

TEACHERS' VIEW ON ENGLISH LANGUAGE PROFESSIONAL DEVELOPMENT PROGRAM IN AN INTERNATIONAL-STANDARD PILOT PROJECT SCHOOL (RSBI) IN TEMANGGUNG

Rismawati Susetyaningtyas
SMK Negeri 2
Temanggung

Christine Manara
Atma Jaya Catholic University
Jakarta



INTRODUCTION

In the last few years, bilingual type of schools such as International-Standard Pilot Project Schools (RSBI) and “national-plus” school has become a phenomenon in Indonesian education. These schools start growing in number in the hope to prepare their students to face the globalization era, especially since the issuing of *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003, BAB VII, pasal 33, poin*

3 (Republic of Indonesia Law Number 20 Year 2003, chapter 7, article 33, point 3). This policy allows foreign language to be used as a medium of instruction at certain educational level to support students’ foreign language competence. In the last few years, the government encourages selected public schools in Indonesia to be transformed into International-Standard Pilot Project Schools (*Rintisan Sekolah Bertaraf Internasional* or RSBI) and International-Standard Schools (*Sekolah Bertaraf Internasional*

or SBI) in the hope that these type of schools could prepare learners to be able to compete academically at international level. These schools have often been viewed as *sekolah unggul* or top schools. These types of schools, however, are often simplistically associated to the use of English as the medium of instruction. By using English as medium of instruction, it is hoped that their students can compete in this globalization era that requires everyone to use English. This view is strengthened by the *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 78 Tahun 2009, BAB II, bagian ketiga, pasal lima, poin 3* (Minister of National Education Regulation No. 78/2009, chapter 2, part third, article 5, point 3). It is stated that International-Standard Schools (SBI) can use English and/or other foreign language used in the international forum as the medium of instruction for particular subjects.

Even though International-Standard Pilot Project Schools (RSBI) and International-Standard Schools (SBI) are mushrooming, not all teachers from senior and junior high schools in Indonesia are able to use English as the medium of instruction. One of the requirements for teachers of RSBI and SBI is described by the *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 78 Tahun 2009, BAB II, bagian keempat, pasal enam, poin 3* (The Regulation of Minister of National Education Number 78 Year 2009, chapter 2, part fourth, article 6, point 3) as follows:

pendidik mampu mengajar dalam bahasa Inggris dan/atau bahasa asing lainnya yang digunakan dalam forum internasional bagi mata pelajaran/bidang studi tertentu, kecuali Bahasa Indonesia, Pendidikan Agama, dan Pendidikan Kewarganegaraan, Pendidikan Sejarah, dan muatan lokal [educators are competent in using English and/or other foreign language which is used in international forum to teach certain school subjects, except Bahasa Indonesia,

Religion Education, and Civics, History, and local content subjects]

The policy requires the teachers and administration staff to master English as the language of education. In order to achieve this goal of English mastery, the government and the stakeholders often hold a professional development program in the form of English development program for teachers and administration staff to be able to use English in their classroom and administration tasks.

For non-English subject teachers, learning English in teaching their subject matters is a new experience. This study is, therefore, aimed to explore the teachers' (especially non-English teachers') opinions on English development program that is held in their school and teachers' opinions on teaching their subject matters using English. This study also explores their opinions on International-Standard Pilot Project Schools (RSBI). The scope of this study is in one International-Standard Pilot Project School in Temanggung. By knowing the teachers' opinions on English development program, teaching their subject matters using English and International-Standard Pilot Project Schools (RSBI), the government and the stakeholders will understand the teachers' critical opinions on English development program and RSBI. It is hoped that the findings of this study will provide some information to be used to evaluate the works of English development program and RSBI.

REVIEW OF LITERATURE

Teacher's Professional Development

Lange (1990) as cited in Bailey, Curtis, and Nunan (2001, p. 4) defines teacher development as "a term used in the literature to describe a process of continual intellectual, experiential, and attitudinal growth of teachers". Villegas-Reimers (2003, p. 11), using the term professional development, explains that it refers to "the development of a person in his or her professional role." The concept of professional development has often

been related to growth. As Richard and Farrell (2005, p. 4) says that “development generally refers to general growth not focused on a specific job.” They also added that “professional development serves a longer-term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers.” This growth may include their knowledge, teaching beliefs, and teacher identity. Richard and Farrell (2005, p. 4), also provide some examples of goals from a teacher development perspective: (1) understanding how the process of second language development occurs, (2) understanding how our roles change according to the kind of learners we are teaching, (3) understanding the kinds of decision making that occur during lessons, (3) reviewing our own theories and principles of language teaching, (4) developing an understanding of different styles of teaching, and (5) determining learners’ perceptions of classroom activities.

