

CHAPTER I

INTRODUCTION

The management and development of higher education institutions in Indonesia should be based on flexibility, development of every possibility for appropriate changes, extensive societal participation, democratization, autonomy, and optimal effectiveness in utilizing available resources.¹ It appears to be in accord with these principles that there has been a consensus among the rectors of Institutes of Teacher Training and Education, high officials in the Department of Education and Culture, and the Consortium for Educational Sciences that the development of the teacher education system should be oriented toward competency-based teacher education.² The Indonesian Department of Education and Culture is currently in the process of disseminating the concepts of competency-based teacher education through seminars,

¹Sjarif Thajeb, Kebijaksanaan Dasar Pengembangan Pendidikan Tinggi (Basic Policy of Higher Education Development) (Jakarta: Direktorat Jenderal Pendidikan Tinggi, Proyek Pembinaan dan Pengendalian Proyek-Proyek, Departemen Pendidikan dan Kebudayaan, 1980), pp. 17-18.

²Dodi S. Tisna Amidjaja, Pola Pembaharuan Sistem Pendidikan Tenaga Kependidikan (The Pattern for Renewing the Educational System for Educational Personnel in Indonesia) (Jakarta: Direktorat Jenderal Pendidikan Tinggi, Proyek Pembinaan dan Pengendalian Proyek-Proyek, Departemen Pendidikan dan Kebudayaan, 1980), p. 12.

workshops, and other training opportunities attended among others by faculty and administrators of teachers colleges.

The application of the principles of competency-based teacher education would consequently entail the reevaluation and revision of the existing curriculum in teachers colleges. It is worth noting, however, that the problem of teacher education, as put forth by Surachmad,¹ is much more than the improvement of the curriculum. A favorable atmosphere and a true understanding are essential for any kind of educational change.

It is very unfortunate to observe that in Indonesia and probably also in many other countries the most directly involved parties do not participate earnestly in the planning stage of curriculum development. Teachers, school administrators, and students, for example, have been for one reason or another rarely included or asked for their opinions about the curriculum products.

In improving an educational system as well as in solving problems in the system, as implied by Dressel, we should couple our effort with the informed and voluntary acceptance on the part of the individuals involved. Dressel indicates his position by saying:

. . . the fact that rigorous research design and methodology are impossible to use or are considered irrelevant for most educational decision making is no excuse for retreat to a pooling of ignorance by uninformed majority vote or to an enforced acceptance of the

¹Winarno Surachmad, "Teacher Training in Indonesia as a National Problem", ICET-FEUM Conference Proceedings: Curriculum Evaluation in Teacher Education in Southeast Asia, ed. Francis Wong (Kualalumpur & Washington, D.C.: International Council on Education for Teaching, August, 1970) (Bethesda, Maryland: ERIC Document Reproduction Service, ED 050 023, 1970), p. 33.

judgments and decisions of authority, however great the claimed and recognized expertise.¹

Teachers, teacher educators, and members of examining bodies, as reported by a SEAMEO seminar,² could be major obstacles to implementation of new programs unless they are well-informed about the philosophy, rationale, and strategies of curriculum reform. The Indonesian Ministry of Education and Culture is also in conformity with the value of looking into various facets of educational improvement:

This is not an easy subject to tackle, for--besides requiring various complete infra structures and various means--it also depends on the mental attitudes of the persons involved, . . .³

Along this line, it was the basic assumption of this study that any curricular activity would be ineffective without the support and understanding of the groups of people directly involved. Hence, this study was designed to analyze how two directly involved groups--faculty and administrators--perceived competency-based teacher education in relation to the English program.

The field of English was selected for the study for the following reasons:

- (1) English is the main channel for essential input from outside

¹Paul L. Dressel, Handbook of Academic Evaluation (San Francisco, California: Jossey-Bass, Inc., 1976), p. 2.

²Southeast Asian Ministry of Education Organization, RECSAM, Strategies for Curriculum Development in Southeast Asia, a Seminar Final Report (Bethesda, Maryland: ERIC Document Reproduction Service, ED 078 574, 1972), p. 42.

³Ministry of Education and Culture, Indonesia, Education and Culture in Development: Policies on Education and Culture in Indonesia, 1976, p. 16.

into national development and is essential in higher education where at least 75 percent of printed materials are in the language.¹

- (2) The English departments at teachers colleges are the only institutions officially responsible for producing high-school English teachers, and at present a very small percentage of high-school teachers is said to be fully trained by Indonesian standards.²
- (3) The inadequate and poorly conceived preservice and inservice training of teachers is one of the weaknesses in the English language program in Indonesia.³

Statement of the Problem

This study was an initial step toward curriculum improvement and development. More specifically, it was meant to ascertain the perceptions of faculty and administrators concerning the concepts of competency-based teacher education as applied to teaching English as a foreign language. The data and responses were elicited from faculty and administrators of the English Departments at Institutes of Teacher Training and Education⁴ and also from faculty and administrators of the

¹The British Council, English Language Teaching Profile: Indonesia (Arlington, Virginia: ERIC Document Reproduction Service, ED 134 008, 1975), p. 2.

