
ENGLISH LANGUAGE TEACHING AND EFL TEACHER COMPETENCE IN INDONESIA

Urip Sulistiyo

FKIP Universitas Jambi

Email: urip.sulistiyo@unja.ac.id

Abstract

This paper presents an overview of English language teaching and English as a Foreign Language (EFL) teacher education in Indonesia. Several factors appear to impede the success of teaching and learning EFL in Indonesia. Teacher qualifications and low English proficiency, classroom size, students' motivation, classroom-oriented learning, and limited sources of learning are factors that influence EFL teaching and learning success. There are several constraints at work between language policy and language teaching classroom practices in Indonesia. First, students have very different motivations and background traits, which make it difficult to design and resource a single curriculum that suits all (or most) students across the country. Second, inadequate funds mean low wages for teachers, poor resourcing and the likelihood of large class sizes. Low teacher salaries cause the majority of teachers to work in additional jobs outside of school hours, which reduces the time they can allocate to lesson preparation, efforts to improve teaching practices and undertaking development to enhance their professional knowledge. Third, the influence of policy and curriculum politics is a constraint to language learning. In EFL teaching and learning contexts, teacher competence is essential to facilitating successful English exposure and learning during classroom activities. A number of Indonesian scholars are aware of this importance—for example, Soepriyatna (2012) identified the domains of EFL teachers' competence in Indonesia. These domains can inform teacher education programs to design the curriculum in ways that align with the needs of EFL teachers during their classroom preparation.

Keywords: *EFL, TEFL, ELT, Teacher Education, Teacher's Competence*

1. INTRODUCTION

This paper is part of a larger study investigating pre-service teacher language proficiency and language teaching skills in an Indonesian University. It presents an overview of English language teaching and EFL teacher education in Indonesia. It elaborates the information related to the role of EFL in an Indonesian context, English language teaching policy, and teacher education programs for EFL pre-service teachers.

The Study

The aim of this study was to use the available literature to update information regarding English language teaching and EFL teacher competence in Indonesia. This literature review study reviewed a number of articles ranged from 1990 to 2014. From these, four themes were generated as the framework for the study. The themes were teaching English in Indonesia, English language teaching policy, teaching profession in Indonesia, and EFL teachers' quality and domains of English teacher competence in Indonesia.

2. TEACHING ENGLISH IN INDONESIA

Unlike in its neighbouring countries—such as Singapore, Hong Kong and Malaysia, where English is widely spoken as a second language—English in Indonesia is more likely to be taught and learnt only as a foreign language. This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. As stated by Oxford and Shearin (1994), a foreign language in this context is a language learnt only during formal education. As such, English language teaching and learning in Indonesia presents particular challenges that are not encountered in countries such as Hong Kong, where English is more commonly used on a daily basis.

Berns (1990) defined foreign language learning as learning a target language in a country that does not use this language as a speech community. Thus, in a foreign language learning context, there are few opportunities for learners to employ the target language outside the classroom because the language (English, in this case) is not used as the main device of communication among people. When a target language is seldom used outside the classroom, input and language use in the classroom are essential (Suryati, 2013).

According to Sulistiyo (2009) there are several factors creating difficulties for teaching EFL in Indonesia. First, EFL teachers must teach students in large classes, often with more than 50 students. Although the definition of a 'large' class in language learning varies (Wright, 2005), this number is not ideal for a language classroom. Second, not all students who attend English classes are motivated. English is a compulsory subject, which means that students must learn the language for examination purposes; however, their exposure to English occurs for only for approximately two hours per week. Students' low motivation and minimal English learning hours are obstacles not only for teachers, but also for students as learners.

Third, at both school and university, the English-teaching focus is largely on reading skills (Sawir, 2005; Setiyadi, 2001; Sugirin, 1999), with less emphasis on English grammar and vocabulary. This teaching emphasis is based on the assumption that students will understand an English text properly if they know the structure of English and have an adequate vocabulary. One consequence of this is that the teaching of other skills—such as speaking, writing and listening—is relatively ignored (Sugirin, 1999). English is a compulsory subject taught during junior and senior secondary schools, and at tertiary levels of education in Indonesia. The teaching and learning activities conducted in these classrooms mostly involve memorising vocabulary, studying grammar and reading English texts. This tends to focus on learning the rules of the English language, rather than using English for communication (Sawir, 2005).

In short, there are three factors that may influence the success of EFL teaching in Indonesia. According to Sulistiyo (2009), these are class size, student motivation and teaching focus. These three factors align with Bradford's (2007) view that less effective English learning and teaching in Indonesia is often due to classroom size and student motivation, although Bradford also includes the factor of teacher qualifications as contributing to the limited effectiveness of EFL teaching in Indonesia.

