



PROFILES OF INDONESIAN EXEMPLARY ENGLISH FOREIGN LANGUAGE TEACHERS

THESIS

By

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ABSTRACT

Ikrawansyah. 2024. Excellence in English: Profile of Indonesian Exemplary English Foreign Language Teacher. Thesis, English Language Teaching Study Program, University of Islam Malang. Advisor: (I) Dr. Dzul Fikri, S.S., M.Pd. (II) Dr. Muhammad Yunus, M.Pd.

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In pursuing excellence in English as a foreign language (EFL) education, teachers often encounter challenges, particularly in nurturing the diverse potentials of their students. Every student possesses unique strengths and weaknesses that influence their ability to learn English, and it is the teacher's responsibility to effectively identify and cultivate these potentials. Previous research has highlighted various challenges within the educational field, emphasizing the need for continued development to enhance teacher quality. Therefore, this study aims to investigate how exemplary Indonesian EFL teachers demonstrate professional competence in their classrooms.

This study employed a descriptive qualitative research method, selecting three junior high school EFL teachers through purposive sampling. These teachers were identified based on their participation in national-level training and workshops, recognition as outstanding educators within their schools, active involvement in the Teachers' Forum (MGMP), significant achievements, and confirmation of their excellence by principals, colleagues, and students. Data collection methods included observations, interviews, and document analysis, encompassing teacher certifications, scientific publications, and innovative works.

The study found that exemplary EFL teachers possess key characteristics such as strong social skills, pedagogical knowledge, subject matter expertise, and essential personal qualities. These teachers fostered positive relationships with colleagues, principals, students, and the educational community, demonstrating a commitment to professional growth through participation in workshops and seminars. Their expertise was reflected in creating effective online materials and clear instructions. They also prioritized addressing students' challenges in online learning, maintaining strong teacher-student communication, and excelling in online classroom management, strategy implementation, and assessments.

In conclusion, professional teachers play a crucial role in the educational ecosystem. As exemplary educators, they must meet the four competencies outlined in the Indonesian Act on Teachers and Lecturers 14/2005: social competence, pedagogical competence, professional competence, and personal competence. This study underscores the importance of these competencies in enhancing students' skills and abilities in English, ultimately contributing to their success.

CHAPTER I

INTRODUCTION

In Chapter I, the writer presents several parts. They are the background of study, research problems, objective of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of Study

Teachers teaching English as a foreign language had difficulties mostly in anticipating and facilitating the full potential of their students. Every student can develop, pick up new skills, and succeed in society. Their aptitude and the pace at which they pick up English are influenced by a combination of their skills and deficiencies. It then becomes the responsibility of the instructors to identify and utilize their potential. Anugerahwati and Saukah (2010) argued, however, that English teachers encounter many pressures and dilemmas because they have to be demanded to be able to repair English students' proficiency and at the same moment, students also succeed in National Exams.

Akbari (2015) represented that twelve years of school study do not establish students have English acquisition overall. Though students are studying English, they are not able to deliver even a single sentence without any errors in grammatical structure. The reason revealed that they only approach school subjects especially foreign languages from the perspective of exams. The way exams are administered favors memorizing over critical thinking and creative thinking in the assessment of pupils. They just learn the material by heart throughout this procedure, mimic it in the test room, and then disregard it the same day. Pupils study grammar with the sole goal of passing the test, they do not prepare themselves for real-life situations.

Timperley, Wilson, Barrar and Fung (2007) stated that recent in-depth studies in New Zealand indicated similar issues that teachers can react in greatly diverse ways as a result of involving in the same professional learning activities. In their two projects, several teachers were absolute about the experience, comprehended the necessity of key messages, and were able to give them a role within their classroom practice. However, other people weren't accepted and continued following their common practices. Timperley et al. also mentioned that mastery in one context does not inevitably equate to mastery in another proficiency, which is another problem mentioned when determining the types of learning requirements teachers must satisfy. Current competence might not be satisfactory for educating students today if they have to replace circumstances brought about by changes in student demographics and new research understanding. Changing perceptions of the types of learning that are valuable might have a significant influence.