²H.A.R. Tillar, "The Secondary School Teacher Education in Indonesia", ICET-FEUM Conference Proceedings: Curriculum Evaluation in Teacher Education in Southeast Asia, ed. Francis Wong (Kualalumpur & Washington, D.C.: International Council on Education for Teaching, August, 1970) (Bethesda, Maryland: ERIC Document Reproduction Service, ED 050 023, 1970), p. 39.

³The British Council, English Language Teaching Profile, p. 8.

⁴In Indonesian Institut Keguruan dan Ilmu Pendidikan (IKIP).

English Departments at Faculties of Teacher Training.¹ The following questions were investigated:

- (1) What were the characteristics of the faculty and administrators of those institutions which could be relevant to the perceptions of the concepts of competency-based teacher education?
- (2) What were the perceptions of the faculty and administrators in those institutions concerning the concepts of competency-based teacher education and the principles of foreign language teaching?
- (3) How did the perceptions of the faculty and administrators concerning competency-based teacher education relate to their perceptions of the principles of foreign language teaching which supposedly had the same foundation as that of competency-based teacher education?

Significance of the Study

This study should have significance in that it could provide:

- (1) a base-line of information for the educational personnel dealing with the English program in Indonesia to devise future plans based on the personal and academic characteristics of the faculty and administrators of the program;
- (2) an assessment of the perceptions concerning competency-based teacher education as it relates to teaching English as a foreign language held by the faculty and administrators of the English Departments at Indonesian teachers colleges;

¹In Indonesian Fakultas Keguruan (FKg).

(3) a means for those who are concerned about the improvement of the English program at Indonesian teachers colleges to devise further needed research.

Hypotheses

In order to answer the research questions, hypotheses were proposed embracing three different dimensions: personal, academic, and institutional. Two groups of dependent variables were included: perceptions of competency-based teacher education and perceptions of teaching English as a foreign language. Correlations among the dependent variables were also hypothesized. Hypotheses regarding the significant linear-relationships between the combination of the personal, academic, and institutional characteristics of the respondents and their perceptions of competency-based teacher education and of teaching English as a foreign language were also proposed. All hypotheses were stated in null form and tested at the .05 level of significance.

Personal

Hypothesis 1

There will be no significant difference, on the basis of age, in perceptions concerning the concepts of competency-based teacher education among faculty and administrators.

Hypothesis 2

There will be no significant difference, by sex, in perceptions concerning the concepts of competency-based teacher education among

faculty and administrators.

Hypothesis 3

There will be no significant difference, on the basis of age, in perceptions concerning the principles of teaching English as a foreign language among faculty and administrators.

Hypothesis 4

There will be no significant difference, by sex, in perceptions concerning the principles of teaching English as a foreign language among faculty and administrators.

Academic

Hypothesis 5

There will be no significant difference, by highest degrees held, in perceptions concerning the concepts of competency-based teacher education among faculty and administrators.

Hypothesis 6

There will be no significant difference, by fields of highest degrees, in perceptions concerning the concepts of competency-based teacher education among faculty and administrators.

Hypothesis 7

There will be no significant difference, by years of teaching experience, in perceptions of the concepts of competency-based teacher education among faculty and administrators.

Hypothesis 8

There will be no significant difference in perceptions of the

concepts of competency-based teacher education between faculty and administrators, by length of training abroad.

Hypothesis 9

There will be no significant difference, by academic ranks, in perceptions concerning the concepts of competency-based teacher education among faculty and administrators.

Hypothesis 10

There will be no significant difference in perceptions concerning the concepts of competency-based teacher education between faculty and administrators.

Hypothesis 11

There will be no significant difference, on the basis of familiarity with the concepts of competency-based teacher education, in perceptions concerning the concepts among faculty and administrators.

Hypothesis 12

There will be no significant difference, by highest degrees held, in perceptions concerning the principles of teaching English as a foreign language among faculty and administrators.

Hypothesis 13

There will be no significant difference, by fields of highest degrees, in perceptions concerning the principles of teaching English as a foreign language among faculty and administrators.

Hypothesis 14

There will be no significant difference, by years of teaching experience, in perceptions concerning the principles of teaching

English as a foreign language among faculty and administrators.

Hypothesis 15

There will be no significant difference, by length of training abroad, in perceptions concerning teaching English as a foreign language among faculty and administrators.

Hypothesis 16

There will be no significant difference, by academic ranks, in perceptions concerning the principles of teaching English as a foreign language among faculty and administrators.

Hypothesis 17

There will be no significant difference in perceptions concerning the principles of teaching English as a foreign language between faculty and administrators.

Institutional

Hypothesis 18

There will be no significant difference, by types of institutions, in perceptions concerning the concepts of competency-based teacher education among faculty and administrators.

Hypothesis 19

There will be no significant difference, on the basis of departmental enrollment, in perceptions concerning the concepts of competency-based teacher education among faculty and administrators.

