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*'Human Resources Development in
English Language Teaching'*

The 55th TEFLIN
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English Education Department
Faculty of Tarbiyah and
Teachers Training
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PREFACE

This volume is a collection of papers presented in the 55th TEFLIN (Teachers of English as a Foreign Language in Indonesia) International Conference hosted by Syarif Hidayatullah State Islamic University Jakarta and held on December 4-6, 2007.

The 55th TEFLIN Conference succeeded in accumulating 179 papers on the general theme of 'Human Resources Development in English Language Teaching' of which 154 were selected by the Steering Committee to be presented in the three-day conference.

However, not all papers presented in the conference are to be found in this volume. The Organizing Committee had set the deadline for the submission of complete papers in order to be published as proceedings of the conference. Up to the last minutes, 98 speakers sent their complete papers to the Committee and accordingly those papers are included in this volume.

These 98 papers are divided into eight groups in accordance with the topic areas. The eight topic areas are *Language Teachers Development, Learning Styles and Strategies, Language Assessments, English for Specific Purposes, IT in ELT, Literature in English Language Teaching, and ELT Materials*.

We hope that the publication of this TEFL anthology will serve its purpose in enhancing English language teaching in Indonesia for the benefit of the national development as a whole.

Jakarta, December 2007

Editors

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INTRODUCING TEACHING JOURNAL TO TEACHERS-TO-BE: WHAT THIS PROFESSIONAL ASPECT REVEALS

Siti Mina Tamah

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The typical issue concerning teaching demo – a common requirement for teachers-to-be – is Lesson Plan making and Lesson Plan implementation. Having made a Lesson Plan, the teachers-to-be are required to implement it in front of their peer group. After the teaching demo, they are generally provided with comments from the lecturer.

As implied above, after a Lesson Plan is prepared, the implementation follows. Does it end when the implementation is over? Is it time already for the respective teachers to feel satisfied as the plan is executed? No. There is in fact another essential thing for the teachers to go on. They are still faced with the aspect of professionalism.

Professionalism is principally related to one's preparation to do a competent job through learning. This learning may take various forms. Some of them are taking presentation or in-service courses, having discussions with colleagues or performing a reflection.

Professionalism, briefly, needs introducing to teachers-to-be as early as possible. One way to introduce it, as implied in the previous paragraph, is by requiring them to write their teaching journal to experience a process of reflection. The journal is expected to give them chance to reflect critically on their teaching demo for self-development. This particular aspect of professionalism becomes the primary discussion in this paper.

This paper is more specifically intended to reveal the idea of teachers (the students who become the teachers in the teaching demo – henceforth *teachers*) related to teaching demo. It is restricted to 4 points: the usefulness of their Lesson Plan, the success of their teaching demo, the unexpected things happening and the improvement for implementing the same LESSON PLAN another time.

The data were taken from one TEFL class in the 2006/2007 academic year at the English Department of Teacher Training Faculty of Widya Mandala Catholic University. Besides learning the theories such as 'Nature of Language, and 'Factors Influencing Teaching and Learning', the students were given chance to implement the theory. They were given opportunity to individually teach their fellow students who acted as high school students. Each *teacher* had a 30-minute teaching demo. The teaching journal was written right after the teaching demo.

The teaching journal indicated that none (0%) thought Lesson Plan was useless. About 66% *teachers* believed that they were successful in their teaching demo while the rest (34%) claimed they were not. Reflecting on their teaching demo, only 14% *teachers* wrote they did not depart from their Lesson Plan; the rest realized they departed from the Lesson Plan as unexpected things happened. Among those realizing the deviation, some argued the deviation made things better. Some were sad regretting its occurrence. Challenged to think of how they were going to improve their teaching demo, most *teachers* stated that they would make it more interesting by adding instructional games. It is worth indicating that this professional aspect being introduced to them, the teachers-to-be were aware of their teaching skill. The journal also revealed their personal teaching philosophy.

Key words: teaching, journal, reflection

1. INTRODUCTION

As teachers-to-be, students at a teacher education are required to have their teaching demo. The typical tasks concerning the teaching demo covers 2 main things: Lesson Plan (henceforth LP) making and LP implementation. They first of all make an LP. They are then to implement it in front of their fellow students. After these teachers (the students who become the teachers in the teaching demo – henceforth *teachers*) finish with their teaching demo, they are usually provided with both oral and written comments from the tutor or the lecturer.