Nowadays, the current world is represented as a rapidly changing world. Socially, the economical, and cultural in the past have indicated that there is no ensure that the future will show any resemblance to the present. In the education field, the most dominant element has been its teachers. Meanwhile, as the world rapidly grows into a global society, teaching English as a foreign language during childhood also becomes a requirement, Chong (2018). Looking at teachers' environment and their development as teachers, they have to be a prominent consideration when arranging teacher education programs. The teachers' personal experiences should be admitted and the programs should be developed on teachers' prior experiences and sufficient teaching practice should be part of the programs

Pardo and Tellez (2009) defined that extensive attention is now being provided to developing instructional materials and realizing the necessity of teaching resources and strategies utilized to maximize students' language learning. English foreign language teachers are creative professionals who have the potential to investigate their creativity and begin

upon the interesting task of developing their didactic materials not only based on their teaching experience but also on their proficiency in the cognitive and learning processes required by EFL students, as represented by Pineda (2001). Accordingly, this task should be variant by teachers, since no equipped textbook complies with both students' and teachers' expectations, as added by Núñez and Téllez (2008).

From a social perspective, several issues arise often while planning different programs to improve and elevate the standard of education, including interacting with the community of instructors. However, the main issue is that, despite wasting a lot of time in foreign language lessons, pupils are unable to recall certain English sentences and do not develop their language abilities. Teachers and students have missed their time and costs and most learners have not used their valuable life in learning English and as an output, it has had bad effects on students' proficiency, (Khajloo, 2013). The main shortage is a lack of understanding of language learning techniques, language skills, and language knowledge subcomponents, the primary deficiency is inadequate language proficiency. Another one is not having an assigned goal for learning English during undergraduate studies and grasping the key role that English plays so late, as described by Akbari (2015).

However, Anugerahwati and Saukah (2010) defined that schools in Indonesia still require a lot of qualified teachers to improve the quality level of foreign languages, and the quality of the system designed by each school. Many recent incidents showed that educators must plan different learning tactics, communicate, and comprehend practical and effective communication techniques. Apart from the aspects mentioned above, Pardo and Tellez (2009) added, materials development helps directly to teachers' professionalism as it betters their knowledge, skills, and creativity increases their awareness about teaching and learning procedures, and permits them to act as subjects of change permanently. Students' admittance levels have fluctuated depending on how they are presented, how innovative they are, and

what kind of information they use. The material content explains how to accomplish the learning objective while exposing the target language in a way that allows the students to comprehend, evaluate, or draw conclusions from it.

In other words, Timperley et al (2007) described as a teacher's professional standard, teachers should recognize students and how they learn, and teachers can arrange for and enforce effective teaching and learning. As a new teacher educator, they are concerned about model 'right practice' in their teaching. It involves establishing methods and strategies that might be used in the classroom and allocating equal management of lesson plans based on the students' academic standing. Additionally, modeling is required, but the most important thing for teaching is adequate instruction for the appropriate learners.

In other words, effective teachers should have certain abilities to arrange and explain the course, apply technology to integrate their language teaching and be concerned with the management classroom. Besides, they are required to speak English as much as they can, providing their students' backgrounds, excellent English lexicon, pronunciation, and audio-visual material, and pushing students' proficiency development. Subsequently, Saban (2015) discovered that English language teachers are purpose-driven, language learning-focused, concerned for students' overall welfare, highly family-oriented, well-informed in their area of teaching, articulate, organized and prepared, student-centered, committed to teaching, adaptable and teachable, willing to learn and resilient optimistic. On the other point, teachers have less of their professional knowledge (Wuttke and Seifried, 2017). Empirical results showed that teacher competence and teachers' professional knowledge could not be obtained enough during teacher education courses. In the beginning, many teachers showed a lack of content knowledge and these less negative impact on teachers' pedagogical content knowledge, (Abell & Lederman, 2007).

Importantly, as professional teachers, they must have four competencies which filled out in Indonesian Act on Teachers and Lecturers 14/2005. They are required to have academic qualifications, competencies, and teacher's certificates, be physically and mentally healthy, and filled out the other qualifications required by the higher education unit in which they work, and have the ability to realize educational goals national.