The definitions above can be said to be a general perspective of teacher professional development. Teacher development is also often viewed from the institutional perspective. Teacher development can directly or indirectly improve the performance of the school or the institutional as a whole. Richard and Farrell (2005, p. 10) state that “improvement of the school as a whole can make the school more successful, attract more students, and achieve better learning outcomes.” Sandholtz and Scribner (2006) claim that teacher professional development is “an essential component in efforts aimed at improving student performance” (p. 1104). Richard and Farrell (2005, p. 11) add that from the institutional perspective, professional development activities do not only improve the teacher’s performance, but also gives benefit the school as a whole. As a consequence, if a school wants to be successful, there needs to be some professional development plans and programs for the teachers and other staffs.

According to Mevarech (1995, p. 151), “professional development programs, whether they are intended for the individual, for discipline-based groups of teachers, or for all school personnel, are assumed to be important stimuli for teachers’ professional growth.” Professional development programs aims to motivate teachers in growing his or her professional work and life. However, professional development program often “has been thought of as something that is done by others for or to teachers” (Johnson, 2009, p. 95) instead of something that is generated by the teachers themselves. Ganser (2000), as cited in Villegas-Reimers (2003, p. 11), explains that there are two types of experiences in teacher professional development program: (1) Formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and (2) Informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc.). The ideal model for teacher development program is certainly one that covers both experiences.

In this study, the professional development program that I would like to focus on is the English development program. In preparing to be an International-Standard School (SBI), an International-Standard Pilot Project School (RSBI) obliges the teachers to join English development program that aims to help teachers to teach their subjects using English. Previously, the relevant study on teachers’ opinions on English development program had been conducted by Wati (2011) in Rokan Hulu District, Riau province, Indonesia. The participants were fifty five elementary school English teachers. They attended English development programs. To collect the data, Wati used questionnaire to find out the effectiveness of English development program. In her research entitled *The Effectiveness of Indonesian English Teachers Training Programs in Improving Confidence and Motivation*, the findings showed that English

language training program was highly effective in terms of overall effectiveness and in improving teachers' confidence and motivation and the teachers who joined the training claimed that they needed longer training program(long term training). From this study, I am interested to explore teachers' opinion on the English development program in my context (Temanggung) from a qualitative study perspective. This study, therefore, was guided by the following research questions:

1. What are teachers' opinions on International-Standard Pilot Project Schools (RSBI)?
2. What are teachers' opinions on English development program?
3. What are teachers' perceptions on teaching their subjects using English and how do they feel when they have to teach using English?

THE STUDY

For the purpose of confidentiality as an ethics requirement in conducting this study, pseudonyms will be used. This study took place at a Senior High School which was located in Temanggung, Central Java. It is an International-Standard Pilot Project School (RSBI) in Temanggung which was selected by the government in 2009. This school received financial support from the government to be upgraded into an RSBI. This school uses English as a medium of instruction in teaching and learning process for all levels, from 10th grade to 12th grades. The focus of this study was in English development program that was held in this school. This program has been running since 2009. Every fiscal year, this school held English development program. This English development program is conducted within two months. This program consisted of 10 meetings for the whole one fiscal year. The length of each meeting was two hours. All subject matter teachers from this school joined this program as scheduled.

Participants

There was a total of 43 teachers who joined this English development program. There were 19 male and 24 female teachers. However, only 9 teachers (5 male and 4 female teachers) volunteered to join this research as the participants. The age range of the teachers was 28 to 59. The teaching experiences was between 4,5 years to 27 years. To keep the confidentiality of the teachers' identity, pseudonyms were used in presenting the participants' background information below:

Teacher	Educational background	Teaching experience
Ibu Diana	Biology (Master degree)	24 years
Ibu Bela	Mathematics (Bachelor degree)	7 years
Bapak Agus	Physical Education (Bachelor degree)	26 years
Bapak Burhan	Physical Education (Bachelor degree)	24 years
Ibu Ayu	Bahasa Indonesia (Bachelor degree)	6 years
Bapak Wahyu	Geography (Bachelor degree)	8 years
Bapak Eko	Civics (Bachelor degree)	27 years
Bapak Hendra	<ul style="list-style-type: none"> • Theology (non-degree Diploma) • English from A Foreign Language Academy 	27 years
Ibu Listi	Japanese (non-degree Diploma)	4,5 years

Instrument of Data Collection

This study is working under a qualitative research framework. According to Creswell (2008):

Qualitative research is a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner. (p. 46)

Similarly McMillan and Schumacher (2006, p.315) describe qualitative research as "inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their setting (e.g., field research)." They also

add that this research “describes and analyzes people’s individual and collective social actions, beliefs, thoughts, and perceptions.” The kind of this study was a qualitative research that required the writer to collect data by interacting and asking some questions to the participants (e.g., interview). The data of this study was in the form of participants’ opinions and thoughts that should be described and analyzed based on themes.