As implied above, after an LP is prepared, the implementation follows. Does it end when the implementation is over? Is it time already for the respective *teachers* to feel satisfied as the plan is executed? No. There is in fact another essential thing for the *teachers* to go on. They are still faced with the aspect of professionalism.

Professionalism is principally related to one's preparation to do a competent job through learning. This learning may take various forms. One of them is performing a reflection.

Professionalism, briefly, needs introducing to teachers-to-be as early as possible. One way to introduce it, as implied in the previous paragraph, is by requiring them to write their teaching journal to experience a process of reflection. The journal is expected to give them chance to reflect critically on their teaching demo for self-development. This particular aspect of professionalism becomes the primary discussion in this paper.

This paper will then commence with the brief issue on professionalism as the first topic in the body of this paper. What follows as the second topic is teaching journal. Eventually, it is putting forward the reflection of a group of *teachers* related to their teaching demo. The discussion on this major part is restricted to four points: the usefulness of their LP, the success of their teaching demo, the unexpected things happening and the improvement for implementing the same LP another time.

2. PROFESSIONALISM

Pettis (2002) in Richards and Renandya (2002) points out that teachers must make a personal commitment. In other words, teachers need to possess professional responsibility. This is actually headed toward teachers' ongoing professional growth.

Professionalism, claimed by Ur (2002) in Richards and Renandya (2002), is one's preparation to do a competent job through learning. This learning may take various forms. Some of them are taking presentation or in-service courses, having discussions with colleagues or performing a reflection on experience. More specifically, Ur (2002:389) writes: "Professionalism means preparing oneself to do a competent job through learning. This learning may take the form of presentation or in-service courses, reflection on experience, reading, observation, discussion with colleagues"

3. TEACHING JOURNAL AS A REFLECTION TOOL

Professionalism being considered, teachers are challenged by this particular question 'How well have I performed?' This is in line with what Richards (1998:3) points out: "Reflective approaches to teaching development start from the assumption that teachers, rather than methods, make a difference; that teachers are engaged in a complex process of planning, decision making, hypothesis testing, experimentation, and reflection; ... and they should form the focus of teacher education and teacher professional development." Citing Boud, Keogh and Walker (1985), Richards (1998: 21) argues that reflection is essential for continued professional growth. Reflection, similarly pointed out by Barlett (1990) in Richards (1998: 21), refers to an activity or process in which an experience is recalled, considered and evaluated.

One of the procedures commonly employed to promote critical reflection is journals. Richards (1998: 22) puts it: "Journals or diaries are another experience that can help develop a reflective orientation toward teaching. With the journal experience, the student or teacher regularly enters information about lessons he or she taught (or learning activities of other kinds) ... Journal-writing experiences provide a record of significant learning experiences, help the participants understand their own self-development process"

Journal writing is beneficial. Lewis (2002:24) similarly argues some reasons why journals are recommended in language classes. They are among others: (1) journal writing provides chances for the students to reflect on their own learning, (2) it provides a permanent and ongoing record, and (3) it can inform the teachers about the student's learning needs.

Brown (2001: 418) argues "Journals can range from language learning logs, to grammar discussion, to responses to readings, to attitudes and feelings about oneself." Brown (2001) goes on pointing out that there should be a carefully specified, systematic approach to use journals as assessment instruments. The students should be informed about the purpose of journal writing. They should be provided with clear instructions on how to get started.

Related to the topic of this paper, it is a good idea to introduce professionalism to teachers-to-be. One of the ways, as previously quoted from Ur (2002) is requiring them to write their teaching journal as a reflection tool - to experience a process of reflection.

4. TEACHERS' REFLECTION REVEALED

The data were taken at the English Department of Teacher Training Faculty of Widya Mandala Catholic University. They were specifically obtained from one of the four parallel TEFL classes for semester 4 students in 2006/2007 academic year which started in February 2007 and ended in June 2007. In this particular 3-credit course there were 21 students.

