

**LAPORAN KEMAJUAN
HIBAH PENELITIAN TIM PASCASARJANA – HPTP
(HIBAH PASCA)
(Tahun 1 dari 3 Tahun)**



MODELS OF EFL COURSES ON TEACHING SKILLS IN PRE-SERVICE TEACHERS EDUCATION FOR THE CONTEXT OF 'ACQUISITION-POOR ENVIRONMENT' REGIONS

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**LEMBAGA PENELITIAN
UNIVERSITAS MULAWARMAN
JUNI 2015**

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Biaya Keseluruhan : Rp. 375.000.000,00

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RINGKASAN

As one of the countries increasingly using English as a foreign language, primarily for international purposes, labeled the expanding circle, Indonesia do not serve adequate rooms for learners to have rich exposure since English is not nationwide lingua franca. This condition implies teachers' awkwardness to implement their ideal teaching skills in the classroom. This study is a part of the three-year project that aims at developing models of EFL courses on teaching skills in pre-service teachers education for the context of 'acquisition-poor environment' regions of Indonesia. This first-year study aims at identifying voices from high school EFL teachers' preferences of teaching skills and their empirical-factual teaching skills they performed in the classrooms. The study is a mixed analysis on survey and in-depth interview to Indonesian Senior High School English teachers who have been teaching in the acquisition-poor environment contexts of Indonesian remote regions.

PRAKATA

Laporan kemajuan penelitian hibah pascasarjana ini disusun dalam rangka memenuhi tanggungjawab tertulis dari peneliti kepada Litabmas-Kemenristekdikti. Laporan kemajuan ini menyangkut seluruh paparan hasil kegiatan penelitian yang sudah dilakukan (70 %) dan paparan rencana kegiatan yang akan dilakukan penelitian (30 % berikutnya). Tujuan dari penyusunan laporan ini adalah sebagai bentuk pertanggungjawaban peneliti kepada pemberi dana, dalam hal ini Litabmas-Kemenristekdikti.

Disampaikan terima kasih kepada Kemeristekdikti, dalam hal ini Litabmas yang telah memberikan dana kepada penelitian dalam bentuk grant hibah pascasarjana; selain itu ucapan terima kasih juga disampaikan kepada Rektor Universitas Mulawarman sebagai pimpinan lembaga tempat peneliti bekerja, dalam hal ini secara khusus kepada ketua lembaga penelitian.

Kepada anggota tim (dosen dan mahasiswa S2 yang terlibat) tidak lupa pula disampaikan apresiasi yang tinggi.

Samarinda, 27 Juni 2015
Ketua tim peneliti,

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BAB 1

PENDAHULUAN

Kachru's model of world Englishes puts Indonesia into the *expanding circle* countries where EFL contexts with different patterns of acquisition and functional allocations are often found (Kirkpatrick, 2007). In such circumstance, English exposure for learners is subjected to classroom teaching since the status of English is as a foreign language. Different from English teaching in the *inner* or *outer circle* countries, beyond-the-class environments of English teaching and learning in the expanding circle countries are acquisition-poor for the learners. Since English is not nationwide lingua franca, the learners are not able to speak English after the class, e.g. bargaining goods in the shops or markets, greeting friends, asking directions to the policeman, etc. Thus, during the process of learning, learners never get adequate rooms for enough exposure, which is extremely important for increasing their English proficiencies. This circumstance requires English teachers to maximize the role of classroom atmosphere in the learners' acquisition process by creating English-exposure-rich contexts in the classroom. In this regard, EFL classroom needs teachers with more complex teaching skills.