Several scholars have investigated TEFL in Indonesia. For example, Yuwono (2005) conducted research into English language teaching in Indonesia by obtaining the perspectives of school principals and English language teachers in Salatiga municipality, Central Java. She stated that English teaching and learning in schools in Indonesia, especially in rural areas, is not ideal. She argued that the continually revised curriculum does not seem to seriously consider factors such as teachers' qualifications, teachers' time availability, the number of students per class, and the availability of resources and facilities, which all significantly affect the success of teaching and learning English in Indonesian schools. In addition, the curriculum does not provide strategies and alternatives to address problems related to English language teaching.

According to Kirkpatrick (2007), the teaching of English in Indonesian schools and colleges has been less than satisfactory during the last few decades. Lie (2007) reported a sense of 'failure' in TEFL in Indonesia. She stated that, although English is taught and used as a foreign language in Indonesia, and there have been many years of English instruction in formal schooling, the outcomes are unsatisfactory. Previous studies have identified several factors that impede the success of language learning and teaching in Indonesia, including large class sizes, less qualified teachers, a lack of teaching facilities, and low salaries for teachers (Kirkpatrick, 2007; Sulistiyo, 2009).

Since English in Indonesia is taught as a foreign language and learnt mainly in classrooms, the role of teachers is especially important because they are the main source and facilitator of knowledge and skills of this language. An English teacher is expected to play two roles at the same time: (i) teaching English and (ii) making the teaching–learning process as interesting as possible in order to engage students in learning (Kassing, 2011). In an EFL context, students' exposure to English is limited, and the classroom is usually the only place they have the opportunity to use

English. Thus, teachers' instructions and explanations may be the only language exposure during which students learn to use language for communication (Suryati, 2013).

Mbato (2013) observed similar reasons for the limited effectiveness of EFL learning and teaching in Indonesia. First, EFL learning mostly occurs in the classroom context, with English learners having limited exposure to English for communicative purposes. Second, the only source of learning is from the teachers and learning materials provided in class. Third, students learn English because it is a compulsory part of school curriculum, and subsequently may not be motivated to learn.

In summary, several factors appear to impede the success of teaching and learning EFL in Indonesia. Teacher qualifications and low English proficiency, classroom size, students' motivation, classroom-oriented learning, and limited sources of learning are factors that strongly influence EFL teaching and learning success (Bradford, 2007; Kassing, 2011; Kirkpatrick, 2007; Sulistiyo, 2009; Yulia, 2013).

3. ENGLISH LANGUAGE TEACHING POLICY

Several research studies of EFL in Indonesia have shown that the implementation of the national curriculum in Indonesia has encountered many problems. This can be seen in the quality of EFL education in Indonesia compared to other countries. Despite high expectations being placed on the Indonesia's education curriculum, the results of the secondary school final national examination are far from satisfactory, particularly when compared to other countries in the Asia-Pacific region (OECD, 2014). Based on the results of the Program for International Student Assessment (PISA)—a triennial international survey to test the skills and knowledge of 15-year-old students worldwide by evaluating educational systems around the world—Indonesia was at the bottom of the list for all three assessed skills (science, mathematics and literacy). The 2012 PISA test showed Indonesia to be ranked at 64 of the 65 participating countries (OECD, 2014). According to the Europeiska Ferieskolan English Proficiency Index (2014), for English proficiency, Indonesia ranks at 28 of 63 countries—a 'moderate' proficiency rating. In contrast, Malaysia and Singapore rank at 12 and 13 (a 'high' proficiency), respectively.

Marcellino (2008) stated that the status of EFL—when it is not used during daily interactions—is further compromised by reduced student motivation to learn the language. Living in an environment in which mastery of English is not an urgent goal likely decreases students' motivation to learn English, even if it is a mandatory school subject. When English is a foreign language that is hardly used during daily local life, where students have limited opportunity to use and practise the language, this can lead to students thinking that English is not important, especially in remote areas. As a result, they are unlikely to make it a priority to exert energy, time and money to learn English.

It is evident from previous research that many professional English teachers at schools are considered to have inadequate competence to teach English to their students (Lie, 2007; Marcellino, 2008; Soepriyatna, 2012). This research has indicated that a large number of Indonesian teachers do not feel confident using the target language because they are not comfortable talking and writing in English. Moreover, many teachers are not sufficiently familiar with the active learning and holistic assessments required by the curriculum, and there are few workshops or training opportunities to improve teachers' abilities in these aspects of teaching.