Therefore, I used interview as the data collection instrument. Interview was chosen with the goal of gaining richer information about teachers’ opinions on the English development program. The participants’ selection used purposeful sampling method. According to Fraenkel and Wallen (2006, p. 101) purposive sampling is the sample that the researchers use their judgment to select a sample that they believe, based on prior information, will provide the data they need. In this sample, based on Wiersma and Jurs (2009, p. 342) “the researcher selects a sample to meet the purpose of the research”. Wiersma and Jurs (2009, p. 342) also add that “the logic of purposeful sampling is based on a sample of information-rich cases that is studied in depth.” The participants are non-English subject teachers who joined the English development program that was held in their school.

The type of interview that I used was a one-on-one interview. “One-on-one interview is a data-collection process in which the researcher asks questions to and records answers from only one participant in the study at a time.” (Creswell, 2008, p. 226). Whereas, the type of interview questions is semi-structured questions in which the questions allow individual responses and usually it is an open-ended question but is fairly specific in its intent. (McMillan & Schumacher, 2006, p. 204). The interview was conducted in *Bahasa Indonesia* so as to get better understanding and clear answers from the teachers. Before the interview session, the teachers were also asked to fill in a participants’ bio-data form.

Procedures of Data Collection and Data Analysis

Prior to interviewing the teachers, permission letter to the school headmaster of an International-Standard Pilot Project School in Temanggung was sent. As permission to conduct the research was approved by the schoolmaster, explanatory letters were distributed and volunteered teachers were contacted to set the interview time. The interview took about 15-30 minutes. The interview was audio-recorded. For ethical reasons, the participants were asked to choose pseudonyms. The interview data was transcribed, translated into English, and analyzed by grouping the data based on emerging themes.

DISCUSSION

Teachers’ Opinion on International-Standard Pilot Project Schools (RSBI)

When the teachers were asked about their opinions on RSBI, they tend to firstly explain their understanding of RSBI. This explanation is best presented by Bapak Wahyu and Ibu Bela. Bapak Wahyu explains that RSBI is a form of response towards the globalization era by the government. He said:

[It is a form of] preparation for the globalization era. Besides, there are foreign schools that have been established in Indonesia. So, the government develops RSBI with the purpose to prevent the expansion of these foreign schools so that the schools in Indonesia can survive. About the foreign schools, Indonesian society still assumes that the products from overseas are better than the products from Indonesia. Moreover.. people still consider that studying abroad is better than studying in Indonesia. But the reality, we don’t know. In this globalization era, these foreign schools, as the Head of Directorate General just said, can take over schools in Indonesia. That’s why RSBI is established. The main purpose is to make RSBI to be able to compete with these foreign schools, although it needs enormous hard work.

Bapak Wahyu refers to the Head of Directorate General of National Education Department in explaining his understanding of the reason of the establishment of RSBI. According to the *Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Kementerian Pendidikan Nasional* (2010) [General Directorate of Secondary and Elementary Education Management of the Department of National Education], there are 4 social backgrounds of the establishment of RSBI: (1) In 1990s, there are a lot of schools which are established by the foundation that uses international identity but they do not have clear standard and quality; (2) There are a lot of parents with higher socio-economic background choose to send their children to study overseas; (3) There has not been any law that regulate the implementation international schools; and (4) There is an urgent need to establish qualified schools (as a center of excellent education). Bapak Wahyu's statement shows current development in Indonesian education in which some schools are adopting foreign countries school curriculum (usually from country like Singapore, Australia, Malaysia, and others). It also explains the status of English as the language of globalization and how Indonesian people has become so well aware of mastering this language by putting their children into schools that uses English as the medium of instruction. Similar opinion was also provided by Ibu Bela:

When I went to Bogor, it was explained to me that the reason behind RSBI establishment was to decrease the number of students from studying overseas. But, I think if it is [established] in a big city like Jakarta, maybe it could work. There are many people who have lots of money there. But, for local region, what is it for? Or perhaps to stop students from studying out of town, like students from Temanggung, for example, usually want to continue their studies to the big cities like Yogyakarta.