Indonesia has extremely various regions with highly different qualities of human resources as well as school classroom infrastructures. In the regions which is usually called *western regions* of Indonesia,- including regions of Java, Sumatera or Bali islands- almost all school classroom infrastructures and facilities are highly supportive to educational functions. Thus, despite the status of English as a foreign language, in fact rich infrastructures support school classrooms which results in the ease for learners of English to get access for their EFL learning, for instance, the availability of authentic English textbooks, magazines, or easy access of English TV Channel. Moreover, better qualities of human resources can accelerate the process of producing qualified teachers who understand well the contexts of learning English in the *exposure-poor* contexts. Studies on English teachers' achievement in more developed regions of Indonesia proved that the conditions really support the teachers to be better. Various research findings stated the infrastructure-rich support in school classrooms and qualified English teachers found in the regions. Susanti (2014) revealed findings on English teachers' beliefs on various internet sources such as email, face book groups, web search engine, personal blog and website, online magazine and newspaper, virtual library and gateways, etc. in their teaching. Wati's (2011) findings stated that English language training program was highly effective in

terms of overall effectiveness and in improving teachers' confidence and motivation as EFL teachers. But in terms of improving the basic knowledge of English as the most important aspect for being effective EFL teachers was still not effective yet. Husna's (2013) results said that 60 % of the students admitted that they speak English only in the classroom and the atmosphere of the classroom is supportive. Syafitri's (2013) results stated that the subjects are in the inter-mode of learning, from face-to-face social language learning to online one; the most social software used by the students are email, Facebook, Google, and YouTube. Umasitah's (2013) revealed that the subjects related learning to the implementation of information and technology especially computer; Encarta, encyclopedia and internet supported the students to explore more ideas in their writing. Setiasih's (2013) study stated that the students' out-of-school English literacy activities played an important role in building their English literacy.

However, the so called '*eastern regions*' – most regions located in the islands of Sulawesi, Kalimantan, Maluku or Papua – have the contrasting conditions of infrastructures and human resources in terms of educational affairs. Consequently, it needs more efforts to find good English teachers; additionally learners are not well-equipped with rich educational facilities. It goes without saying that to accelerate the betterment of teaching English in the *exposure-poor* context, harder efforts will be needed to take. Problems with English language teaching (ELT) in *infrastructure-poor* Non English speaking countries are seemingly found typical. Studies on problems of ELT in the expanding circle countries, such as research findings in Turkey showing that essentially the problems lie in *the quality of Non-Native English Teachers* (Zok 2010); in Indonesia some studies revealing common problems on *the failure of ELT curriculum implementation* (Mappiasse & Ahmad 2014; Ahmad 2013).

The present study reported results of a study on teachers' voices and beliefs of teaching skills that they perceived as suitable for exposure-poor contexts of EFL teachings. The study is a part of an ongoing three-year research, granted by the Directorate of Higher Education, Ministry of Research and Higher Education, Republic of Indonesia, which finally aims at developing models of EFL courses on teaching skills for students of Pre-Service Teacher Education for context of English exposure-poor environments. The first year research was conducted in 2015, meanwhile for the second and third year will be conducted in 2016 and 2017 respectively. The focus of this first year research are: 1) what teaching skills are preferred by Senior High School English teachers who have been teaching in the acquisition-poor environment contexts of East and North Kalimantan provinces?, and 2) how are the empirical-factual teaching skills performed by Senior High

School English teachers who have been teaching in the acquisition-poor environment contexts of East and North Kalimantan provinces?

BAB 2

TINJAUAN PUSTAKA

2.1 Language Teaching and L2 Teacher Education

For the past 30 years, there has been a shifting ground on the terminology of teacher education. By the mid-1980s, research findings of this issue focused on how the teachers engaged in complex thinking and interpretation when they taught their students in the classroom (Elbaz, 1983; Clandinin, 1986). Other recent literatures suggested the term ‘teacher education’ become the superordinate term of the two other terms (i.e. teacher training and teacher development). In this concept, the teacher training and teacher development should not become dichotomous and sequential programs anymore, but they have to serve as complementary and integrated strategies (Freeman, 1982; Larsen-Freeman, 1983; Freeman, 1989).