Based on reports that the quality of EFL teachers in Indonesia is inadequate, the importance of English continues to be encouraged by the Indonesian government, with English lessons included as a compulsory subject for junior and senior high school students. English subjects aim to provide students with the skills to enable them to play an active role in the global community (Mbato, 2013), based on the spread of English in this era of globalisation (Yuwono, 2005), in which the Asian region is a part of economic expansion and development.

In order to employ professionally equipped teachers to work with students, the recruitment procedure must be improved. It is necessary to develop teachers' professionalism in order to improve the quality of Indonesian education (Muth'im, 2014). During the current recruitment processes conducted by the Indonesian government, applicants must take a written test that examines their abilities in the Indonesian language, the English language and general knowledge. However, for

teacher recruitment, this test is unsuitable for selecting candidates as professional teachers. In order to overcome this, Muth'im (2014) suggested using an additional process when recruiting teacher candidates that requires them to design lesson plans based on the curriculum, and then use those lesson plans to perform teaching practice in a real class. Thus, the recruitment is based both on the results of the written test and teachers' ability to plan lessons and perform teaching in practice. Muth'im added that, once teachers have been chosen, maintaining, developing and improving their abilities should be a focus of employment. Teachers' professional abilities must be continuously developed through various activities, such as attending conferences or workshops about teaching, and attending teacher association meetings that focus on improving the quality of their practice.

The Indonesian government's policy on EFL teaching has received some criticism from research conducted in the areas of teacher competence, curriculum and English language teaching. For example, Halim (2013) claimed that the concept of professional competence proposed by the Indonesian government is too narrow and needs to be understood in the social context of teacher professionalism. The government's concept of professional competence consists of grammatical, linguistic, discourse and sociolinguistic competence, as well as being able to use English for communication purposes in both written and spoken forms. However, Halim argued that, to be an EFL teacher for students with different cultural backgrounds (in Indonesia), one's professional competence must encompass a broad range of capabilities. It must include mastery of the materials to be taught, knowledge of how to teach with the materials, a sense of responsibility, and a sense of being a part of the teaching profession. This wider conception of professional competence focuses more strongly on mastery of the subject matter, mastery of the pedagogy and social responsibility.

In addition, some policies and practices in the EFL classroom in Indonesia lack consistency (Lie, 2007). In response to this problem, Lie (2007) stated that there is an urgent need to better inform and advise policymakers about design, implementation and evaluation of the EFL curriculum. The competence-based curriculum for English instruction in junior and senior high schools, referred to earlier, seeks to provide exposure to English texts and to develop English competence to help students access better jobs in the future (Lie, 2007). However, even though English is officially taught to achieve this goal in Indonesia, the English competence of high school and university graduates in Indonesia remains low (Sawir, 2005; Sulistiyo, 2009).

Lie (2007) pointed out that there are several constraints at work between language policy and language teaching classroom practices in Indonesia. First, students have very different motivations and background traits, which makes it difficult to design and resource a single curriculum that suits all (or most) students across the country. Second, inadequate funds mean low wages for teachers, poor resourcing and the likelihood of large class sizes. Low teacher salaries cause the majority of teachers to work in additional jobs outside of school hours, which reduces the time they can allocate to lesson preparation, efforts to improve teaching practices and undertaking development to enhance their professional knowledge. Third, Lie (2007) stated that the influence of policy and curriculum politics is a constraint to language learning. The Competence-Based Curriculum was created partly in response to the growing and urgent call for decentralisation and more regional autonomy. This has been implemented alongside the school-level curriculum ('*Kurikulum Tingkat Satuan Pendidikan*'), and prescribes teaching competencies for students to acquire. As such, it sets minimal standards for aspects such as teaching materials, and ways to meet the necessary standards. At the same time, the Ministry of National Education has developed guidelines for schools to manage their own needs in accordance with the expanding policy framework.

According to Lie (2007), there is inconsistency between the focus on competence and the policy of implementing the national examinations in secondary high school levels. For example, the average passing grade for the school subjects of mathematics, English and Indonesian for 2006/2007 was 4.25 out of 10. Pressures associated with this affect what teachers decide to do, irrespective of what policy may require or direct them to do. Although teachers are provided with some capacity and encouragement to develop and implement the curriculum based on interest and local need, the national examination policy effectively forces teachers to teach English in a manner that will best prepare students for the national examinations in their last year in school.

4. THE TEACHING PROFESSION IN INDONESIA

Teacher education has a strategic role in the Indonesian education system in terms of its responsibility to provide preparation programs that produce high-quality outcomes for the teaching profession. In this era of globalisation, highly competent professional teachers are required to provide students with the skills to compete and survive in the contemporary world. To achieve these outcomes, the aim of teacher education programs is to develop and equip teachers to new levels to work with students in this contemporary globalised world. As Darling-Hammond (2006) observed, in a world where education matters, we need extraordinary teachers who can help students obtain the required knowledge and skills.

