16/1/2014.

If you have any ethical concerns with how the research is being conducted or any queries about your rights as a participant please feel free to contact the University of Southern Queensland Ethics Officer on the following details.

Ethics and Research Integrity Officer
Office of Research and Higher Degrees
University of Southern Queensland
West Street, Toowoomba 4350
Ph: +61 7 4631 2690
Email: ethics@usq.edu.au

Appendix C: Example of English Syllabus

Silabus Bahasa Inggris SMP/MTs

Nama Sekolah : **SMP/MTs**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **I/1**
Tujuan : Siswa dapat berkomunikasi secara lisan dan tulis dalam bahasa Inggris dalam wacana transaksional dan interpersonal dalam konteks kehidupan sehari-hari yang sesuai dengan lingkungan terdekat siswa.

Tema	Standar Kompetensi/ Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi waktu	Sumber/Bahan/Alat
My Family	**Listening-Speaking** Siswa dapat berinteraksi secara interpersonal sangat sederhana dengan lingkungan terdekat, terutama dalam • Perkenalan diri/orang lain • sapaan • ucapan terima kasih • permintaan maaf	Family life	Siswa terbiasa menyapa orang lain dengan ungkapan yang benar dalam bahasa Inggris sesuai dengan waktu dan orang yang diajak bicara.	Siswa membiasakan diri untuk berinteraksi dalam hal perkenalan, sapaan, ucapan terima kasih dan permintaan maaf dalam konteks kehidupan nyata, terutama di lingkungan sekolah, dengan guru dan teman.	Penilaian otentik dengan unjuk kerja (performance)	10 jam pelajrn (belum termasuk untuk terstruktur dan mandiri)	Contoh-contoh teks yang sesuai (lisan dan tulis), termasuk yang diucapkan oleh guru secara rutin atau yang diambil dari buku teks atau sumber-sumber lain.
		Identity	Siswa dapat menyebutkan anggota keluarga inti dan terdekat.				Orang, dan alat bantu belajar yang sesuai yang terdapat di lingkungan hidup siswa (termasuk di rumahnya). Jika ada, tayangan atau rekaman elektronik di TV, kaset, audio/visual, dsb.

Table: *English Syllabus at secondary junior schools (SMP/MTs), Doc.Depdiknas-2006*

Appendix D: Interview Questions

Interview Questions (before class)

Sample of questions: The questions are used only to prompt and not all questions will be addressed to be answered by interviewees.

A. Teacher experiences and future

1. Have you ever attended any English training or courses before LAPIS-ELTIS? If yes, which one? What level(s) or degree?
2. What is your highest qualification?
3. How long have you been teaching English in a madrasah school? How long have you been teaching altogether? What other subject did you teach?
4. Did you find a difference before and after the ELTIS training courses? Can you explain?
5. What did you expect to learn from these courses?
6. What were the most useful experiences you got from these courses?
7. Do you want to go for further training(s) or course(s)?

B. Teacher's approach to teaching to promote student learning

1. What kinds of learning styles do you encounter most in your students?
2. Which approach is more effective in your class; a teacher-centred or student- centred? Why?
3. How do you promote learners to learn English language?
4. What kinds of teaching activities do you try to implement in your classroom which helps promote learning?
5. What kind of teacher roles do you mostly perform during your lessons? Why?

C. Adapting materials from ELTIS in the schools

1. What ELTIS materials do you use?
2. How are ELTIS materials different from the materials you usually use?
3. How do you maximise the use of materials you get from ELTIS training?
4. In what way do you adapt material from ELTIS training?
5. How often do you use ELTIS resource pack?

D. Teaching English in EFL context
1. Who are your students? What is their level of English (e.g. Beginner/false beginner, Elementary/pre-elementary, or Pre-intermediate? How do you measure your students' level of English?
2. What is their economic background?
3. What are their linguistic backgrounds?
    a. Java, Madura, other?
    b. Ordinary, educated?
    c. Low, middle, high, or mixed)?
4. What is the language they speak at home and at school?
5. In what language do you usually speak with your students in the classroom?
6. What language do you use outside the classroom?