The knowledge base of L2 teacher education, according to Johnson (2009), covers at least three broad areas, i.e. 1) knowledge about what L2 teachers need to know, 2) knowledge about how L2 teachers should teach and 3) knowledge about how L2 teachers learn to teach. All these three knowledge should be equipped to students of L2 pre-service teacher trainings in order that they can prepare themselves as professional L2 teachers after they graduate. Researchers which focused on L2 teachers and activities of L2 teaching found that the essential knowledge which is important for L2 teachers can be contents of L2 teaching (Freeman and Johnson, 1998); pedagogical content knowledge (Shulman, 1987); or practitioner knowledge (Hiebert et al, 2002). The contents of L2 teaching have been for a long time associated with the disciplinary knowledge about SLA theories and how to apply these to language instruction in the classroom. Many research findings asserted a long made claim that SLA plays an important role in how L2 is taught (Chaudron 1988; O’Malley and Chamont 1990; VanPatton 1989). Pedagogical content knowledge is methodological knowledge in L2 teaching, which classified by Freeman et al (2009) as the *pedagogical content knowledge* (capacity to transform content into accessible or learnable forms – curriculum/syllabus) and the *pedagogical practical knowledge* (teaching itself—teaching methods, classroom management, and evaluation). Practitioner knowledge refers to the one that is generated from L2 teachers who get more experiences in the real practices in L2 teaching and learning. There are more research findings (Burns 1999; Cochran-smith and Lytle 1999; Edge and Richards 1993; Freeman 1998) which have legitimated practitioner knowledge as important for L2 teacher education.

Since the field of TESOL emerged in 1960s, the core of curriculum in L2 teacher education generated a debate on the two strands, i.e. content and delivery

(Burns & Richards, 2009), or practical teaching skills and academic knowledge (Johnson, 2009). However, arguing the ideas amongst the debates of the two strands, more recent literatures on L2 education said the main goals of L2 teacher education now goes to examination of students' mental processes and situated and social nature of L2 learning (Lave and Wenger, 1991), therefore L2 teachers have to consider the target language as a means of mediating thinking (Vygotsky, 1978; Leont'ev, 1981); or as Gee (1996, 2004) labeled 'social language' which means language can serve different functions in society; or as in line with what Bhaktin (1981) said that any L2 utterance creates contexts of use and genre. In addition, Freeman and Johnson (1998) asserted that the direction of the teaching and learning in the L2 teacher education goes to how language learners acquire L2, rather than on how L2 is practiced and learned. In this mode of learning, L2 teacher educations should stress the importance of teacher proficiency and professional development (Pasternak & Bailey, 2004), language proficiency (Lavender, 2002), or language skills maintenance program that engages L2 teachers-in-preparation in independent language task (Barnes, 2002). In this perspective, according to Burns & Richards (2009), L2 teacher education is not viewed as translating knowledge and theories into practices but rather as constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes. Consequently, L2 teaching and learning should be seen to emerge through social interaction within a community of practice.

Over the last few years, there has been a growing attention amongst the TESOL world on the NNES teacher-in-preparation since English as an International Language (EIL) with more varieties relevant to the geographical localities where English is widely used. Nonnative English-Speaking Teachers (NNESTs) are becoming more advantageous in this regard. There have been a lot of highlight on the importance of having NNESTs rather than Native English-speaking Teachers (NESTs) for ELT in the expanding circle countries (see Medgyes 1992; Seidlhofer 1999; Phillipson 1996; Cook 2005; Coşkun, 2009; Canagarajah 1999). This attention brings about serious implication on the teaching skills which should be equipped to the candidates of NNESTs in the EFL pre-service teacher training institutions and the EFL teacher developments as well. Researches on this matter showed confident findings, i.e. the notion of tolerance for teachers' *accentedness*, an acceptance of local varieties of English, and a recognition of the importance of notion of ownership of English among NNES teachers-in-preparation (Snow, Kamhi-Stein & Brinton (2006); language enhancement and capitalizing on the strength that Nonnative English-Speaking (NNES) teachers-in-preparation bring to the classroom (Lee, 2004).