The students learnt about nature of language, factors influencing teaching and learning, approaches, methods and techniques of teaching. They learnt the theoretical part. Besides, they were given chance to have the implementation of the theory. They practiced the techniques of various

methods in groups or in pairs. They were eventually given opportunity to individually teach their fellow students who acted as high school students. The last 6 sessions of the semester was spent on this teaching demo. They were asked to prepare a 30-minute teaching demo. Right after the teaching demo, they were asked to write the teaching journal.

A typical teaching demo session was commenced by having 2 students out from the group. These students who would implement their LP were, as previously mentioned, named the *teachers*. The others were the *students*. When Anton, Budi and Cindi, for example, got their turns for the teaching demo, Anton and Budi would be out from the group. Cindi and the others were expected to act as the *students*. When Anton taught, Budi was excluded from the *students* to give him time to prepare for his teaching demo. When Anton finished with his teaching demo, he was 'out' from the group. He did not join the *students*. He was writing his teaching journal while Budi was teaching. Meanwhile, Cindi was excluded from the *students* to give her time to prepare for her teaching demo. A note as the guideline to write the journal was provided. More specifically, the note the *teachers* referred to when they wrote the teaching journal is as follows:

- A. Choose one number showing your approval of the statements:
(1= not at all; 2 = a little; 3 = some; 4 = very much)
1. How useful is your LP for your teaching demo? 1/2/3/4
 2. How successful were you in your teaching demo? 1/2/3/4
- B. Answer the following questions:
1. Did you depart from your LP? (Any unexpected things happening during the teaching demo?)
 2. What are they?
 3. Did the change/deviation make things better or worse?
 4. How do you feel because of the change/deviation?
- C. How are you going to make it different if you teach the same material next time in your micro-teaching class, or in your Teaching Practice later?

The note provided is used as the instrument to get the *teachers*' reflection concerning 4 issues of the teaching demo. They include the usefulness of LP, the success of the teaching demo, the unexpected things happening during the teaching demo, and the things to improve for future teaching.

4.1 The Usefulness of Lesson Plan

Asked to reflect on the usefulness of LP, the *teachers* came up with 2 types of opinion. Four *teachers* (19.05%) believed that the LP was of SOME use. The others (80.95%) argued that the LP was very useful. The table below is presented to depict this reflection:

<i>How useful was your LP for your teaching demo?</i>	Total	%
Not at all	0	0
A little	0	0
Some	4	19.05
Very much	17	80.95
Total	21	100

The table above can be simplified to reveal the positive-negative response concerning the usefulness of LP. It then looks like the following:

<i>Was your LP useful for your teaching demo?</i>	Total	%
No	0	0
Yes	21	100
Total	21	100

Clearly shown in the table, all teachers (100%) were for the idea that their LP was useful for their teaching demo. Out of 21 *teachers* revealing positive response, merely 1 *teacher* did not provide any reasons. Here are two of the reflective statements written in the teaching journals:

"My LP is useful for my teaching demo because using my LP, I can be more ready for my teaching demo. I know how to express and how to handle the class well, because all that I want to do in the class is written on the LP, so I can be more confident to be in front of the class for 30' and I will not stuck in the middle of my teaching demo."

"Because my LP can guide me how to teaching in front of the class, how to use the method like jigsaw and we can modify it when we present."

As the nature of LP indicates, students realize that LP is indeed helpful for one's teaching. *Teachers'* detailed comments lead to the conclusion that all *teachers* claim positively about the essential role of the LP.

Careful analysis to the comments written in the teaching journal leads to a conclusion that some awareness is teaching step-oriented. The usefulness is viewed from the teaching step preparation. Some examples are:

"LP is very useful for my teaching demo because LP help me for my preparation in teaching demo and help me to teach systematically so when I forgot what I should do, I can see my LP."

"In my opinion, LP is very useful for my teaching demo because it makes me easy to teaching a topic for students. Without LP, I have no idea to do/deliver the topic that I want to teaching. Through LP I can prepare first before I start teaching demo. So, I think LP can avoid me from mistakes in my teaching demo."

"I think LP is very important for me. It help me the step of teaching demo activities, so, I don't confuse what I must do next or how to start teaching demo activities."