Ibu Bela also refers to a session on RSBI that she attended and explained how the government shows a deep concern about condition of the education in Indonesia and how students prefer to study abroad rather than studying in Indonesia. However, Ibu Bela has a different perspective about the establishment of RSBI across Indonesia as suggested in the *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 78 Tahun 2009, BAB V, pasal dua puluh empat, poin 2* (Minister of National Education Regulation No. 78/2009, chapter 5, article 24, point 2). It is stated that the province government carries out and/or facilitates the implementation at least one Junior High School, one Senior High School, and one Vocational School of international standard which is held for the society in each regency/municipality in their region. Ibu Bela questions the necessity of having an RSBI all over Indonesia for two reasons. Firstly, RSBI seems to only accommodate the upper-class who can pay a high amount of money for this kind of school. For example, in one RSBI school (public Junior High School) in Central Java collect the school fee from the students' parents with a minimum amount of Rp 250,000 per month. In addition, the school development fee is a minimum amount of Rp 2,500,000 every academic year (Wijana, 2010). This numbers can be compared with non-RSBI schools (general public Junior High Schools) that the school fee is usually subsidized by the government through *Biaya Operasional Sekolah* (schools' operational cost) (Turmuzi, 2012). It is not surprising that only students of higher socio-economic background are able to study in this kind of school. It is considered that RSBI can cause social gap between the haves and havenots. Even though there is a 20 percent quota from all of the number of the students for students of lower socio-economic background to study in RSBI (Turmuzi, 2012), the parents feel reluctant to send their children to RSBI. The expensive school fee of RSBI creates caste of

education in society. Secondly, RSBI may not be suitable for smaller regions that may have different educational needs.

The participants also convey their opinion on the implementation of RSBI in their school, eight of nine participants thought that it was not implemented optimally. One of the reasons that they provided was the planning and preparation stage of the implementation such as teachers' qualifications development and teaching and learning facilities that met the standard for establishing an RSBI. These matters were best represented in Pak Wahyu's and Pak Eko's responses:

The problem is that this RSBI paradigm has shifted. When it [RSBI] was firstly socialized to us, it is a MUST to teach bilingually. But now, it is said that we don't have to use a foreign language as the medium of instruction. The [RSBI] program is suggested to be social-friendly. So, if the students haven't been able to communicate in English, don't force it. Then, to improve the human resource, the government granted a huge amount of funding but.. it has not yet been used optimally. It depends on the situation and condition of the context. If only RSBI was established from scratch, RSBI can recruit qualified human resources that fit the school, this would run optimally. One regency only needs to have one RSBI school. (Bapak Wahyu)

Basically, RSBI is a good idea, I think. Even though the teaching becomes harder than before since the requirement of RSBI is quite high, such as at least 30 percent of the teaching staff needs to acquire a master degree. Then, the requirement of teaching and learning facilities that sometimes do not fit the school's current condition. Perhaps, it is because RSBI is established by upgrading an existing public school. But, RSBI certainly needs accommodative facilities that fit the school's teaching and learning needs. So, it needs more work such as development of multimedia room and library. (Bapak Eko)

Bapak Wahyu points out that there is a gradual shifting of conception on RSBI. In his understanding, when RSBI were first established, English was expected to be used all-the-time in the teaching learning process in class. Now, however, he views that English does not have to be used all-the-time in teaching the subject matters. Therefore, it creates confusion on what RSBI is. Both Bapak Wahyu and Eko emphasizes on the importance of identifying local educational needs and institutional readiness (namely teachers' qualifications, teaching contexts, and language use) of a particular teaching context. Ignoring these aspects may lead to an ineffective implementation of RSBI school.

Another issue that is being brought up is the balanced between 'the input' and 'the product' of the RSBI. This issue may become another reason why RSBI have to be re-evaluated by the government. This can be seen from Ibu Listi's response:

RSBI is the abbreviation of *Rintisan Sekolah Bertaraf International* [International-Standard Pilot Project School]. Therefore, the input [students' entrance selection] has to be good too. I mean the well-selected ones from the entrance test, or from final rapport grades, and other selection methods. Ideally, if a school wants to be an RSBI, it has to pay attention to the input, so that the expected output would also be good.

To Ibu Listi, if the goal of RSBI is to be a school that can produce learners who can compete at international level, then, the 'the input' [the students] needs to also be competitive. In this way, the potential students who graduate from RSBI are those who are competent and ready to compete at international level. It is important for RSBI school to establish a system that accommodates a decent competitive academic atmosphere.

Similar to Ibu Listi, Bapak Burhan seeks the clarity of the goal of RSBI by trying to define what kind of 'output' that RSBI expects to produce. He shows his concerns as follows:

In my opinion, RSBI is not implemented optimally. What is the measurement for academic success? Can RSBI guarantee 100 percent graduation? No, that's not the fact. For example, a non-RSBI school like *SMA 3* has a 100 percent number of graduation, whereas an RSBI school like *SMA 1*, two students failed and did not graduate.

Bapak Burhan's response underlines the academic success measurement of RSBI from the number of graduation. According to him, an RSBI does not guarantee the level of number of graduation. Bapak Burhan's and Ibu Listi's responses show that there are still some unclear understanding and socialization of what RSBI is and the characteristics and goals of this type of school. The implementation of RSBI seems to be done with lack of preparation and careful planning.