In the last few decades, there has been a flourishing belief strongly assuming that it is no longer true that native speakers are necessarily better at speaking English than nonnative speakers, and that native speakers are necessarily better at teaching English than nonnative speakers. There have been many examples showed that for the sake of education, marriage, or trades, people migrated from the expanding or outer circles to the inner circles started to learn English at the age when they began migrating found themselves very fluent in speaking English. It happens because they have been living for many years in the target-migrated countries where English is used every day (Kirkpatrick, 2007). In addition, Indonesia is a multilingual state where millions of people have grown up with various local languages which are extremely different from Indonesian language, i.e. their lingua franca. However, in fact Indonesian language becomes the language at which the people speak best. In terms of teaching methodology, there is no doubt that Nonnative English-Speaking Teachers (NNESTs) is not weaker than Native English-Speaking Teachers (NESTs). Speakers of English in the outer and expanding circle countries are all non-natives, thus teaching English in such countries faced at least bilingual or even multilingual learners. Several researches argued that bilingual or multilingual teachers have been proven to be better English teachers for some reasons because being multilingual and knowing the students' languages are in fact important strengths for language teachers. Moreover, such multilingual teachers can understand the potential difficulties that multilingual students may have and show empathy to them. Nowadays, since most nonnative English learners are at least bilinguals, then the learners need bilingual English teachers (Brutt-Griffler, 2002; Cook, 2002; Skutnabb-Kangas, 2000; Medgyes, 1994). Therefore, Nonnative English-Speaking Teachers (NNESTs) can be better models for L2 learners in EFL classroom teaching environments (see Swale, 1993; White & Genesee, 1996; Cook, 1999; Cook, 2001).

2.2. Research Roadmap

This report is a part of Therefore it is important to have models of courses which equip the students of an ongoing three-year research which finally aims at developing models of EFL courses on teaching skills for students of Pre-Service Teacher Education for context of English exposure-poor environments, i.e. East and North Kalimantan. The first two years of the study are the qualitative and quantitative descriptive researches; meanwhile the last year of the study is to develop the models.

In general the overall three-year research aims at answering the major three different focus as follows: 1) how are the EFL teaching skills perceived and possessed by the English teachers in SMAs in some regions in East Kalimantan and North Kalimantan? - including *how do they teach English to SMA students? what*

kinds of approaches, methods, or techniques or strategies do they usually use?, and *do pragmatics-based and discourse-based approach in teaching are used?* 2) what EFL teaching skill courses are given to EFL Pre-service Teachers in English language Education Institutions in East Kalimantan and North Kalimantan? – including what kinds of teaching skill courses are now used and should be ideally used; 3) how are the blue prints of models of EFL Courses on Teaching Skills in Pre-Service Teachers in English Education Institutions for East Kalimantan and North Kalimantan Contexts?

Each year the research encompasses S-2 (Graduate) theses done by four students in the Masters Program of English Language Education, Mulawarman University, at the end of the study there will be twelve theses accomplished by the students under the umbrella of this study.

The roadmap of the study is as follows. For the first year, there will be four theses focusing on analyzing the actual teaching skills possessed by English teachers of SMAs in Kalimantan. These theses will be done in some SMAs in remote areas of Samarinda as the representatives of the acquisition-poor environment regions. In the the second year, there will also be four theses investigating two focus, i.e. 1) describing that existing and ideal teaching skills used by English teachers in SMAs from different cities in East and North Kalimantan; and 2) the existing and ideal teaching skills that should be formally given to pre-service teachers in three S1 program of English Education from different universities in East and North Kalimantan. For the third year, there will be four theses that qualitatively focus on making blue print models of teaching skills courses in ELT in the context of acquisition-poor regions (see Figure 2.1).

