

**GIVING TEACHERS THEIR VOICES:  
INDONESIAN EFL TEACHERS' PERSPECTIVES ON  
PROFESSIONAL TEACHING STANDARDS  
IN THE CONTEXT OF TEACHER CERTIFICATION PROGRAMS  
IN INDONESIA**

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To Nina, Aida, and Gina

To the memories of Ompo', Maade, and Papi

To Ambo' Syam, Mama Linnyong, and Mami

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## ABSTRACT

This thesis examines the perspectives of Indonesian English as a foreign language (EFL) teachers (IETs) on professional teaching standards in the context of teacher certification programs (*PSG*)<sup>1</sup> in Indonesia. For its theoretical framework, it draws on literature on professional standards for teachers and on language teacher cognition.

The standards movement in education (SME) which began in the United States of America (US) in the 1980s with the establishment of the National Board for Professional Teaching Standards (NBPTS) has influenced the development of professional teaching standards for and certification of teachers in many countries. Developed countries such as Australia and New Zealand, for instance, have developed their standards for languages, literacy, and English for Speakers of Other Languages (ESOL) teachers.

Following the trend and as a response to criticisms towards the perceived “poor quality of education and teacher professionalism”, the Indonesian Government launched *PSG* in 2007. Its short term aim is to certify in-service teachers and the long term one is certifying pre-service teachers as well. Currently, there are five routes from which teachers could obtain their Professional Educator Certificates which entitle the holders to, among other things, monthly incentives equalling monthly salaries.

Among *PSG*'s many guidelines is a ministerial regulation on teachers' academic qualification and competency standards referred to in this study as *SKAKG 2007*.<sup>2</sup> Unlike other countries' standards documents, however, the standards in *SKAKG 2007* were developed by a team of standards developers at the *BSNP*<sup>3</sup>, Board for National Education Standard, with little or no input from teachers.

Drawing from ideas about the professional status of language teaching (e.g. Nunan, 2001) and language teacher cognition (e.g. Borg, 2006b) the present study set out to find an answer to the central question: *Are IETs capable of articulating their perspectives on crucial*

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<sup>1</sup> *Program Sertifikasi Guru* (Teacher Certification Programs)

<sup>2</sup> *Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*

<sup>3</sup> *Badan Standar Nasional Pendidikan*

*issues related to teacher professionalisation efforts and IET competencies that are recognised in the literature on SME and LTC theory?*

Primary data was obtained from 66 IETs in Makassar (South Sulawesi Province), Padang (West Sumatra), and Malang (East Java) through interviews and focus group discussions, as well as from 29 key informants in the three cities and another 3 in the capital Jakarta through in-depth interviews. The data was analysed qualitatively and the “standards statements” formulated by the teachers were organised into three major themes, namely, teacher knowledge, teacher skills, and teacher dispositions.

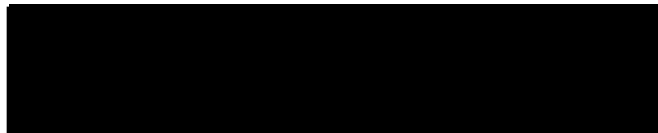
The findings indicate that the standards in *SKAKG 2007* were formulated for regulatory and control purposes rather than developmental purposes. They were designed to provide a political and regulatory justification for implementing *PSG* as a Central Government’s program. To this end, teachers have been systematically sidelined from giving their input to the standards, resulting in a standards document that lacks teacher authorship and ownership, and whose EL teaching standards are far from being subject specific. The size of the country, the large number of teachers, the lack of coordination among IETs’ professional organisations at the national level, and the urgent need to implement the ground-breaking Law Number 14 Year 2005 on Teachers’ and Lecturers seemed to have been the main reasons why it was considered more efficient to commission the experts to develop the standards rather than allowing widespread consultation with teachers.

More importantly, the findings show that IETs do have substantial insights into and understanding of the areas of teacher knowledge, skills, and dispositions, as expected in international teacher cognition research findings and professional teaching standards documents. The implications are that IETs have a lot to contribute to the reform processes in the Indonesian education system. In particular, IETs could be involved in developing the overall construct of the current Teachers’ Core Competency Standards and Subject Teachers Competency standards in *SKAKG 2007*, and elaborating them into subject-specific standards for teaching EFL in Indonesia.

## CERTIFICATION

I certify that the substance of this thesis has not already been submitted  
for any degree and is not currently being submitted  
for any other degree or qualification.

I certify that any help received in preparing this thesis  
and all the sources used have been acknowledged in this thesis.



Chairil Anwar Korompot

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Thursday, 13 September 2012

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## LIST OF ABBREVIATIONS, ACRONYMS, AND TERMS

**Note:** Indonesian abbreviations or acronyms and what they stand for, or refer to, are in italics, and their English translation is given between parentheses; additional information is given between square brackets; identical abbreviations in both English and Indonesian, e.g. MA and *MA*, are marked (a) and (b); abbreviations or terms marked with an asterisk (\*) here are those that I created solely for the purpose of writing this thesis.