Some others are of what-to-say orientation. An example showing this particular analysis is:

"My LP is useful for your teaching demo because it really helps me to know or to understand what I'm going to say. The teacher's note is the best preparation so that when I do my demo I will not confuse of what I'm going to say and I'm going to do."

Some others are of combined orientation: teaching step as well as what-to-say. The quoted comments written below are expected to illustrate this issue:

"Because the lesson plan gives a good organization (arrangement) that related to the teaching. I can know the competence (basic competence and achievement indicators) that suitable for the students in that level. I also can combine the techniques that more or less the students are able to do. The most useful of LP is the Teacher's Notes. In the Teacher's Notes, I can imagine the situation in the class and make some preparation especially in speaking that related to the class activities."

"The LP is very useful to me. It helps me to stay in line when teaching. I will not go out from the topic. Besides that, it helps me remember what I should say when teaching because sometimes I feel blank and forget what I **should say**. The LP is very important I think."

"It helps me when I teach in class. I know what I have to say and I will not lost my words to say to the students. Besides that I can know what time that I need to teach in front, whether it is less or more than the time limit."

"My LP is useful for my teaching demo because it helps me a lot in preparing the lesson for the teaching activity in class. It is also helps me a lot to remember what I am going to say and the steps of delivering the lesson, so that the students are able to follow it."

Out of 20, 13 *teachers* provided comments on the usefulness of LP related to the *teachers'* notes or the teaching script assigned to them to prepare. Most of them (84.62%) were in favor of the task concerning the script to prepare. The rest (15.38%) argued that the script was in fact not a sort of help.

One of the *teachers* declaring the benefits they got from the script preparation states: "Making a LP makes me more confident doing my teaching demo. In the LP, I have prepared what to do and to say from the beginning of the lesson till its end. Therefore, I won't need to be confused choosing the words to say or thinking first what activities I am going to do next during the teaching demo. LP helps my teaching demo go smoothly."

Some of the citations from the *teachers* commenting negatively on the script preparation are: "I can't read while having my teaching demo, so sometimes I miss some words in teacher's note that I have written before. The teacher's note is somehow doesn't help me much." and "... it can be bad for me because I will lazy to speak directly and encouraged to keep reading the sequence when I am speaking."

An interesting finding from the teaching journals related to the LP usefulness is revealed. Some *teachers* (15.38%) thought the notes or the script prepared should be used rigidly – hence

thinking that teachers must not change any of the words or the sentences they have written in the LP. Yet, one of these *teachers* claimed that as long as he/she knew the objective of teaching, the teaching was successful. He/she wrote "LP is quite useful for my teaching demo. However, unlike the others, I can't read while having my teaching demo, so sometimes I miss some words in teacher's note that I have written before. The teacher's note is somehow doesn't help me much. I think the rest helps me a lot. It's like this, if I know the basic competence, I can make appropriate arrangement to achieve the basic competence. You know when someone knows his goal, then he will automatically know what to do, yeah, things like that. So, it really helps." Implicitly, this particular *teacher* argued that as long as one keeps the teaching objectives of a lesson, one can teach well although the script is not rigidly used.

4.2 The Success of the Teaching Demo

<i>How successful were you in your teaching demo?</i>	Total	%
Not at all	1	4.76
A little	6	28.57
Some	12	57.14
Very much	2	9.53
Total	21	100

Reflecting on the success of the teaching demo, 1 (4.76%) *teacher* considered his/her teaching demo NOT SUCCESSFUL at all. A LITTLE success was admitted by 6 (28.57%) *teachers*. Twelve (57.14%) *teachers* claimed that the teaching demo was of SOME success. The rest - 2 (9.53%) *teachers* - state that they were very successful.

Keeping the polarization of YES-NO reflection on the success of the teaching demo, the writer is presenting the following table:

<i>Were you successful in your teaching demo?</i>	Total	%
No	7	33.33
Yes	14	66.67
Total	21	100

Out of 21, 7 (33.33%) *teachers* did not think they were successful in their teaching demo. Meanwhile, the rest -14 (66.67%) *teachers* - believe they were successful in their teaching demo. Obviously, the positive response outweighed the negative response concerning the success of teaching demo.

Here are some of the reasons and/or comments of negative responses to the success of the teaching demo.