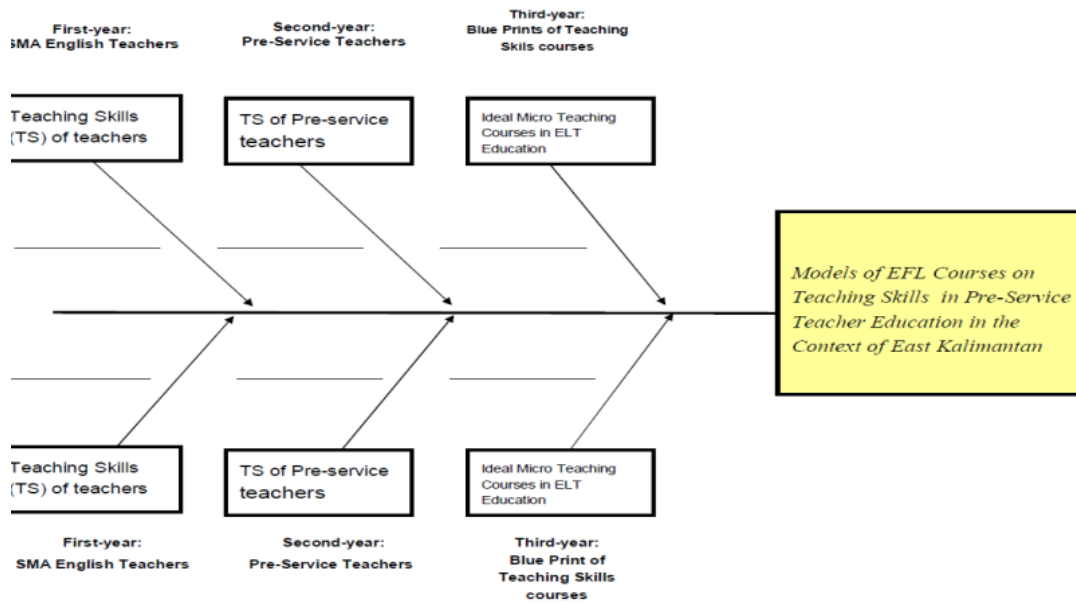


Figure 2.1: Fishbone Diagram of Research Roadmap

BAB 3

TUJUAN DAN MANFAAT PENELITIAN

3.1. Tujuan Penelitian

The purposes of this study are to analyze:

1. The teaching skills preferred by Senior High School English teachers who have been teaching in the acquisition-poor environment contexts of East and North Kalimantan provinces, specifically:
 - a) what they are in terms of teaching methods?
 - b) what they are in terms of classroom managements?
 - c) what they are in terms of evaluation activities?
 - d) what they are in terms of Curriculum, Syllabus, and material Development?
2. The empirical-factual teaching skills performed by Senior High School English teachers who have been teaching in the acquisition-poor environment contexts of East and North Kalimantan provinces, specifically:
 - a) how they are in terms of teaching methods
 - b) how they are in terms of classroom managements
 - c) how they are in terms of evaluation activities
 - d) how they are in terms of Curriculum, Syllabus, and material Development

3.2. Manfaat Penelitian

Obviously, the results of the study give both theoretical and practical contributions to the area of English foreign language (EFL) teaching and learning in the exposure-poor environments. Indeed, voices from NNESTs in the expanding circle countries should be heard as lessons-learned; it is apparent that the voices can mean the factual best practices or the poor practices for any other NNESTs in the globe, however, all practices must mean '*learning*' from others.

Theoretically, information from the NNESTs voices in such EFL learning environments can enlarge the spectrum in the body of *EFL teaching and learning* knowledge. The new spectra of knowledge apparently enriched the existing propositional-theories in the field. The study reported here is empirical information about teaching skills preferred and performed by NNESTs in the remote regions of Indonesian language classrooms. Obviously, the information is valuable for the future outlook of teaching and learning English in exposure-poor environments, i.e. for expanding circle countries where English is learned as foreign language.