7. What responses do students give when you speak to them in English? (e.g. do they feel shy? Enthusiastic? Just smile or give no response?
8. Do their family members (father/mother/people around them) support them to learn English? How?
9. Are you supported in the school to use English? How do you feel!

E. Engaging Communicative Language Teaching in the schools
   1. What kinds of teaching or instructional materials do you give in English?
   2. How do you engage your students to speak English?
   3. How do you vary your language when you speak with them? Do you speak in normal way/fast/slow?
   4. Do you use English-Indonesian translation? For what purposes?
   5. How do you engage your students to use English? Individually, in peer, or small group discussion?
   6. Which do you think improves their learning most?

F. Exploring student language learning you gained from ELTIS
   1. In what way do you explore language learning techniques or methods you received from ELTIS training?
   2. How have your lesson aims been achieved by using learning strategies you've got from ELTIS?
   3. To what extent are strategies you got from ELTIS adaptable to the situation in your school considering your students' level of English?

G. Engaging Motivational Strategies
   1. Instructional Materials:
      a) Do the materials you use correspond to the right student's level of English (not too easy and not too challenging)?
      b) Are the contents appropriate for students you are teaching?
      c) Do the materials help the learners make personally meaningful connections with their own lives? How?
      d) Do the materials provide sufficient opportunity for students to learn what they really need or want to learn?
   2. Stimulus or Engagement:
      a) How do stimulate your students to learn English?
      b) What do you engage your students in? Why?
   3. Students' self- esteem and self- confidence:
      a) What learning experiences do you use to promote students' self-esteem and self-confidence?
      b) How do you know that you have promoted self- esteem and self- confidence in your students?
      c) Do you always praise your students who show effort to learn?
      d) What change do you see in your students after you give praise?

H. Pedagogic Competence
   1. Lesson Plan and Syllabus Design
      a. What are important points should be included in your lesson plan?

b. What is/are your lesson aim(s)?
c. Do you familiar with the term "lesson stage'? What is a lesson stage? How do you set up your lesson stages? Does each stage have aim?
d. What instructional materials do you use?
e. Do the instructional materials meet the students' needs and context?
f. How important are lesson plans and syllabus for teaching teaching and learning process?
g. Have ELTIS materials met the school curriculum and students' need?

2. Teach (language and strategies) used
a. How do you set up activities?
b. How do you extend meaningful communicative activities?
c. What language of instruction do you use?
d. What strategies do you implement to teach productive skills?
e. What strategies do you employ to teach receptive skills?

3. Reflect and evaluate teaching
a. How important is reflection or evaluation for you? Why?
b. How do you know you have achieved your lesson aim(s)?
c. What is your strength?
d. What are points to consider?
e. If given chance how would you deliver the lesson?

Interview Questions (after class): Teacher Reflection

Sample of questions:

I. Teacher reflection after teaching the lesson in MTs………………
1. Now how do you feel about your English lesson today? Reflecting from your teaching, was the lesson successful? Were your lesson aims achieved? How do you know?
2. Did you increase your students' interactions during your class session? How often?
3. How did you maximise using English for your students during your class session? Group work? Pair work? Individual work? Collaboration?
4. What teaching resources did you use? How did you find the resources?

J. Maintaining Professional Learning within Teacher Professional Development (TPD)
1. How do you maintain your professional development?
2. What are the general benefits of PD?
3. Do you think within your professional career there will be financial benefit from attending training for PD?
4. Did you go for further training after ELTIS training last time? If yes, what did you attend? What are the benefits?
5. How has ELTIS helped you in your learning as an English teacher at madrasah?

Interview guide (for school principals)
Sample of points to include in the questions:

1. Roles and responsibilities of each school stakeholder.
2. Interactions, possible tensions, and resolutions.
3. Power and authority.
4. Factors that influenced their involvement in school processes.
5. Points of view on ELTIS

Interview guide (for Master and District trainers)

Sample of points to include in the questions:

1. Roles and responsibilities of being Master and District trainers.
2. Question for Master Trainers: what pedagogical aspects of cascade are of concern to you?
3. How did you :
   a) teach/deliver training?
   b) plan strategies for teaching?
   c) evaluate your trainees?
   d) conduct school monitoring visit?
   e) report or monitoring the trainees' improvement?
   f) supervise trainees for preparing lesson during peer teaching?
4. Question for District trainers:
   a. What roles have you played within ELTIS?
   b. How did you disseminate knowledge and skills to other teachers?
   c. What support did you give to the teachers in your district?
   d. What were their responses in relation to your presence and your support?