"I feel that my demonstration is not like what I was expected when I did my LP. And I did lots of mistakes when I demonstrate in front of class."

"I wasn't so successful in my teaching demo because still I have some difficulties in cooperating with the students. I think I should have some improvement."

"Because I only spent 20 minutes for my teaching demo."

"I think my teaching demo doesn't success very much because I am not in well preparation. I don't rehearse all that I planned so that I often got stuck when I explained the material. Besides, I'm also lack of confident and can't lead a class as well as the other friend did."

"Because one of my student get sleep when I teach in front of the class and I think the students get bored."

Out of 14 *teachers* who claimed that they were successful in their teaching demo, only one *teacher* did not give any reasons. Here are some of the reasons mentioned by those having positive responses related to the success of teaching demo:

"Actually my teaching demo was successful. I gave exercises which was according to or suitable to the time."

"Hmm.. according to me, I feel that my demo was success enough. I remember what I should say and keep stay in topic. But, I skip the game part because it was my predict that it will not enough time to do all the activities ..."

"It can be said that I was successful in my teaching demo but not really successful because I could do it in a limit time but I was still nervous so sometimes I felt my body was shaking."

It is also indicated that the *teachers* connected the success of their teaching demo to their preparation which is in the form of LP making. The following citations should clarify the teaching demo–LP connection: "I was not too successful in my teaching demo because I a little bit deviated from my LP...", "... because the Lesson Plan was made in a good arrangement so that it became very useful for me, especially the Teacher's Notes was very helpful. It became my guidance in teaching. Each detail about the learning process was there...", and "Actually I was successful in my teaching demo but time allotment that I had prepared before I did teaching demo could not be done entirely. I was just not successful for Exercise C (choose the best answer) because I gave six numbers for the exercise. Honestly, I really wanted to make many exercises in my teaching demo but I did not pay attention the time. That's why I could not do in accordance with LP that I made. If I made Exercise C for 4 numbers only maybe I would be successful."

Two teachers realized the success of their teaching demo because of the other type of preparation they made – rehearsal. "I was successful in my teaching demo because I prepare it as well as I can and I had been practice it at home before the "D" (demo) day."; "The preparation (rehearse) also supported my success."

One teacher was confident that he/she was successful in the teaching demo because could answer an unexpected question. "My success was also from my ability in answering the unexpected question from my friend. At least, the most important thing was the Teacher's Notes and the preparation for the unexpected things that would happened."

Further analysis to the journal related to this issue results in 3 sorts of implication. The success of teaching is teacher-oriented (teaching-oriented), student-oriented (learning-oriented), or teacher and student-oriented. It is teacher-oriented as the success is viewed from the teaching perspective. Some comments revealing this implication are: (Notice that 'I' is repeated in every sentence in the quoted comments and it appeared as the first word).

"I was successful in my teaching demo but not really successful because I could do it in a limit time ...", and "I was not too successful in my teaching demo because I am little bit deviated from my LP. I dropped some steps that I actually have already well-prepared. For example, I didn't write the words related to the story on the white board before I read the story. I also didn't ask the students to come in front to write down their answers on the white board." The respective *teachers* claimed the teaching demo was successful when they themselves managed to teach well. The teacher-oriented opinion on the success of teaching demo also applies to the following reflection:

"I'm not successful in my teaching demo because I'm nervous and suddenly my mind is blank. The time that I planned didn't reach the goal. I'm always nervous every time I presentation in front of the class." The teaching demo was unsuccessful when they failed in teaching. The focus was on what the *teacher* did and whether the *teacher* successfully did it.

When the *teachers* viewed the success from the student perspective, the success was student-oriented (learning-oriented). If the students were passive, or bored, it was considered to be an unsuccessful teaching. Two comments showing student-oriented type of success are: "The students could do the tasks or the activities held in the classroom well... The students did them well, so I would consider that my teaching demo was quite successful", "One of the student didn't like the games.", and "Because the students not really pay attention and they are so naughty. Maybe because my topic not too interesting so they are not really pay attention." The respective *teachers* were aware of the students' learning or interest. Students' learning and participation became the most essential consideration in judging whether one's teaching was successful or not.