Practically, the information is helpful for NNESTs in other similar regions since they indeed have typical classroom dynamics and interaction. NNESTs need dynamic practical knowledge since the development of learning nature is always dynamic. Since teaching is *doing, thinking* and *interpreting* (Bailey & Nunan, 1996), then each teacher should be able to do the best-suited ways to the classroom existing conditions in order that the teacher can maintain the class and achieve the expected goals.

BAB 4 METODE PENELITIAN

Design

The study was conducted through a mixed method using explanatory design in which a survey was distributed to 100 (a hundred) Nonnative English-Speaking Teachers (NNESTs) to elicit the broad information about their preferences and actual performance of teaching skills; then to capture the depth pictures of the investigated issues, representatives of certain respondents were interviewed and their classrooms were observed. The results of survey were analyzed quantitatively by using descriptive statistics meanwhile the results of interview and observation were analyzed qualitatively afterwards. Then, the results of both qualitative and quantitative analysis were used to make interpretations (see Figure 4.1).

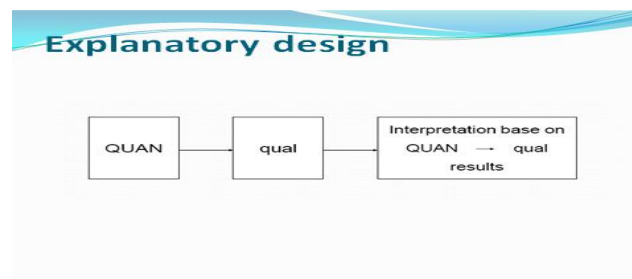


Figure 4.1: Explanatory Design in Mixed Method

Respondents

The respondents were Senior High Schools NNESTs from three different regions of East Kalimantan and North Kalimantan, i.e. Samarinda City, Tarakan City, dan Berau Regency. The reason why these regions were chosen as the sample regions for the recent study was that they had displayed typical range of circumstances of *exposure-poor* environment in the regions. There were 100 respondents who participated in the survey; 6 respondents who were interviewed; and 3 respondents whose classes were observed.

Data Collection Procedures

Data were collected through questionnaires, observation and structured-interview. The questionnaires were distributed to 100 NNESTs from the three exposure-poor regions to get the information about their preferences of teaching skills and how they performed the teaching skills in actual teachings in the classrooms. The structured-interviews which were conducted to certain representatives of the respondents aims at capturing the depth of the respondents'

typical responses. Observations were done to enrich the data triangulation; that is why it was done to one of the NNESTs from each region.

Instruments

In the survey, there was a single instrument, i.e. the questionnaire; meanwhile in the qualitative nature of design, the key instruments were team of researchers, supported by supplementary instruments, i.e. interview and observation guides.

Teaching skills were defined from the explorations of concepts argued by Burns & Richards (2009), Hedge (2008), and Ur (2010). From this theoretical exploration, it was extracted that there are three important segments which are used as basis of variables.

Table 4. 1 : Concepts, Variables, and Instruments

Concept of Teaching Skills	Segments	Variables	Instruments
Theoretical as well as practical Knowledge of how to teach EFL and of pedagogy in general	Teaching Method	Teachers' teaching activities in the context of acquisition-poor environment	Questionnaires, the guides of structured-interview and observation
		Teachers' beliefs about learning English in acquisition-poor environment	Questionnaires, the guides of structured-interview and observation
	Classroom management	The role of teacher and learners in the classroom	Questionnaires, the guides of structured-interview and observation
		Interaction and the nature of learning in language classroom	Questionnaires, the guides of structured-interview and observation
		Language use in EFL classroom	Questionnaires, the guides of structured-interview and observation