In other words, it was already stated in Fundamental Laws that in carrying out professional duties, teachers are obliged to plan learning, carry out a quality learning process, and assess and evaluate learning outcomes; improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and arts; act objectively and do not discriminate on the basis of considerations of gender, religion, ethnicity, race, and certain physical conditions, or family background and socioeconomic status of students in learning; upholding statutory regulations, laws, and teacher code of ethics, as well as religious and ethical values; and maintain and cultivate the unity and integrity of the nation.

Many studies were carried out explore about the same topics of this research, for instance, Sujatha et al. (2023) was conducted the research about the exemplary leadership qualities of teachers, which found that leadership qualities are the foundation upon which educational excellence is built. Then, this finding mentioned that leadership qualities in teachers are the key to empowering students and enabling them to become self-reliant learners. Furthermore, Psotka (2022) conducted the research about the pandemic has motivated a change where online education can truly begin to involve excellent teachers in educating all children equitably. And also, many students in the school are a huge distraction from learning, and online learning can provide more choice in pursuing their passions at their own pace. Besides, the research which was conducted by Smith (2020). The research discussed about the responsiveness in the practice of an exemplary Asian-American teachers.

The research found that the teacher frequently modeled thinking strategies for students, facilitated peer support and evaluation, and emphasized procedural process in his lessons to develop students' academic abilities while also recognizing their cultural backgrounds. Then, Johnson (2021) conducted the comparative case study of three exemplary middle school teachers to examine their use of planned scaffolds in reading instruction with emergent bilingual students. Chaharbashloo et al. (2020) which investigated the practical knowledge of exemplary primary school teachers in Iran after educational reforms. The researcher found suggested that the teachers possessed different types of knowledge but their orientations to teaching impacted how they interacted and emphasized the various knowledge components.

While previous studies have provided valuable insights into the competencies of exemplary teachers, several gaps remain that the proposed study aims to address. Most existing research has focused on specific competencies, such as leadership qualities, online teaching skills, or the use of instructional scaffolds, without adopting a holistic framework to understand how teachers demonstrate competence across multiple domains. Additionally, the context has varied across studies, with little focus on the competencies of exemplary EFL teachers within the Indonesian educational system specifically. The perspectives of teachers themselves are also underexplored. By qualitatively investigating the experiences of exemplary Indonesian EFL teachers through in-depth interviews, the proposed study seeks to gather valuable first-hand perspectives on developing strong personality, professional, pedagogical, and social competencies within this contextual framework. Furthermore, recognizing the increasing move towards online and blended teaching worldwide, the study aims to provide novel insights into competency development for the emerging landscape of technology-mediated instruction.

Look at the professional development of teachers showed an alike picture; teachers do not have adequate knowledge of students' English difficulties and their strategies for

handling students' problems, managing their classroom, and preparing appropriate media and materials are at a fairly low level. And generally, even though professional teachers presents an important role in the educational system, there is still a tangible research gap when it appears to the language field, so these research gaps form the starting point of this study designed to explore the competences of the exemplary Indonesian EFL teachers and how they achieve the competences in their English teaching implementation.

1.2 Research Problems

Based on the background of study explained above, this statement of the problem can be formulated as follows:

- a. How do exemplary Indonesian EFL teachers adjust their personality competence in school environment, colleagues, principals, and students?
- b. How do exemplary Indonesian EFL teachers develop their professional competence in online teaching implementation?
- c. How do exemplary Indonesian EFL teachers improve their pedagogical competence?
- d. How do exemplary Indonesian EFL teachers build up their social competence in establishing good relations with school environment, colleagues, principals, and students?

1.3 Objectives of the Study

As formulated above, the objective of the study were:

- a. To explore how exemplary Indonesian EFL teachers adjust their personality competence in school environment, colleagues, principals, and students.

- b. To dig up how exemplary Indonesian EFL teachers develop their professional competence in online teaching implementation.
- c. To investigate how exemplary Indonesian EFL teachers improve their pedagogical competence.
- d. To find out how exemplary Indonesian EFL teachers build up their social competence in establishing good relations with school environment, colleagues, principals, and students.

1.4 Significance of the Study

This study holds significant value for various stakeholders in the field of education, particularly within the context of English as a Foreign Language (EFL) teaching in Indonesia.