The last type of success is teacher-student oriented. The success is measured in relation to the teacher's as well as the students' activities. Merely one out of 21 *teachers* commented on his/her success based on what he/she did and what the students did or how the students participated in the teaching demo. The following teacher journal reveals how a *teacher* considered himself/herself successful in relation to what he/she did and also to how his/her students participated in the teaching demo:

"I was successful in my teaching demo because I do all that I have planned on my LP, and also all of my friends are helpful, they can pretend as the first grade of senior high school students that I expected them to do. They also follow my explanation and be critical (they ask about the difficult words), some of them help others to answer the meaning of "the difficult words".

4.3 The Unexpected Things Happening During the Teaching Demo

Three (14.29%) out of 21 *teachers* argued they did not depart from their LP. Among these three, one cited confidently, "Everything was under control" The rest 18 (85.71%) *teachers* believed they departed from their plan.

What do the *teachers* realize about the unexpected things happening during the teaching demo? Reflecting on their teaching demo, two *teachers* reported the unexpected things happening during the teaching demo as follows:

"When the students answer some different answers with mine so I had to check it again and it made me look like unprepared well"

"The deviation are the time and the response of the students. The time is too long for doing the exercises and the students' response sometimes not as I hope."

Analysed further, the reflection written in the teaching journal indicates 3 sorts of factors claimed to be the causes of the unexpected things occurring during the teaching demo. Some teachers argued that unexpected things took place because of the internal factor. They themselves were the cause. "I ask the students to do the practice in pairs but in my LP I didn't write the techniques in pair work," one of them pointed out. Some other citations revealing this internal factor are:

"The last questions in Exercise A, I forgot to substitute it and one of the student didn't agree if I used that question because she thought that question need an opinion and there is no wrong or right."

"I spent only 20 minutes."

"For Exercise B, I changed them. I asked the students to do the entire questions there when it was supposed to be only number 1 up to 4. I changed that because I wanted to avoid any question for that, e.g. "What about number 5-8, sir?" Then I changed the homeworks. I asked the students to make another conversation using certainty/uncertainty."

Meanwhile, some *teachers* put forward the external cause. They departed from their LP because of the time and their students. "When I asked the student about the previous lesson, they answered 'no' whereas in my LP I wrote 'yes'. I had to explain little about the previous lesson", "Sometimes I have to depart from my LP. For instance, the students ask questions which is unexpected for me, students do not attractive and being passive in the class, etc." and "When I was explaining the Simple Future Tense, suddenly a student asked to me "When we use verb1 ma'am?" It was not mentioned in my Lesson Plan" are some of the citations proving the external cause.

Some others think they departed from their LP because of themselves and the students. The cause is both internal and external. Here are some of the reflective statements the *teachers* wrote in their teaching journal:

"Sometimes the student are so naughty and uncontrolled, so the time that has been set before has to change a little bit and because of nervous to stand in front of the class, I forget my words, what I have to say to the students to do. And the students also so passive in class, so the teacher has to persuade them to be active in doing the lessons. The pretending students in the class did not pretend as what I expected. for example, I asked them to pretend as 2nd grade of Senior High School, the class did not perform/pretend as high school students, so they answered the questions so easily."

"Unexpected things that happened is some students who sat on the back didn't pay attention to my command, they just wrote down the answers on the paper before I asked them to do it, but it isn't a very serious problem. They could follow my command after they listened to my explanation. I asked just one representative to come in front, because it's easier for the students to see the picture and the other groups' answers."

"First, I also spell the word with wrong pronunciation, it make students don't understand what they must do. It's very hard for me to explain again with simple word to make them understand. Second, sometimes more student show less attention to what teacher say, it's difficult for me to make them give their attention to me as teacher. Third, clever students ask difficult questions that I don't have a good reason to answer their questions. Fourth, some students don't pay attention to what I said."

Guided by the note for their teaching journal writing, the *teachers* also provided their opinion stating whether the change/deviation made things better or worse. As previously mentioned, 3 out of 21 *teachers* thought they did not depart from their LP; therefore, they were not required to deal with this question.