Another interesting reason why RSBI was considered as not optimally implemented was provided by Bapak Hendra as follow:

In my opinion, it is like.. RSBI in Indonesia is like a nice wrap paper. It means the focus is still on the outside appearance [infrastructure]. From the more substantial aspects, I really cannot see what the 'international' characteristic is. Or I can say that it is still very Indonesian-like. If it is international level, it should... at least the teachers could teach the students to be more open-minded and respectful of various knowledge, perspectives and materials. I mean at least the goal is to have an open-mind. I think this is one criterion for people who want to be engaged in a global or international level.

Bapak Hendra points out that the implementation of RSBI tend to focus on the infrastructure of the school (e.g. the building, facilities, technology, etc.) instead of the substantial aspects of an international level education. One example of the substantial aspects is the mentality of the teachers (the human resource) who need to also think and ready to educate their students to be able to compete in an international level and to have an open-mind towards the development of knowledge and globalization. This open-minded

character means having the will to learn new things and to respond towards change in this globalization era. Bapak Hendra, similar to Ibu Listi and Bapak Burhan, questions the concept of "international" in the idea of *Rintisan Sekolah Bertaraf Internasional* that seems vague and unclear.

Teachers' Opinion on the School's English Development Program

All participants (nine teachers) welcomed this kind of program and attended the English class regularly. The teachers view the English development program as a media to learn new knowledge (in this case, English). However, some of the teacher points out the timing of the program sometimes do not agree with their school's duties. This suggests that the development program can be optimally conducted when it is carefully planned accordingly to the teachers' schedule and working load.

Although all participants provide positive responses to the English development program, several teachers share their anxiety in attending this program. This can be seen from Bapak Agus' response:

I'm happy but also worried because my English is not yet fluent. During the program, I always attended all sessions. But.. with my age now, I think it's rather difficult to understand English and the English development program. I mean I have to learn and understand it in a slow pace.

Bapak Agus' displays his mixed feeling towards the program. On the one hand, he feels the necessity of mastering English for his teaching. On the other hand, there is the pressure of time in acquiring English to be used as a medium of instruction in such a short time.

Overall, most the teachers explained that English development program that they joined gave a lot of advantages. Five from nine teachers said that it helped them to communicate with the students using English, to understand bilingual books or bilingual literatures, to

increase English vocabularies, to practice English in the classroom, to follow the global information that was provided in English, and to understand the use of English in the classroom. These matters were presented by Ibu Ayu:

I think there are a lot of advantages [in joining English development program], especially, I learned how to use English [in the classroom]. Moreover, we need to follow the fast flow of information. We have to keep ourselves up-to-date with the newest [information]. And, most of the information is not only in Bahasa Indonesia, [but also in English]. So, I think it is very important for everyone or every teacher here to master English in order to keep up with the current information.

Ibu Ayu's response shows her understanding of the position of English as the language of globalization. The importance of keeping up-to-date with the latest information brought by globalization means that she needs to learn English. This idea is also shared by other teachers in the interview. This shows how teachers have high awareness of globalization and the status of English in this globalization era.

Despite the fact that most teachers have high awareness of English and globalization, four out of nine teachers, however, show their dissatisfaction of the program. They feel dissatisfied because the English development program did not pay attention to what the teachers really need in teaching their subject matters in English. Here are several reasons that were provided by the teachers:

The advantage of the English Development Program? I haven't really felt it [the effects]. I mean the teachers who have joined this training may not necessarily become confident in speaking English in front of the students. I think it hasn't bring any significant contribution or I don't know, maybe the teachers themselves have to work on their confidence.. because I think the percentage of teachers who teach, at least to open and close [the lessons] using English, is still a few. (Ibu Bela)

In practice, this English development program, in my opinion, it is not effective as a professional program. It was conducted in a very short time, and then the end-product of this program is the measurement of language ability, TOEFL. I mean, of course, our result [TOEFL] was not very good. (Ibu Diana)

Ibu Bela and Diana view that this program is less beneficial for the teachers. Ibu Bella measures the effectiveness of this program from the level of confidence in using English. This is probably due to the short-term duration (2 months) of the program, as mentioned by Ibu Diana, which was only conducted once in their school. Teachers who have taught many years using Bahasa Indonesia are expected to immediately use English in their teaching practice through one short-term program. Similar with Ibu Bela, Ibu Diana thinks that this one-time program cannot change the teachers' long-formed behavior. She is also disappointed with the progress indicators which used a TOEFL test. She views that TOEFL is not suitable to evaluate the progress of their English learning in teaching their subject matters. This suggests that there has been a generalization of using TOEFL as the "only" evaluation tool to test language ability without considering local context needs.