	The structure of language lesson	Questionnaires, the guides of structured-interview and observation
Evaluation activities	Performance-based evaluation	Questionnaires, the guides of structured-interview and observation
	Test-based evaluation	Questionnaires, the guides of structured-interview and observation
Curriculum, Syllabus, and material Development	What teachers do in line with the existing curriculum, syllabus, and material development	Questionnaires
	Teachers' hopes about what teachers do in line with the curriculum, syllabus, and material development	Questionnaires

Data Analysis Techniques

The quantitative data were analyzed by using descriptive statistics; meanwhile the qualitative data were analyzed on the basis of the procedures suggested by Miles and Huberman (1984). The procedures can be explained in the following steps. First, after data collection, the next step is focusing, simplifying, abstracting and transforming the raw data to find out the patterns. Secondly, the researcher describes the patterns of the data sources. These activities are included in the data reduction. The following step is a data display, where the researcher shows the organized assembly of information taken from the data reduction in the forms of metrics, graphs, or charts. The last step is a conclusion, allowing the researcher to draw the meaning of the findings, and generating substantial theories.

BAB 5

HASIL YANG DICAPAI

5.1 Uraian Kegiatan Penelitian yang sudah dilakukan

Sebelum dipaparkan hasil yang dicapai dalam laporan kemajuan penelitian ini, terlebih dahulu diuraikan kegiatan penelitian yang telah dilakukan, sebagai berikut:

03 Februari 2015:

- Koordinasi awal yang melibatkan seluruh anggota tim dan mahasiswa yang terlibat. Pertemuan tersebut sebagai pembicaraan awal terkait diterimanya proposal penelitian dan rencana kegiatan selanjutnya.
- Pembahasan lebih jauh kisi-kisi instrument penelitian induk.
- Pembimbingan awal mahasiswa yang terlibat, yaitu 4 (empat) orang mahasiswa S2 magister pendidikan Bahasa Inggris. Topik pembimbingna menyangkut penyamaan persepsi tentang kisi-kisi instrumen beserta mahasiswa yang dibimbing. Dalam kegiatan ini seluruh tim peneliti terlibat aktif dengan memberi kontribusi gagasan-gagasan yang diperlukan. Materi pembicaraan antara lain: 1) penajaman fokus dengan mengkaji pustaka, 2) pemantapan metode penelitian, dan 3) pembuatan kisi-kisi instrumen.

04 Maret 2015:

- Paparan draft instrument oleh ketua peneliti kepada seluruh tim. Dalam paparan ini instrumen yang sudah dibuat dengan cara mengkaji kembali instrumen yang sudah jadi agar sempurna sebelum diujicobakan di lapangan. Kegiatan ini meliputi evaluasi dan dengar masukan dari seluruh tim serta mahasiswa yang dibimbing.
- Lanjutan pembimbingan mahasiswa yang sudah melakukan mendapatkan input sebelumnya untuk perbaikan proposalnya.

09 – 11 Maret 2015:

- Melakukan observasi kelas di SMA di kota Samarinda. Kegiatan dilakukan oleh ketiga tim peneliti.

23 Maret 2015:

- Melakukan Uji Coba Angket. Kegiatan dilakukan oleh ketiga tim peneliti.

04 April 2015:

- Pemantapan angket setelah uji coba.

- Pembahasan kajian pustaka untuk mempertajam bab 2. Dalam kegiatan ini, termasuk penajaman kajian pustaka penelitian tesis mahasiswa.
- Pembimbingan lanjutan kepada mahasiswa. Pada saat ini seluruh mahasiswa yang terlibat sudah menunjukkan draft proposal bab 1 – 3.

06 – 08 April 2015:

- Melakukan pengumpulan data dengan penyebaran angket untuk guru SMA di kota Samarinda.

01 Mei 2015:

- Koordinasi persiapan kegiatan pengumpulan data via wawancara guru SMA sampel di kota Samarinda.
- Pembimbingan tesis mahasiswa
- Koordinasi Persiapan pengambilan data ke SMA sampel di kota Tarakan dan Kabupaten Berau.