The question "Did the change/deviation make things better or worse?" received favorable responses from 6 (33.33%) of 18 *teachers*. The same question received unfavorable responses from the other 55.56%. One teacher (11.11%) cited both favorable and unfavorable responses stating more specifically: "Sometimes better, sometimes worse. Why? Because I was still not able to control the classes and changes. Besides, I couldn't give a good direction so that the deviation made my teaching demo worse than what I had thought before."

The favorable responses indicating that the change made things better are as follows:

"Deviations make things better, because I can more concern to the "surprising" situation in class."

"I think the change make things better because I can improve our teaching and make it more interesting."

"It made things better because it was also teacher's job to explain something that the students forgot. It also prepared me when I had to do my real teaching demo."

"The change or deviation make the teaching became better, because that student remind me indirectly and I became know that student hadn't known or forgot how to put the verb1 in a sentence. Deviation also became the challenge for the teacher. It made the class more life, I think."

The unfavorable responses are shown in the following citations:

"In my opinion any deviation/change make everything worse."

"The deviation makes my teaching demo become worse because I spent a lot of time to do the exercises."

"Yeah, actually it matters because my time is much longer!!! Gosh! 40 minutes? But I know that it happens, it happens all the time, you see, when I was in high school and teachers kept the students in class, then things like this happens."

"It made things worse because those things can effect our score, and our confidence to teach/demonstrate decreased."

It is worth revealing that one of the three *teachers* who thought they did not depart from their LP gave his/her opinion on the influence of the change of the LP. He/she believed that if there was a change, the change in fact made things better because (s)he realized that the LP was just a blue print and that the teacher had to be ready to face the change. This is what this particular *teacher* wrote: "Because what I have written in LP [is] just a glance of the situation of the class. I have to be 'mobile' or 'dynamic'. In other word, I have to control the class when it becomes uncontrolled class."

When requested to describe how they felt because they departed from the LP, the *teachers* came up with 3 kinds of feeling. Seven (38.89 %) indicated positive feeling; some others (33.33%) negative feeling as they felt bad because of the deviation, and the others (27.78%) revealed both positive as well as negative feelings.

The 'positive thinking' teachers' comments are among others:

"I can learn more and do it better next time."

"It happens all the time! Well, I think my case is somehow challenging. I only depend on my memory in Mr. H's structure 1 class when I am to answer that imprudent question from 'L'."

Just ok, it doesn't make any differences and it's nice to be thought of for my teaching demo next time."

"Honestly I feel happy because I do not do the teaching demo more than 30 minutes. If I ask students to read and discuss for my text for 5 minutes, maybe, I would spend 40 minutes in my teaching demo."

"I feel that it's OK because we learn by mistakes."

Some teachers' negative feeling is indicated in the following citations:

"I think I am not really successful in my teaching demo. I have to learn more about how to teach. I feel bad."

"I feel so regret and sad because I didn't perform well like what I had prepared in home before. And my score will not be good but I hope that I can perform well next time."

"It makes me regretted and upset because they just keep silent when I ask them question, they do the exercise lazily, etc."

"I feel uncomfortable. It make me think that I make a big mistake. What I plan don't make sense."

As previously mentioned, some teachers revealed both positive and negative feelings concerning the change happening during their teaching demo. Some citations below should clarify this point:

"I just feel a little bit disappointed but it's OK since overall the teaching demo works well."

"So confused, afraid and exciting."

"I felt nervous at that time because I had to change my words but fortunately I could do that."

"I feel bad. Anyway, it's OK. I've tried hard to do my best even though I couldn't get what I expected. I have really well-prepared for it. I am sure I can do better next time."

It is also worth noting the idea of one of the *teachers* claiming they did not depart from the LP. He/she wrote: "If there is a change, we should feel better because deviation can make our teaching demo better." He/she encourages others not to feel bad when an unexpected thing happens as it is a good challenge to improve one's teaching demo.

4.4 The Things to Improve for Future Teaching

The most popular response to "How are you going to make it different if you teach the same material next time in your simulation, in your micro-teaching, or in your Practice Teaching later?" is related to the provision of games. About 52% *teachers* were thinking of more interesting class activity in the form of games. Some explicit citations are: "I will make different for my next simulation by giving more attractive games", "I will add game because I think the time is enough to do that. I will add it in the end of the lesson" and "I will make a game in order that the condition of classroom becomes more exciting."