As a result of these concerns about effective teacher preparation, the Indonesian government has implemented policies directed at solving the teacher quality problem. These policies are seen as demonstrating the government's concern for reform of the education system in Indonesia. Rizvi and Lingard (2010) described policy as 'a pattern of decision in the context of other decisions taken by political actors on behalf of state institutions from position of authority' (p. 4). Based on this definition, it can be said that the Indonesian government has a political goal to improve teacher quality, which requires a response from teacher education institutions to take steps to achieve what has been mandated through policy. The policies developed by the Indonesian government seek to address the shortage of qualified teachers, and propose a set of professional competencies. Teacher education programs must use these policies to ensure that their curriculum can meet the demand for high-quality teachers in Indonesia. There are three parties involved in this policy implementation process: the government as policymaker, teachers as the actors to be improved, and teacher education institutions as implementers of the policy.

The *National Law No. 14 Year 2005 Teacher and Lecturer (Bill of Teachers and Lecturers)* describes teachers as professionals who educate, teach, guide, train and evaluate students from early childhood to senior high school. Based on this definition of the role of teachers, it is evident that the teaching profession requires teachers to have specific knowledge and skills in order to be able to transfer the information needed by students during their development. In order to meet these needs, teachers must have an academic qualification and teaching certificate, meet a prescribed set of professional competencies, and realise the aims of the education system. Academic qualifications can be obtained by teacher candidates through completing a teacher education program at bachelor degree level, or in a four-year diploma program. According to Darling-Hammond et al. (2005), the necessary standard for prospective teachers is completion of a college major in the subject to be taught, and intensive preparation for teaching, including well-defined studies of learning and teaching, together with 15 or more weeks of student teaching.

The Indonesian government's position aligns with the international movement in teacher education because they establish an explicit language knowledge base for language teachers based on content knowledge of the subject matter, curriculum and PCK, as well as other support knowledge (Day & Conclin, 1992; Shulman, 1987). Although there are differences in the use of terms and definitions, the concepts and contents of what teachers should know and be able to do—from the position of the government, scholars and other international teacher education programs—are effectively the same.

In Indonesia, as mandated by the *National Law of Teachers and Lecturers (2005)*, pedagogical competence refers to the ability to manage the teaching and learning process, which encompasses knowing and understanding students or learners, understanding and implementing teaching and learning plans, undertaking student evaluation, and having the ability to facilitate and help students develop their potential. This is similar to Day and Conclin's (1992) 'pedagogical knowledge', which is the knowledge of generic teaching strategies, such as classroom management and motivation.

One example of this is in the policies formulated by the Australian Institute for Teaching and School Leadership (2011), which establishes a knowledge base for teachers in its standards for professional practice for teacher registration, stating that teachers are expected to:

'plan and implement for effective teaching and learning' (p. 13)

'create and maintain supportive and safe learning environments' (p. 14)

'assess, provide feedback and report on student learning' (p. 16).

Further, teachers must undertake pedagogical tasks, such as designing and planning teaching and learning activities using various approaches and strategies—including information and communication technology (ICT)—to support student learning. Teachers must be able to use various techniques and approaches to enable students to learn independently and cooperatively within the dynamics and challenges of contemporary classrooms (Australian Institute for Teaching and School Leadership, 2011).

According to the *National Law of Teachers and Lecturers (2005)*, a teacher must have personal competencies, including being a role model for their students, possessing a good personality, and having patience and understanding. These personal competencies are considered important for assisting students' development. A study of effective teachers by Liando (2010) suggested that teachers received higher student praise for displaying certain personal attributes than they did for making lessons more interesting. In a study by Spitzer (2009), the participants rated personal knowledge as the most important knowledge possessed by second language teachers. The participants in Spitzer's study were American volunteers teaching English in Asia, who were asked what personal qualities they relied on the most during their ESL teaching experience.

According to Marchbanks (2000), teachers require certain personality traits—such as being passionate, patient, cooperative, authoritative and creative—in order to teach effectively. These types of traits are needed to meet the higher responsibilities of contemporary teacher professionals in order to teach, educate, discipline and stimulate students in their various phases of learning and development. Similar to Marchbanks (2000), Murphy et al. (2004) stated that the personality traits of successful teachers include being caring, patient, not boring, polite and organised.

In seeking to define the characteristics held by successful teachers upon graduation from teacher education, Cripps-Clark and Walsh (2004) stated that effective teachers should have both content and pedagogical knowledge, as well as teacher personal knowledge and knowledge of context. Across the board, this type of personal knowledge is considered helpful for teachers to engage both in the classrooms where they teach, and in the broader context of education where they are professionally located, among various stakeholders.