Bapak Wahyu also views that this program gives no significance advantage. Bapak Wahyu responded as follows:

The materials of English development program was on TOEFL. TOEFL, I think, is not really related to the materials of our subject matter. I think what we need is the language instruction, and the English materials have to be suitable with each subject matter we teach. For example, English for Biology, Geography, Mathematics. That's why what the teachers can do now is only using English for greetings, to open and close the lessons but not for giving instruction during the lesson. So, there's not much benefit.

Bapak Wahyu shows his disappointment in the English development program that was oriented to TOEFL materials that have no relation with

their subject matter just like what Ibu Diana pointed out. Teachers were not taught on how to use English in teaching and explaining their subject matter in class. He thinks that the English development program needs to look at the different English needs of each subject matter teachers. His response is suggesting English development program that is oriented to English for Specific Purposes which is adjusted to each subject matter.

Another opinion on the English development program was also provided by Bapak Hendra. Bapak Hendra thinks that the English development program is not suitable for their needs in their teaching context. Nevertheless, Bapak Hendra views that there is still something positive to be gained from it:

In my opinion, since I teach Catholic education and the focus is more on the content and the substance of the teaching material, the focus is not on how I use English. From a substantial perspective, it does not really fit with my needs. But, if the focus is on getting students accustomed to listen or read in English,.. perhaps it [the English development program] is needed. So it is relative. But, to say that it is absolutely needed, I think not.

Although, to Bapak Hendra, the English development program does not fit with his teaching needs, he supports the idea of providing English exposure to his students by sometimes using English in the classroom. This shows Bapak Hendra's beliefs that the acquisition of English can be obtained from exposing learners to the target language.

Teachers' Opinion of their Teaching Needs in an RSBI Context

When the teachers were asked whether the English Development Program fits the teachers' teaching needs in RSBI, four from nine teachers responded positively. Nevertheless, five teachers responded that the English Development Program did not fit their teaching needs. Ibu Bela pointed out this matter as follows:

I think, for the implementation, actually I want this kind of program to have a clear goal. Like English for communication, or for TOEFL preparation, for example. But, for TOEFL itself, I think it is not useful here [for my teaching purpose]. What is it for? I mean because we're not going to further study abroad. If we want to continue study abroad, we need to study TOEFL. ... What needs? I think it is still lack of.. because if it is about the teaching needs, then, it's not TOEFL [what I need]. I think, I need teaching practice in English, like, speaking, I think.

To Ibu Bela, in an RSBI context, she feels that she needs speaking skill course to teach her subject matters using English. As what Ibu Diana and Bapak Wahyu had mentioned earlier, TOEFL materials that were given during the English development program in their school did not increase their contextual English ability. Moreover, the TOEFL test that was administered in the English development program did not include English speaking ability. Therefore, there is no guarantee that if someone gets a high score in TOEFL, he or she can perform well in teaching the students using English. Therefore, Ibu Bela believes that speaking or communication skill is more needed in preparing her to teach using English in the classroom.

In addition to English for Specific Purposes (ESP) and English communication skills, almost all of teachers answered that computer development program is needed for RSBI when they were asked about what other development programs they needed. Ibu Listi gave the best response on this matter:

Besides English [development program], I think, computer or IT training is urgently needed since now we are an RSBI school, each class is facilitated with LCD. I think it would be very helpful for me in teaching. When we [teachers] need to teach using this teaching and learning media but we don't even know how to operate the computer. For example, it would be difficult too. So, I think computer training would be very useful.

Ibu Listi points out the need for the teachers to also keep-up with the development of the school into an RSBI school with various teaching and learning facilities (LCD, computer, audio-video, internet connection, and others). As Haryana (2007) explains, the teaching-learning process in an RSBI school should meet three criteria. One of the criteria is RSBI schools should apply the learning process based on ICT (Information and Communication Technology). Therefore, the infrastructure development of the school needs to also be balanced with the teachers' ability to utilize the teaching and learning facilities of the school. Ibu Listi, therefore, views that mastery of computer technology is really needed for RSBI teachers in order to provide an effective teaching learning process. Besides computer development program, several teachers point out material development and teaching methodologies development program are needed for RSBI's teachers. This can be seen from the response of Bapak Burhan:

In my opinion, it is not just providing English [training].. English is still important as a language of instruction.. but also there needs to be a development program for each subject matter teacher like getting more knowledge so that we could develop our knowledge. Teaching methodology, for example. How to make our teaching method more attractive and dynamic for the students.

Bapak Burhan thinks that teacher development programs need to support teachers' growth in order to achieve the teaching and learning qualities that RSBI expected. This means that it includes not only in terms of English development program but also other teaching and learning aspects such as teaching methodologies and material development. This kind of program can increase the teaching methodologies knowledge of the teachers that consequently affects students' learning. He also believes that an attractive teaching methodology will make the students interested in the lessons. Therefore,

it will influence students' achievement in general.