- a. **For Educators:** The findings of this study will provide insights into the practical application of competencies that exemplary EFL teachers demonstrate. By understanding how these teachers develop and implement their personality, professional, pedagogical, and social competencies, other educators can adopt similar strategies to enhance their teaching effectiveness. This could lead to improved student outcomes and greater satisfaction in the teaching profession.
- b. **For Educational Institutions:** Schools and educational institutions can use the insights from this study to inform their teacher training and professional development programs. By focusing on the competencies identified in exemplary teachers, institutions can tailor their training to better prepare teachers for the challenges of EFL instruction, particularly in the rapidly evolving landscape of online and blended learning environments.

- c. **For Policy Makers:** The study offers valuable information that can guide educational policy makers in developing standards and benchmarks for teacher competencies.

Understanding the specific competencies that contribute to exemplary teaching in the Indonesian context can help in creating more effective policies and frameworks that support teacher development and student achievement.

1.5. Scope and Limitation of the Study

This study focuses on exploring the competencies of exemplary Indonesian EFL teachers, specifically those at the senior high school level in Tulungagung, with an emphasis on four key competencies: personality, professional, pedagogical, and social. These competencies are examined within the context of EFL instruction, highlighting how these teachers adjust and develop their skills in their teaching practices. The research is confined to the Indonesian educational system and does not aim to generalize findings to all teachers or contexts. Utilizing qualitative methods, including in-depth interviews with a small sample of three exemplary teachers, the study gathers data based on personal experiences, which may limit the broader applicability of the findings. Additionally, the study is constrained by time and resources, and while it addresses the growing importance of online and blended learning, the rapid evolution of educational technology may render some findings outdated as new tools emerge.

1.6. Definition of Key Terms

In order to keep away misconception of some terms, the researcher provide the definition of each key term below:

1. Mastering

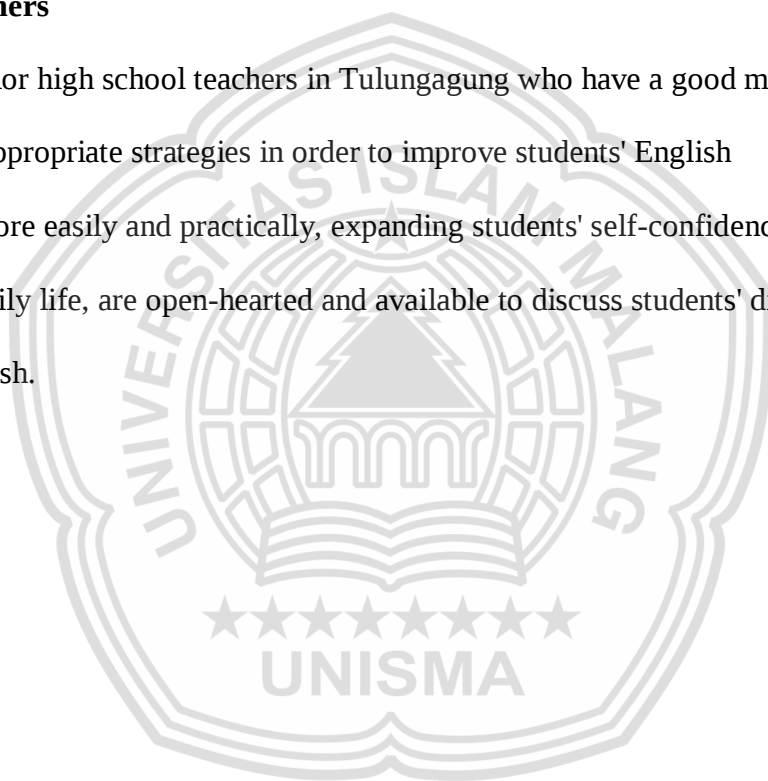
Teachers' capability to educate students in the teaching and learning process in order to establish outstanding students based on the four competencies they have, namely pedagogical, personal, professional, and social competence (Kiymet, 2010).

2. English as Foreign Language

English as a second or foreign language is the employ of English by speakers with distinct native languages.

3. Exemplary Teachers

Three EFL senior high school teachers in Tulungagung who have a good mastery of English, utilize their appropriate strategies in order to improve students' English understanding to be more easily and practically, expanding students' self-confidence in applying English in daily life, are open-hearted and available to discuss students' difficulties in understanding English.