Professional competence is referred to as the knowledge of subject matter that a teacher needs to master, as well as strategies for its delivery to students. This competence encompasses the ability to use various teaching aids so that the objectives of teaching and learning can be optimally achieved (*National Law of Teachers and Lecturers, 2005*). The professional competence required by the Indonesian government is similar to that encompassed by PCK, mentioned by Shulman (1987) and Day and Conclin (1992). They stated that PCK is the knowledge of how to present subject matter in a variety of ways that enables students to understand it. These professional competencies are at the intersection of teachers' subject matter knowledge and pedagogical knowledge.

This is similar to other teacher professional standards internationally. For example, returning to the Australian case, the Australian Institute of Teaching and School Leadership (2011) stated that the professional knowledge of teachers includes teachers knowing their students and how they learn, as well as knowing how to teach them. Teachers must hold and exercise knowledge of the learning theories outlined in the pedagogical models that they use in their practice. Teachers are expected to know and exercise principles of teaching, and design models for programs of learning that will engage students in active learning. Teachers must also understand assessment and be able to exercise this while implementing the curriculum to support student learning. In this example from Australia, these ideas are embodied in the registration standards for beginning teachers (Australian Institute for Teaching and School Leadership, 2011). The standards state that teachers must know the content they teach, which means they must have 'knowledge and understanding of the concepts, substance, and structure of the content and teaching strategies of the teaching area', 'be able to organize content into an effective learning and teaching sequence' and 'use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans' (Australian Institute for Teaching and School Leadership, 2011, p. 10).

In Indonesia's *National Law of Teachers and Lecturers (2005)*, it is recognised that, in contributing to the relationship between schools and the community, teachers require good communication skills and the ability to engage in social life. The school is viewed as critical in

society as an agent of change, and that, as an educational institution, it must uphold the role of fostering change in the society's culture in order to alter lifestyles now and in the future.

Internationally, the need for social skills among teachers is also discussed in the Australian literature. According to the Australian Institute for Teaching and School Leadership (2011), teachers must be active members of their profession. This means that they must be aware of stakeholders, industrial structures, career opportunities and the regulatory requirements that affect their profession. They must understand the social, political and ethical dimensions of education and, within that framework, must be able to articulate a vision or philosophy of the role of a teacher generally, and of their work specifically.

5. EFL TEACHERS' QUALITY AND THE DOMAINS OF ENGLISH TEACHERS' COMPETENCE

As noted earlier, English is a compulsory subject in Indonesian education. It is formally introduced into primary schools from Year 4 and continues to Year 6. In secondary schools, English is one of the subjects examined during the Final National Examination. At university level, English is a requirement for all faculties and undergraduate majors (Yulia, 2013). Although English is globally known as an international language, in Indonesia, English is considered predominantly a foreign language, where it is commonly taught in schools alongside other subjects, such as mathematics, biology and physics (Sulistiyo, 2009). It is not widely used as a language of instruction in education, nor in activities such as business or governance (Philipson, 1992). Therefore, in the classroom, English teachers in Indonesia must support students who have varied forms of language exposure in order to provide an adequate input for English development.

This section presents a review of studies conducted by Indonesian researchers regarding a number of aspects related to the competence of EFL teachers in Indonesia. The studies examined are from several educational institutions across Indonesia in order to enable a comprehensive overview of EFL teacher quality from local perspectives to indicate the significance of conducting research on teacher education programs. There are two themes highlighted in this section: (i) EFL teachers' competence and (ii) the domains of competence that English teachers in Indonesia must know and be able to use.

EFL teachers' competence is very important (Cahyono, 2014; Soepriyatna, 2012) in terms of the language input for students during their classroom learning (Berns, 1990; Suryati, 2012). However, a study conducted by Lengkenawati (2005) found that most Indonesian teachers lacked competence in some of the English skills they teach. For example, while a teacher may be competent using English grammar, he or she may not be proficient in English listening and reading skills. Analysis from writing tests indicated that the teachers had low knowledge of the organisation of ideas, poor use of grammar, and a very limited range of vocabulary.

Another study investigating EFL student teachers' competence was conducted by Wiyati (2014). This descriptive study involved six EFL pre-service teachers in their final year of studying English at a higher learning institution in West Java, Indonesia. Data were collected using questionnaires, classroom observations and interviews. This study revealed that the student teachers had an inadequate knowledge of teaching techniques and strategies. In terms of language proficiency, they were not proficient in using English as a subject to teach to students. Further, the student teachers showed very little comprehension of how learner evaluations should be conducted. These EFL pre-service teachers lacked the PCK important both for them as teachers and for their students during the teaching and learning process. They had low competence in using the necessary teaching strategies to cater to the students' needs, and lacked important characteristics that are needed to engender interest and enthusiasm in students and to perform the various responsibilities of their professional work.