Further analysis to the *teachers'* reflection concerning the improvement of teaching results in the indication that some reflection was plain saying "I will give a game." and "I will make different for my next simulation by giving more attractive games, media if it is necessary, and all the things that can improve my teaching demo and to make the class more active." Some others were quite complex. The sophisticated reflections, among others, are:

"I am going to give an oral quiz to check the other students' comprehension (students who do not come in front of the class and retell the passage). I just ask them to answer my questions by raising their hands first or I just need to point them to answer those questions. Or if I have enough time, I will ask one or two groups to perform the story in front of the class. I think it will be much more interesting."

"First I ask 3 students to read the dialogue. I will write the vocabularies in the text on the white board and ask all the students to read the words one by one and make sure that they have understood all the vocabularies. Then I ask them to answer the questions about the text. Then I'll check it together with the students. After that I'll ask them to play game about shopping for dresses. I ask them to make group consists of 4 persons. There will be 4 groups (A, B, C, D). Then I ask all groups to stand in front of the class. Play the game (put the right words into the right places). Then I check it one by one (ask one representative from each group to read their answers. After that I'll write the meaning (all vocabularies) on the white board and ask them to read and memorize all the vocabularies they get for their homework and they have to submit it in the next meeting. Then review, remind them for the homework and say good bye."

One *teacher's* answer to the same question related to the way to make it different next time in their simulation, micro-teaching, or Practice Teaching later reveals a critical reflection of one's teaching experience. The unexpected things happening in their teaching demo makes him/her get a valuable lesson. "If I teach the same material next time (in my PPL later or simulation or micro teaching), I am going to make it different by making some more preparation, moreover for the unexpected things that would happened in the class. For example, I have to read more grammar books and search the internet website for teaching grammar. I will add the game of grammar for the reflection but let the students to think indirectly so that the students become more interested in learning the grammar. Managing the time is also important thing in teaching. Even though it is difficult to teach grammar in the short time, but I must try it. Maybe, in the next teaching demo, I can combine the time, such as 40% for "reading session" time and 60% for "grammar session" time. Also in the question-answer session, I will make the students become interested by giving some addition points for their test or some gift (pencils, ballpoints, and stationeries). I am going to make the students more active in the class by using the cooperative learning such as jigsaw technique or interview technique in the "reading" activities. It will create the active condition and the interaction among one student and the others in a group."

It is also interesting to note that some reflections signal the teachers' awareness of their weakness. Realizing their weakness, they then mentioned how they would improve themselves. The following citations should clarify this finding:

"I will improve my teaching because I think my teaching make students get bored and maybe I use more techniques, and make it interesting like give a present if they can answer my question or give them certificate/trophy if their group win a competition."

"Read about the time signals well and don't let myself run 120 km/hour but arrive late. HA-HA-HA. I mean, I'll take care of my time well. Yeah, you see I like talking, so ..., it's quite hard to stop myself in front of the class. However, I'll try."

"I want to improve my pronunciation to make students understand what I said. I want to make an easier item for students (because I think the exercise too difficult)."

5. CONCLUSION

The paper has presented what is revealed when teaching journal is introduced to teachers-to-be. It has initially reviewed two issues namely professionalism and teaching journal as the underlying theories of the primary discussion. The paper has eventually revealed reflective issues from a TEFL class after being introduced to teaching journal. They are classified in 4 sub-discussions: the

usefulness of Lesson Plan, the success of their teaching demo, the unexpected thing occurring and the improvement for implementing the same Lesson Plan in the future.

It is interestingly found out that 21 teachers-to-be hold a relatively consistent set of beliefs relating to the nature of language teaching. They realize the importance of preparation before teaching. Some of their teaching journal also indicates their teaching philosophy about the success or failure of a teaching – teacher's teaching is determined by the students' learning. When students are involved in the teaching process, the teaching is considered a successful one. The finding in the teaching journal of some teachers-to-be also underscores the value of requiring them to write the script in their Lesson Plan where the exact anticipated words are written down and followed by exactly what they would expect students to say in return. Another interesting finding is related to the perspective that every teaching can be improved. The teachers-to-be are aware that their teaching can still be improved. Introducing teaching journal is worth-while.

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