Teachers' Perceptions on Teaching Their Subject Matters Using English

When the teachers were asked about their perceptions on teaching their subjects using English, five from nine teachers stated that they thought that teaching their subject matters using English was not that important although they teach in a RSBI school which requires English as a medium of instruction. This matter was presented by Ibu Bela's response:

I think it is not important. For Mathematics itself, English is not used that much. In Math, the vocabulary in English is not that much, because the focus is more on counting or playing with numbers. Usually it is like that. But, working with math problems is already hard for the students, they don't like using English in learning Math. If we have the test, they usually ask whether the questions are in English. I mean, the English is simpler [than other subjects], right? Like, 'find the solution to this math problem' and the rest [of the test item] is just numbers. Although it is very simple, the students refuse to use English in learning Math. That is the fact that I experience.

To, Ibu Bela, Math deals more with numbers and logic thinking than with language competence. Therefore, she thinks that there will be less use of English in teaching Math. The students' time during the lesson will mostly be used in understanding and looking for the solution to the math problems taught in the classroom. This process of understanding and logical thinking has taken so much space of their mind. Demanding students to also do their learning and discussion activities in class in another language is felt by Ibu Bela to be an unnecessary task. The students themselves are still struggling with understanding the content of the subject matter in their own first language. Expecting them to study this in English will affect their anxiety level to the learning process. Ibu Bela's opinion is in

line with a study done by Hernatias (2012), in her research entitled *Students' Attitude toward Bilingual Classes in one Junior High School in Salatiga*. Hernatias finding shows that 69 percent of the 222 students prefer to study Mathematics and Science in Bahasa Indonesia. She explains that studying Mathematics and Science was already difficult in Bahasa Indonesia and English would make it more difficult.

From nine teachers, only four teachers who think that teaching subject matters using English is important. Bapak Hendra has his own opinion about this:

I think, to increase students' vocabularies, listening skill, English speaking skill, in order to make them accustomed to listen to English. This is important. Moreover, I myself often suggest them to master English, at least reading [in English].. because, later, when they continue their education to the university, maybe, the references used are in English. It is better if they read the original book in English rather than the translated book. The translated book.. sometimes depends on the translator's competence in translating the book. So, perhaps the translation may miss the original meaning. That's what I told my students.

Bapak Hendra seems to be very supportive of the mastery of English. His response shows his belief of establishing a learning habit through providing English exposure. By listening and reading in English all the time, it is hoped that the students will master English and be prepared for their further study in the university level. Bapak Hendra's response also shows his view about English as an international language. He views that more knowledge from across the world can be gained from reading English books.

When the teachers were asked about their feelings when they have to teach using English, most teachers express their nervousness and anxiety in teaching their subject matter using English. The best reason was provided by Ibu Bela as follow:

When I had to teach Math in English for the first time, from the opening to the closing of the lesson, I also felt nervous. I felt.. unconfident with my pronunciation. Was my pronunciation correct? Sometimes I felt like that.. I don't feel confident. The fact that when I was there [in Australia], the pronunciation was not the focus. But, I still felt nervous. When I had to teach Math all in English. Teaching a subject matter in English is certainly something new to the teachers who have been teaching in Bahasa Indonesia for many years. Ibu Bela's response shows how her teaching performance was disturbed by her worry in mispronouncing English words instead of focusing on delivering the content of the lesson. It is very common to feel nervous and afraid when non-English teachers have to teach their subject using English. It is because they are not familiar with English. Most teachers, during the interviews, expressed the same fear of making mistakes in pronouncing English words. This shows that this expectation of teaching their subject matters in English interfere their best teaching performance in class. So far, the teachers admitted that English was only used in opening (e.g. greetings) and closing the lesson. For classroom instruction, the teachers still used both English and Bahasa Indonesia. It means that English is not yet fully used as a medium of instruction in the classroom.

CONCLUSION

The general aims of this study are exploring the teachers' (especially non-English teachers') opinions on English development program in an International-Standard Pilot Project School and teachers' opinions on teaching their subject matters using English. This study also explores their opinions on International-Standard Pilot Project Schools (RSBI). The first major finding of this study (based on the interviews) shows that the teachers realize the status of English as the language of globalization and how Indonesian people has become so well aware of mastering this language by putting their children into RSBI that uses English as the medium of

instruction. However, several teachers argue that RSBI may not be suitable for smaller regions that may have different educational needs. Moreover, the teachers also realize that the RSBI process of joining the globalization development costs a lot of money that may create a gap of social status in society. Almost all of the teachers claim that the implementation of RSBI is not implemented optimally. Therefore, the decision to have an RSBI in different area in Indonesia needs to consider the suitability of the teaching and learning context, socio-economic conditions, human resources development, and teaching and learning facilities.