In an effort to identify and document EFL teachers' competence, Soepriyatna (2012) conducted a study to explore and describe the domains of EFL teachers' competence in Indonesia. In doing so, Soepriyatna reported on the competencies required by school teachers of English in Indonesia, and described the development of performance tasks used to assess this. Theories of teacher competence proposed by Cross (2003), Mulhauser (1958) and Richards (1998) were used as a framework to underpin this study. The framework of teacher competence comprised three domains:

language competence, content knowledge about language, and teaching skills. A survey was used to elicit what the study respondents believed high school teachers of English in Indonesia should know and be able to do. The participants were high school teachers of English, principals, faculty members, teacher educators, supervisors and scholars with an English language teaching (ELT) background. In addition, a performance task was developed to assess the competence dimensions of the teachers.

A teacher's ability to speak English well will benefit students in an EFL teaching context in two ways. When this occurs, English is used as the classroom medium of instruction, and students are exposed to their teachers as English language role models. English competence must distinguish English teachers from other teachers. It is critical that student exposure to English language role models occurs, as a defining feature of the EFL classroom.

Soepriyatna (2012) suggested that competent teachers must have language content knowledge. Content knowledge enables teachers to help students cope with problems encountered while learning and understanding the topics covered in lessons. Content knowledge includes aspects such as grammar and the other features of language mastery that are necessary for students to build communicative competence in their use of English. Soepriyatna also stated that English teachers require another kind of knowledge—one that enables them to transfer content knowledge to students effectively. In teaching generally, this includes knowledge of techniques relevant to the content involved, which is what Shulman (1986) termed PCK. The findings from Soepriyatna's (2012) study support Shulman's (1986) statement that an effective teacher has both subject content knowledge and the ability to transfer this knowledge to students through considered use of appropriate teaching techniques, adjusted to the contextual aspects of their class. For EFL teaching in Indonesia, this knowledge must be developed to align with typical Indonesian classrooms—a context where large numbers of students are in the classroom.

Another conclusion to be drawn is that motivation is an important factor in student engagement, and teachers must develop abilities and skills to stimulate interest in their students. For example, during lesson preparation, teachers must foster student engagement with carefully designed and clearly stated communicative competence intentions. One way of doing this is by outlining standards that students must meet, and the procedures for assessing performance that will demonstrate these standards. In addition, teachers must be able to create an atmosphere in their classroom that is conducive to student learning. In order to achieve this, competent teachers use a variety of techniques to accommodate and facilitate various learning styles.

To improve and maintain quality with EFL teacher competence in Indonesia, programs such as lesson study and teacher professional development could be useful for teachers to undertake. Lesson study is considered an effective approach for professional development and school improvement in Indonesia (Suratno, 2012). According to Perry and Lewis (2009), lesson study is a cycle of instructional improvement that involves teachers in active learning about the teaching content. It is an intensive, collaborative and practice-based activity that strengthens the professional community and improves use of teaching and learning resources. In the lesson study program, teachers observe each other's classroom practices and work together to refine individual lessons in order to build strong connections between teachers' learning about content and students' learning outcomes (Suratno, 2012).

In relation to EFL teachers' professional competence, Cahyono (2014) conducted research examining the implementation of lesson study in Indonesia. The lesson study in Cahyono's investigation sought to improve EFL teachers' pedagogical content competencies in teaching and learning with senior high schools in Southern East Java. It focused on how EFL teacher training and EFL supervision programs could be implemented to improve pedagogical content competencies. In this manner, the lesson study served as a supportive vehicle for teacher learning. The findings showed that lesson study was useful in helping teachers develop their PCK. Moreover, the participants of the study argued that teacher training and EFL supervision helped them better understand how to apply PCK to design and implement instructional materials. Cahyono's study suggested that language teachers should and can improve their pedagogical content competence continuously in order to help students meet curriculum requirements. It emphasised the importance of lesson study as a platform for sustaining teachers' learning in order to develop and improve

pedagogical content competence. The implication to be drawn from the study findings is that teacher professional development and teacher learning activities must affect teacher quality and student learning.

Programs for teacher professional development—such as lesson study—are considered essential to improving teachers' competence. According to Richards and Farrel (2005), from an individual teacher's perspective, improving teaching skills to develop confidence regarding the teaching material will lead to better results for students. They stated that areas for teacher professional development include subject matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of the curriculum and materials, and plans for career advancement. The scope and implementation of teacher professional development in Indonesia has been investigated by several scholars. For example, Irmawati (2014) proposed that models of EFL teacher professional development must be linked to visions for EFL teacher professionalism in an Indonesian context.