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of this research and some suggestions for teachers, theoretical frameworks, and future researchers.

6.1 Conclusion

Based on the findings and discussions presented in the preceding chapters, it can be inferred that exemplary Indonesian EFL teachers at the junior high school level in Tulungagung excel in various areas. These include enhancing their leadership, teamwork, and ethical behavior within both the school and community, pursuing continuous professional development in online teaching methodologies, preparing and organizing materials and media for online instruction, managing online classroom dynamics, ensuring student safety, employing effective teaching strategies, assessing students' performance, and addressing student issues during online learning.

This study underscored the significance of possessing exceptional competence, as it permeates and influences all other aspects of teaching. The profile of an exemplary Indonesian EFL teacher at the junior high school level in Tulungagung is characterized by competencies that manifest in their everyday actions. These teachers maintain strong relationships with principals, colleagues, staff, and students, earning widespread respect due to their exemplary conduct within the school environment. They are passionate about advancing their professional skills both within and outside the school setting. Moreover, it is imperative that exemplary Indonesian EFL teachers continually enhance their knowledge and expertise by attending workshops and training sessions to stay abreast of professional teaching standards. They must also be prepared to address administrative and classroom challenges, meet students' needs, and adapt to technological advancements. Regardless of the teaching environment, professional exemplary EFL teachers must be quick to respond to any

situation. Additionally, they must implement well-structured lessons, whether online or offline, using engaging and straightforward media.

Another crucial aspect is the thorough preparation of classroom management, whether in online or offline settings, as effective classroom management contributes to a productive teaching and learning environment. This, in turn, fosters student motivation, enthusiasm, responsibility, and an effective EFL learning atmosphere. Furthermore, exemplary teachers must tailor their strategies to align with students' abilities, facilitating smoother collaboration in the online teaching and learning process. In this context, teachers will also discover efficient methods for assessing student performance, monitoring their progress, and evaluating their mastery of English in a virtual setting. Finally, whether in face-to-face or online classes, professional exemplary EFL teachers must act as mentors and caregivers to their students. Teachers must be attuned to and promptly address any personal issues students may face, particularly during online learning. If students encounter difficulties in attending online classes due to various challenges, such as limited access to materials, teachers must be ready to provide the necessary support to ensure students can comprehend the material, complete tests, and fulfill assignments during online learning.

In conclusion, teaching professional standards embody the qualities and values essential for teaching as a profession and provide a pathway to the professionalization of teaching. These standards encapsulate the "roles, skills, abilities, attitudes, knowledge, and understanding" required of exemplary EFL teachers, as outlined in the Indonesian Act on Teachers and Lecturers 14/2005. Effective professional development for exemplary teachers enables them to acquire the knowledge and skills needed to address students' learning challenges. Importantly, they must possess competencies that are beneficial not only to students, colleagues, principals, and the school environment but also to pre-service and in-service teachers. To be effective, professional development for teachers requires thoughtful

planning, followed by precise implementation and feedback, to ensure it meets teachers' learning needs. It is essential that exemplary teachers who participate in professional development apply their newly acquired knowledge and skills in practice.

6.2 Suggestions

The results of this study provide a clear understanding of the professional competence of Indonesian exemplary EFL teachers and the measures they have taken to achieve the qualifications required of exemplary teachers. It is anticipated that readers of this study will gain valuable insights into how to become teachers who demonstrate professional competence in their teaching practices.

1. EFL Teachers and Non-English Teachers

It is recommended that teachers engage in self-reflection to continuously improve as educators, which will lead to better learning outcomes, the development of strong personal and social qualities, and the enhancement of educational programs. Educators should also focus on restructuring and reimagining teacher preparation, professional development, and student quality in education.

2. Theoretical Framework

From a theoretical standpoint, this study aims to contribute to the body of knowledge by building on existing theories from previous research and establishing professional competencies for exemplary English teachers in Malang. This is particularly relevant, as it has been challenging to find clear and detailed descriptions of these competencies.

3. Future Researchers



The current researcher hopes that future studies will be conducted in broader areas, incorporating a combination of different variables. Future researchers can further explore how professional EFL teachers, across varying lengths of teaching experience, enhance their professional development.



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