The second finding shows that most teachers respond positively towards the English development program. They state that English development program as a media to learn new knowledge helped them to communicate with the students using English, to understand bilingual books or bilingual literatures, to increase English vocabularies, to practice English in the classroom, to follow the global information that was provided in English, and to understand the use of English in the classroom. Nevertheless, several of them point out the unsuitability of the materials (TOEFL oriented) for the teaching needs. The TOEFL materials given during the English development program in their school did not increase their specific English knowledge and competence. The teachers specifically suggest that they need English speaking or communication skill to teach the students using English. In addition, they also suggest that other professional development programs that they need in RSBI are computer skill and teaching method development.

Lastly, the teachers also indicate that so far teaching their subject using English is not yet effectively implemented. The teachers mentioned various reasons. Most teachers shared that they are still struggling in learning English. This, of course, implies their limitation in using English in their teaching practice. Several teachers

experienced anxiety in speaking English in the classroom. Several others see that their students prefer to learn their subject matters in *Bahasa Indonesia* to focus more on the content. The teachers' responses indicate that they support the necessity of exposing their students with English. Yet, to change their teaching and learning method from one language and culture into another (English) is difficult to be done in a short time.

Since the context of this study is limited to specifically an International-Standard Pilot Project School in Temanggung, the result of this study cannot be generalized for other places and contexts. Nevertheless, the result of the study is hoped to give some contextual insights on the implementation of RSBI and the English development program. Therefore, further research can be done in other teaching context to find out more contextual knowledge on an English development program in other RSBI schools. This study implies the importance of taking into consideration of teachers' and students' need in RSBI schools before designing any development programs for the teachers. In terms of the English teacher development program, materials and course developers could firstly find out the subject-matter teachers' needs of English in order to accommodate them in their teaching. In relation to the implementation of RSBI, it is suggested that the school decision makers could also explore other development programs that may help the teachers in achieving effective teaching in an RSBI context.

REFERENCES

- Bailey, K. M., Curtis, A., & Nunan, D. (2001). *Pursuing professional development: the self as source*. Canada: Heinle & Heinle.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). New Jersey: Pearson Education, Inc.

- Depdiknas. (2003). *Undang-undang tentang sistem pendidikan nasional nomor 20 tahun 2003*. Jakarta: Direktorat Depdiknas.
- Depdiknas. (2009). *Peraturan menteri pendidikan nasional nomor 78 tahun 2009*. Jakarta: Direktorat Depdiknas.
- Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Kementerian Pendidikan Nasional. (2010). *Rintisan Sekolah Bertaraf Internasional*. Retrieved February 19th, 2012, from http://dikdas.kemdiknas.go.id/application/media/file/1_Latar%2520Belakang%2520Program%2520SBI.pdf.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (6th ed.). New York: McGraw-Hill.
- Haryana, K. (2007). *Konsep Sekolah Bertaraf Internasional (artikel)*. Jakarta: Direktorat Pembinaan Sekolah Menengah Pertama.
- Hernatias, R. (2012). *Students' Attitude toward Bilingual Classes in one Junior High School in Salatiga*. Salatiga: Satya Wacana Christian University.
- Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. New York: Routledge.
- McMillan, J. H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry* (6th ed.). Boston: Pearson Education, Inc.
- Mevarech, Z. R. (1995). Teachers' paths on the way to and from the professional development forum. In T. R. Guskey, & M. Huberman (Eds.), *Professional development in education: New paradigms and practices* (pp. 151-170). New York: Teachers College Press.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. New York: Cambridge University Press.
- Sandholtz, J. H., & Scribner, S. P. (2006). The paradox of administrative control in fostering teacher professional development. *Teaching and Teacher Education*, 22, 1104–1117. doi:10.1016/j.tate.2006.07.006
- Turmuzi, Ahmad. "RSBI Bentuk Diskriminasi Pendidikan". *Kompas*. May 12th, 2012. Retrieved May 19th, 2012, from <http://edukasi.kompasiana.com/2012/05/12/rsbi-bentuk-diskriminasi-pendidikan/>.
- Villegas-Reimers, E. (2003). Teacher professional development: an international review of literature. *International Institute for Educational Planning*. Retrieved September 9th, 2011, from <http://unesdoc.unesco.org/images/0013/001330/133010e.pdf>.
- Wati, H. (2011). The effectiveness of Indonesian English teachers training programs in improving confidence and motivation. *International Journal of Instruction*, 4(1), 79-104. Retrieved April 18th, 2012, from http://www.e-iji.net/dosyalar/iji_2011_1_6.pdf.
- Wiersma, W., & Jurs. S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston: Pearson Education, Inc.
- Wijana, Sukartaji. "RSBI Sekedar Komersialisasi?". *Harian Joglo Semar*. May 25th, 2010. Retrieved May 21th, 2012, from <http://www.harianjoglosemar.com/berita/rsbi-sekadar-komersialisasi-16114.html>.