Hypothesis 20

There will be no significant difference, by types of institu-

tions, in perceptions concerning the principles of teaching English as a foreign language among faculty and administrators.

Hypothesis 21

There will be no significant difference, on the basis of departmental enrollment, in perceptions concerning the principles of teaching English as a foreign language among faculty and administrators.

Relationships

Hypothesis 22

There will be no significant correlation between the faculty and administrators' perceptions concerning the concepts of competency-based teacher education and their perceptions concerning the principles of teaching English as a foreign language.

Hypothesis 23

There will be no significant correlation between the faculty's perceptions concerning the concepts of competency-based teacher education and their perceptions concerning the principles of teaching English as a foreign language.

Hypothesis 24

There will be no significant correlation between the administrators' perceptions concerning the concepts of competency-based teacher education and their perceptions concerning the principles of teaching English as a foreign language.

Hypothesis 25

There will be no significant linear-relationship between the per-

ceptions of faculty and administrators concerning the concepts of competency-based teacher education and the combination of age, sex, highest degree, field of the highest degree, years of teaching experience, length of training abroad, academic rank, teaching/administrative position, type of institution, and departmental enrollment.

Hypothesis 26

There will be no significant linear-relationship between the perceptions of faculty and administrators concerning the principles of teaching English as a foreign language and the combination of age, sex, highest degree, field of the highest degree, years of teaching experience, length of training abroad, academic rank, teaching/administrative position, type of institution, and departmental enrollment.

Limitations of the Study

It was apparent that this study had institutional, population, time, and concept limitations. Only the English departments at state teachers colleges were included in the study. Therefore, the study may not reflect the situation in other departments in the state teachers colleges.

Only faculty and administrators of the English departments were included in the study. The study did not specifically survey such groups as rectors, deans, students, government officials related to the English program, high-school English teachers, or parents.

Only current active faculty and administrators were surveyed. The study may not, therefore, reflect the status of past or incoming faculty and administrators.

In addition, only some characteristics of competency-based teacher education and only some principles of foreign language teaching were selected for the study. As a consequence, the study would not reflect those characteristics of competency-based teacher education and those principles of foreign language teaching which were not probed.

Clarification
of Terms and Abbreviations

For the purpose of the study, several terms and abbreviations were clarified. Competency-based teacher education is both an approach to the teaching-learning process and a general programmatic orientation¹ in the area of teacher education. It is abbreviated to CBTE. The term has been a focus of disagreement² which centers on whether the term should be competency-based teacher education or performance-based teacher education. In this study, the term competency-based teacher education was used to refer to performance-based teacher education as well. This particular orientation in teacher education is essentially characterized by:

. . . the degree of explicitness and realism with which goals are defined--their direct relationship to the learner performance ultimately desired--and the degree of rigor with which the evaluative

¹Allen A. Schnieder, Lorie L. Mark, and James L. Aldrich, "Competency-Based Education: Some Probable Questions and Some Possible Answers", in Bilingual, ESOL, and Foreign Language Teacher Preparation: Models, Practices, Issues, ed. John F. Fanselow and Richard L. Light (Washington, D.C.: Teachers of English to Speakers of Other Languages, 1977), p. 61.

²Stanley Elam, Performance-Based Teacher Education: What is the State of the Art? (Washington, D.C.: American Association of Colleges for Teacher Education, 1971), p. 5.

process is carried out in direct consonance with the stated goals.¹

Teaching English as a foreign language is abbreviated to TEFL. It refers to the teaching of English to non-English speakers in situations where the English language is not the primary language.² In the literature, two other terms are existent to refer basically to the same field: teaching English to speakers of other languages abbreviated to TESOL and teaching English as a second language abbreviated to TESL.

Perception used in the study refers to the capacity of acceptance as measured by the degree of agreement indicated in the research instrument.

Faculty, depending upon contexts, refers to either teaching staff in the English departments or a branch of learning in the educational institution coordinating several departments.

Administrators refers to those who are assigned in the administrative positions inside or outside the English department.

Teachers college refers to both Institute of Teacher Training and Education and Faculty of Teacher Training. In Indonesian, the former is called Institut Keguruan dan Ilmu Pendidikan abbreviated to IKIP, while the latter is called Fakultas Keguruan abbreviated to FKg. IKIP is an autonomous institution with university status in charge of

¹AACTE Committee on PBTE, Achieving the Potential of Performance-Based Teacher Education: Recommendations, 1974, p. 8.

²Betty Wallace Robinett, Teaching English to Speakers of Other Languages (Minneapolis, Minnesota: University of Minnesota Press, 1978), p. xii.

producing educational personnel. FKg has basically the same function as that of IKIP but institutionally is attached to a university with college status.

Organization of the Study

The report of the study was developed in the following sections or chapters: a review of related literature which covered the areas of both competency-based teacher education and teaching English as a foreign language; a discussion of the design and procedure used in the study; a report of the data collected and analyzed with the help of a computer; and a presentation of summary, conclusions, implications, and recommendations for further research.