While 'teacher professional development' is a term used to describe the continuing process of teacher improvement, in the context of EFL teachers, the term is specifically used to refer to the process in which teachers increase their English skills and propositional and procedural EFL knowledge sets. In response to the essential role of EFL teachers, models of teacher professional development proposed by Irmawati (2014) must cover two areas:

- propositional knowledge—encompassing the content subject that teachers teach, such as the English materials they use
- procedural knowledge—related to the processes, procedures and strategies that help teachers perform teaching tasks.

One specific model of teacher professional development includes implementing a 'critical friends group', which involves teachers as researchers working with material development activities, where experts are invited into school contexts to join these training and development programs (Irmawati, 2014). All these proposed models seek to help teachers build English competence and English-teaching skills. They also aim to create a change in mindset in relation to strengthening teachers' identity as English teachers by implementing these models of professional development.

Irmawati (2014) also stated that models that involve colleagues giving feedback and suggestions to each other benefit teachers in many ways. First, teachers gain more objective feedback to enable reflection on their teaching practice, and this objective feedback broadens the ways they can think about how to teach more successfully. Second, teachers can share ideas related to applicable techniques to use more effective and interesting materials during their teaching practice. Having teachers conduct research—particularly action research—is useful because it enables them to identify problems that occur in their own classroom contexts. They are able to build skills and knowledge regarding ways to solve their students' problems during the learning process. Additional benefits to those from implementing actions following reflection include improved writing skills gained from reporting their research in written form.

6. CONCLUSION

In summary, in EFL teaching and learning contexts, teacher competence is essential to facilitating successful English exposure and learning during classroom activities. English language instruction is really needed by students in EFL learning context to maximize the language exposure. So, teachers' proficiency in spoken language as the model for students in class has become critical issue in language learning in Indonesia.

A number of Indonesian scholars are aware of this importance—for example, Soepriyatna (2012) identified the domains of EFL teachers' competence in Indonesia. These domains can inform teacher education programs to design the curriculum in ways that align with the needs of EFL teachers during their classroom preparation. By doing so, teacher education programs can improve the quality of their graduates before they enter the teaching profession at schools.

REFERENCES

(AITSL), Australian Institute for Teaching and School Leadership. "Australian National Professional Standards for Teachers." (2011). 4 March, 2013 <<http://www.aitsl.edu.au/>>.

- Andersen, R. W. "Models, Processes, Principles and Strategies: Second Language Acquisition inside and Outside the Classroom." *Second Language Acquisition-Foreign Language Learning*. Eds. Patten, V and J. F Lee. Philadelphia: Multilingual Matters Ltd, 1990. Print.
- Berns, M (1990). "'Second' and 'Foreign' in Second Language Acquisition/Foreign Language Learning: A Sociolinguistic Perspective." *Second Language Acquisition-Foreign Language Learning*. Eds. Patten, V and J. F Lee. Philadelphia: Multilingual Matters, Ltd, 1990. Print.
- Bradford, A. "Motivational Orientations in under-Researched Fll Contexts: Finding from Indonesia." *RELC Journal* 38.3 (2007): 302-23. Print.
- Cahyono, B. Y. "Quality of Indonesian Efl Teachers: The Implementation of Lesson Study to Improve Teacher Pedagogical Content Competence." *Recent Issues in English Language Education*. Eds. Widodo, H and N Zacharias. Surakarta: UNS Press, 2014. 65-88. Print.
- Cripps-Clark, J, and J Walsh. "Elements of a Model of Effective Teachers." *The Australian Association for Research in Education* (2004). <March 2, 2012 <http://www.aare.edu/au/02pap/wa/02220.htm>>.
- Cross, D. "Language Teacher Preparation in Developing Countries: Structuring Pre-Service Teacher Training Program." *English Teaching Forum* 41.4 (2003): 41-43. Print.
- Darling-Hammond, L. "Assessing Teacher Education: The Usefulness of Multiple Measures for Assessing Program Outcomes." *Journal of Teacher Education* 57 No.2.March-April (2006): 120-38. Print.
- Darling-Hammond, L, et al. "Implementing Curriculum Renewal in Teacher Education:Managing Organizational and Policy Change." *Preparing Teachers for a Changing World*. Eds. Darling-Hammond, L and A Bamford. CA: John Willey & sons Inc, 2005. Print.
- Day, R, and G Conklin. "The Knowledge Base in Esl/Efl Teacher Education." 1992. Print.
- Irmawati. *Models of Tefl Teachers' Professional Development*. TEFLIN International Conference. 2014. Print.
- Kassing, R.B. "Perceptions of Motivational Teaching Strategies in an Efl Classroom: The Case of a Class in a Private University in Indonesia." Victoria University of Wellington, 2011. Print.
- Kirkpatrick, A. *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge: Cambridge University Press, 2007. Print.
- Krashen, S. D. *Principles and Practices in Second Language Acquisition*. Oxford: Pergamon Press, 1982. Print.
- Krashen, S. D. *Language Acquisition and Language Education*. UK: Prentice Hall International Inc, 1989. Print.
- Lengkenawati, N. S. "Efl Teachers' Competence in the Context of English Curriculum 2004: Implication for Efl Teacher Education." *TEFLIN Journal* 16.1 (2005). Print.
- Liando, N. V. F. "Students' Vs Teachers' Perspectives on Best Teacher Characteristics in Efl Classrooms." *TEFLIN Journal* 21.2 (2010). Print.
- Lie, A. "Education Policy and Efl Curriculum in Indonesia: Between the Commitment to Competence and the Quest for Higher Scores." *TEFLIN Journal* 18.1 (2007): 1-14. Print.
- Marcellino, M. "Designing a Practical Teaching Module for Indonesian Young Learners: Some Insights." Bali, 2008. Print.
- Marchbanks, P. "Personality Traits: Elementary School Teachers - Prospective Elementary School Teachers: Are They out There?" (2000). <<http://www.unc.edu/courses/2004spring/engl/012/054/PDF%20files/Sample%20Papers/Unit%202%20Project/Unit%202--teacher.pdf>>.
- Mbato, C.L. "Facilitating Efl Learners' Self Regulation in Reading: Implementing a Metacognitive Approach in an Indonesian Higher Education Context." Southern Cross University, 2013. Print.
- Muth'im. *Reformation in Teachers' Recruitment in the Effort of Developing Teachers' Professionalism*. TEFLIN International Conference. 2014. Print.
- Oxford, R.L, and J Shearin. "Language Learning Motivation: Expanding the Theoretical Framework." *The Modern language Journal* 78 (1994): 12-28. Print.