04 – 06 Mei 2015:

- Melakukan pengumpulan data via wawancara di SMA sampel kota Samarinda

19 -21 Mei 2015:

- Melakukan pengumpulan data via angket, wawancara dan observasi di SMA sampel kota Tarakan dan Kabupaten Berau.

5.2 Hasil yang dicapai

Dari seluruh kegiatan penelitian yang sudah dilakukan mulai bulan Februari 2015 sampai Mei 2015 tersebut diatas, diperoleh gambaran hasil yang dicapai oleh kegiatan penelitian. Adapun output yang dicapai dari kegiatan tersebut dapat dipaparkan sebagai berikut:

1. Instrumen penelitian yang sudah digunakan untuk menjaring data di lapangan
2. Proposal tesis mahasiswa (4 proposal tesis) yang siap akan diseminarkan
3. Hasil analisis data mentah yang sedang dianalisis, yang meliputi: tabulasi matrik hasil angket, agregat hasil pengkodean transkrip wawancara dan observasi (terlampir). Namun hasil tersebut belum diinterpretasikan lebih jauh.

BAB 6

RENCANA TAHAPAN BERIKUTNYA

A. Uraian Kegiatan Penelitian yang akan dilaksanakan:

1. Melakukan interpretasi dari hasil tabulasi angket dan menemukan agregat hasil pengkodean transkrip wawancara dan observasi.
2. Membuat kesimpulan, implikasi, rekomendasi dan saran penelitian.
3. Seminar Proposal dan ujian tesis ke 4 mahasiswa yang terlibat.
4. Melakukan seminar hasil penelitian induk kepada mahasiswa pascasarjana S2 Bahasa Inggris
5. Menyusun laporan penelitian dan membuat artikel ilmiah yang siap dikirim ke jurnal nasional, membuat poster hasil penelitian.

B. Uraian Hambatan/perubahan kegiatan Penelitian:

1. Keterlambatan pencairan dana dari dikti.

BAB 7

KESIMPULAN DAN SARAN

As one of the countries increasingly using English as a foreign language, primarily for international purposes, labeled the expanding circle, Indonesia do not serve adequate rooms for learners to have rich exposure since English is not nationwide lingua franca. This condition implies teachers' awkwardness to implement their ideal teaching skills in the classroom. This study is a part of the three-year project that aims at developing *models of EFL courses on teaching skills in pre-service teachers education for the context of 'exposure-poor environment' regions of Indonesia*. This first-year study aims at identifying voices from high school EFL teachers' preferences of teaching skills and their empirical-factual teaching skills they performed in the classrooms. The study is a mixed analysis on a survey and an in-depth interview to *Indonesian Senior High School* English teachers who have been teaching in the acquisition-poor environment contexts of Indonesian remote regions. The result has revealed that based on the teachers' voices stated in the questionnaire, most teachers preferred to use the most up-to-date teaching methods, followed the right beliefs about English teaching, were willing and able to involve the students in classroom task, however when implementing the real teaching, the teachers were aware that they should suit their way of teaching to the real class conditions where the students' motivation to learn English is low, their involvements in class as well as classroom task are poor, thus there are not more rooms to practice naturally as well as enough models of target language use in the classroom. Moreover, most teachers did not have any choices to be innovative because the government controlled everything in the curriculum such as 'teachers should follow the evaluation system', 'teachers did not have more freedom to self-develop materials, to decide more times for students to learn the subjects' after class', to arrange the chairs in the classroom', etc. In a nutshell, there is a big discrepancy between what teachers' teaching skills obtained when they were in pre-service teacher educations and the teaching skills which they should perform in real classrooms when they teaching after they become teachers.

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LAMPIRAN

Artikel ilmiah (draft, bukti status submission, jika ada)