Interview guide (for Regional Coordinator and ELTIS team leader)

Sample of points to include in the questions:

The questions related to the cascade training model will be addressed to ELTIS team leader and ELTIS regional coordinator.

1) What was the idea behind ELTIS training? Whose idea and for what purpose(s) was/were ELTIS established?
2) Were there any potential problems encountered by the donor country and Indonesia's policy makers and at what level?
3) Was there any research to conduct a needs analysis for madrasah teachers before establishing this big project? What was/were the result(s)?
4) Why did ELTIS employ the cascade model?
5) What were the benefits for donor country and for Indonesia for employing cascade model, and what benefits for teachers of English in Madrasah Tsnawiyah?
6) What were the factors that influenced the success or failure of the cascade model?
7) What was the role of the regional coordinator?
8) What was the role of the team leaders?

The questions about the process of recruiting trainees

1) Were there special recruitment models or system for selecting the participants/trainees?
2) What were the requirements for selection?

3) How well did teachers of Madrasah Tsnawiyah meet the requirements?
4) How many teachers came from public madrasah (madrasah negeri) and how many teachers came from private madrasah (madrasah swasta)?
5) What were the general characters (capabilities) of teachers from madrasah *negeri* and madrasah *swasta*?
6) Did the teachers do test to be trainees?
7) What testing was conducted in selecting trainees? Who administered the test?

The questions about the sustainability of the program

1) Based on your personal evaluation, do you think ELTIS training has lasting effect on teachers' teaching skill or technique?
2) How would you measure that influence?
3) How others (your colleagues) think about ELTIS training?
4) What would you suggest to the Government of Indonesia (GoI) to keep this program going?
5) How important is this model of training for the future of teaching English in Madrasah Tsanawiyah schools? Anything else?

Appendix E: Observation Sheets

Observation summary

Teacher's Name: **Date:**

Class:

Focus	Teacher's Activity	Check list as observed			
		always	often	sometime	never
Promoting language learning	- Stages the lesson				
	- Pre teaches such as lead-in questions (in English)				
	- Provides support such as brainstorming ideas(in English)				
	- Gives examples (in English)				
	- Provides creative activities (in English)				
	- Varies interaction pattern e.g. T-Ss; or Ss-Ss (in English)				
	- Gives different level of task(s) (in English)				
	- Increases STT rather than TTT (in English)				
	- Concludes the lesson/ makes summary of the lesson (in English)				
Creating Motivational Conditions	- Teacher appears enthusiastic				
	- Highly motivated				
	- Highly accepted by children				
	- Ability to listen to children				
	- Always available when needed				
	- Create non-threatening atmosphere				
	- Cultural adaptability				
	- Have good rapport				
Engaging Communicative Language Teaching in context	- Gives instruction in English				
	- Engages SS to speak in English				
	- Varies your language				
	- Uses English-Indonesian translation				
	- Engages SS in small group activities				

Note: STT = Student Talking Time
      TTT = Teacher Talking Time

Classroom Practical Activity

Observation Form

Teacher: _____   School/Group: _____
Observer: Moch. Imam Machfudi   Date: _____
Time: _____   Students: _____

- **Lesson Aim(s)**
  (Lesson aims comprise: a) main aim, b) subsidiary aim, and c) personal aim)

- **Procedure**:

  (Procedure is stage by stage activity done by the teacher in accordance with what he/she has written in lesson plan)

Observation 1

* **Instructions** (how T's setting up of activities)

* **Anticipated problems and solutions**

* **Extent of meaningful communication between teacher and students and students and students.**

* **Correction of learners' errors**

* **Pace /Variety of activities**

* **Achieving your aims**

* **Other Points**

Observation 2

CORE MATERIALS USED:

STRENGTHS

POINTS TO CONSIDER

OVERALL

Observer:

Moch. Imam Machfudi

Appendix F: Lesson Plan

Teacher   : Aisa   School/Class: MTs Al Hidayah/ Year 8
Lesson   : My Favorite Food   Students: 24 boys and girls
Lesson Aim(s)   : This lesson aims to introduce various foods and extend the conversation of favourite food and to arrange the procedure of preparing food
Procedure

STAGES	TIME	INTER-ACTION	AIDS/ MATERIALS	ACTIVITIES AND DETAILED PROCEDURE	STAGE AIMS

Warmer and Leading in	10'	T ⇨ Ss	-	✓ Greetings:
				   Teacher (T) : Assalamualaikum….Good Morning. How are you today?
				
				   Students (Sts) : …..
				
				✓ T reviews how to ask someone's favorite food.
				   e.g. "What is your favourite food?"
				
				     "I like fried chickens."
				
				✓ T tells sts to stand up and walk around the classroom asking their friends e.g. "what food do you like most?" Sts should answer the question by saying "I like (food) e.g. "I like bakso (meat balls)". Once one student finds another student whose food is written in the left-hand column of their survey sheet, they should write down that student's name.
				✓ After 5 minutes, T stops the activity and asks student to sit down.
				✓ T asks sts questions about information they have gathered. For example, "what are Irma's favourite food?" Sts who interviewed Irma should answer by saying "Irma likes (food)" e.g. Irma likes meat balls".
					To review how to ask and tell favourite food and prepare a fun opening
					
					To extend sts language use in the result of survey

STAGES	TIME	INTER-ACTION	AIDS/MATERIALS	ACTIVITIES AND DETAILED PROCEDURE	STAGE AIMS

Re-arranging jumbled sentences into paragraph	10'	Ss ⇨ Ss
		
		T⇨Ss
			Sentence cards	✓ T divides sts into three groups based on three kinds of foods mentioned by T, e.g. "I like meat balls, I like fried chickens, I like banana" Sts like meat balls go with sts like meat balls, etc.
				
				✓ After sts sit in their group, T distributes sentence cards
				✓ Sts rearrange the sentences into a paragraph
				
				✓ **Instructions:**
				   1. Now you have sentences cards in your group
				   2. *Please arrange those sentences to make a good paragraph*
				Task:
				
				✓ Sts work with their groups
				✓ T monitors
				✓ T asks them to stand up and look at others' work (shopping, if time allows)
				
				F/B:
				
				✓ T discusses the appropriate possible answers
					To practice making paragraph about preparing foods using available sentences
					
					To see and compare the other students' work

Labeling	3'	T⇨Ss	Text	✓ T attaches big text poster on the board ✓ T labels the text to highlight the pattern of a coherent text (e.g. name, age, job, food I like, procedure of preparing food such as: first of all, secondly, the next, and finally, etc.)	To highlight the pattern of a coherent text

STAGES	TIME	INTER-ACTION	AIDS/MATERIALS	ACTIVITIES AND DETAILED PROCEDURE	STAGE AIMS
Guided writing	10'	T⇨Ss Ss ⇔ Ss	Text	✓ T models how to replace the information by using T's own identity ✓ Sts write their own favourite food	To give model
Telling oneself	10'	Ss ⇔ Ss T ⇨ Ss		✓ T asks Sts to close their text ✓ Sts tell their friend what they have written without looking at the text (T demonstrates) ✓ T monitors while making note errors ✓ T writes correct sentences made by sts	To practice productive skill i.e. telling about their favourite food
Describing pictures	10'	Ss ⇔ Ss	Pictures	✓ T gives Sts pictures ✓ Sts have to describe pictures ✓ **Instructions:** *Ok class, now describe the pictures!* ✓ T monitors while sts describe the pictures	To give students time to practice describing pictures
Error correction & round off	2'	T ⇨ Ss	-	✓ T writes errors and make correction to give feedback ✓ T writes correct sentences to praise them ✓ T says thank you and good bye	To correct error(s), to give feedback &round off lesson