- Philipson, R. *Linguistic Imperialism*. Oxford: Oxford University Press, 1992. Print.
- Richards, J.C. *Beyond Training: Perspectives on Language Teacher Education*. Cambridge: Cambridge University Press, 1998. Print.
- Richards, J.C. "Competence and Performance in Language Teaching." *RELC Journal* 41.2 (2010). Print.
- Richards, J. C., and T.S.C Farrel. *Professional Development for Language Teachers*. New York: Cambridge University Press, 2005. Print.
- Rizvi, F, and B Lingard. *Globalizing Education Policy*. Abingdon: Routledge, 2010. Print.
- Sawir, E. "Language Difficulties of International Students in Australia: The Effects of Prior Learning Experience." *International Education Journal* 6.5 (2005): 567-80. Print.
- Setiyadi, B. "Language Learning Strategies: Classification & Pedagogical Implication." *TEFLIN Journal* 12.1 (2001). Print.
- Shulman, L. "Knowledge and Teaching: Foundations of the New Reform." *Harvard Educational Review* 57.1 (1987): 1-22. Print.
- Shulman, L. S, and J. H Shulman. "How and What Teachers Learn: A Shifting Perspective." *Journal of Curriculum Studies* 36.2 (2004): 257-71. Print.
- Soepriyatna. "Investigating and Assessing Competence of High School Teachers of English in Indonesia." *Malaysian Journal of ELT Research* 8.2 (2012): 38-49. Print.
- Sugirin. *Studying the Academic Reading Comprehension Process: Responding to Methodological Concerns*. HERDSA Annual International Conference. 1999. Print.
- Sulistiyo, U. "Learning English in an Indonesian University: A Study of Learners' Preferred Activities." La Trobe University, 2008. Print.
- Suryati, N. "Developing an Effective Classroom Interaction Framework to Promote Lower Secondary School Students' English Communicative Competence in Malang, East Java, Indonesia." Unpublished Thesis. The University of Newcastle, 2013. Print.
- Wiyati, *EFL Pre-Service Teachers: A Study on Student Teachers' Teaching Competence*. TEFLIN International Conference. 2014. Print.
- Wright, T. *Classroom Management in Language Education*. New York: Palgrave Macmillan, 2005. Print.
- Yulia, Y. "Teaching Challenges in Indonesia: Motivating Students and Teachers' Classroom Language." *Indonesia Journal of Applied Linguistics* 3.1 (2013): 1-16. Print.
- Yuwono, G. "English Language Teaching in Decentralised Indonesia: Voicess from the Less Priveleged Schools." *Paper presented at AARE 2005 International Educatio Research Conference*. Ed. Print.