AAMT	Australian Association of Mathematics Teachers
AARE	Australian Association for Research in Education
AATE	Australian Association for the Teaching of English
ACCE	Australian Council for Computers in Education
ACDE	Australian Council of Deans of Education
ACE	Australian College of Education
ACSA	Australian Curriculum Studies Association
ACT	Australian Capital Territory
ACTA	Australian Council of TESOL Association
ACTFL	American Council on the Teaching of Foreign Languages
AEEYSOC	Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee
AFMLTA	Australian Federation of Modern Language Teachers Associations
AGQTP	Australian Government Quality Teachers Program
AHRC	Asian Human Rights Commission
AITSL	Australian Institute for Teaching and School Leadership
ALEA	Australian Literacy Educators' Association
AMES	Adult Migrant English Services
A-R-L	Approximation, Refinement, and Limit
ASTA	Australian Science Teachers Association
ATESL	Alberta Teachers of English as a Second Language
ATESOL	Association of Teachers of English to Speakers of Other Languages
BA	Bachelor of Arts
<i>BAN-PT</i>	<i>Badan Akreditasi Nasional-Perguruan Tinggi</i> (National Accreditation Agency for Higher Education Institutions)
<i>BAN-SM</i>	<i>Badan Akreditasi Nasional-Sekolah dan Madrasah</i> (National Accreditation Agency for Schools and <i>Madrasahs</i> )
BBC	British Broadcasting Corporation
BC TEAL	British Columbia Teachers of English as an Additional Language
<i>BKD</i>	<i>Badan Kepegawaian Daerah</i> (Regional Civil Service Agency)
<i>BNSP</i>	<i>Badan Nasional Sertifikasi Profesi</i> (National Agency for Professional Certification)
<i>BPPN</i>	<i>Badan Pertimbangan Pendidikan Nasional</i> (National Education Advisory Board)
<i>BPS</i>	<i>Badan Pusat Statistik Republik Indonesia</i> (Central Agency of Statistics of the Republic of Indonesia)

<i>BSNI</i>	<i>Badan Standarisasi Nasional Indonesia</i> (National Standardisation Agency of Indonesia)
<i>BSNP</i>	<i>Badan Standar Nasional Pendidikan</i> (Board for National Education Standards)
CCU	Cross-cultural Understanding
CELTA	Certificate in English Language Teaching to Adults
CLS	Center for Language Services [at Universitas Negeri Makassar]
CSTP	California Standards for the Teaching Profession
<i>D1</i>	<i>Diploma Satu</i> (One-Year Diploma)
<i>D2</i>	<i>Diploma Dua</i> (Two-Year Diploma)
<i>D3</i>	<i>Diploma Tiga</i> (Three-Year Diploma)
<i>D4</i>	<i>Diploma Empat</i> (Four-Year Diploma)
DEEWR	Department of Education, Employment, and Workplace Relations
DELTA	Diploma in English Language Teaching to Adults
<i>Depdiknas</i>	<i>Departemen Pendidikan Nasional</i> (Department of National Education) [before 'department' was changed to 'ministry']
DETV	Department of Education and Training of Victoria
Dip SLT	Diploma of Second Language Teaching
Direct Conferral*	<i>Pemberian Sertifikat Pendidik secara Langsung</i> (Certification through Direct Conferral Program) in <i>PSG</i>
ECE	Early Childhood Education
EFL	English as a Foreign Language
EIL	English as an International Language
EL*	English Language [as a foreign language school subject; to distinguish it from English Literature]
ELICOS	English Language Intensive Course for Overseas Students
E. Lit.	English Literature
ELT	English Language Teaching
ENL	English as a New Language
EQPTST	Education Queensland's Professional Teaching Standards for Teachers
ESL	English as a Second Language
ESLE	English as a Second Language Educators [South Australia]
ESOL	English to Speakers of Other Languages
ESP	English for Specific Purposes
ETFOWS	English Teachers' Forum of West Sumatra
<i>FKIP</i>	<i>Fakultas Keguruan dan Ilmu Pendidikan</i> (Faculty of Teacher Education and Educational Studies)
FL	Foreign Language
FLI	Foreign Language Instruction
GBA	Genre-based Approach
GTC	General Teaching Council
<i>IAIN</i>	<i>Institut Agama Islam Negeri</i> (State Institute of Islamic Studies)
IALF	Indonesia Australia Language Foundation
ICT	Information and Communication Technology
IETA	Indonesian English Teachers' Association
IET/IETs	Indonesian English as a foreign language [EFL] teacher/teachers
<i>IGHI</i>	<i>Ikatan Guru Honorer Indonesia</i> (Non-Permanent Teachers' Association of Indonesia)

<i>IKIP</i>	<i>Institut Keguruan dan Ilmu Pendidikan</i> (Institute of Teacher Education and Educational Studies)
ILO	International Labour Organisation
<i>In-service Education*</i>	<i>Program Pendidikan Profesi Guru bagi Guru Dalam Jabatan</i> (In-service Professional Teacher Education Program) in <i>PSG</i>
<i>In-service Training*</i>	<i>Pendidikan dan Latihan Profesi Guru Dalam Jabatan</i> (Professional Teacher Training for In-Service Teachers Program) in <i>PSG</i>
InTASC	Interstate New Teachers Assessment and Support Consortium
IQ	Intelligence Quotient
IT	Information Technology
<i>KBK</i>	<i>Kurikulum Berbasis Kompetensi</i> (Competency-Based Curriculum)
<i>KKG</i>	<i>Kelompok Kerja Guru</i> (Primary-School-Cluster Teacher Working Group)
<i>KKM</i>	<i>Kriteria Ketuntasan Minimal</i> (Minimum Criteria for Completeness)
<i>KKN</i>	<i>Korupsi, Kolusi, dan Nepotisme</i> (Corruption, Collusion, and Nepotism)
<i>KSG</i>	<i>Konsorsium Sertifikasi Guru</i> (Teacher Certification Consortium)
<i>KTSP</i>	<i>Kurikulum Tingkat Satuan Pendidikan</i> (School-Based Curriculum)
LCD	Liquid Crystal Display
LPAT	Language Proficiency Assessment for Teachers
<i>LPMP</i>	<i>Lembaga Penjaminan Mutu Pendidikan</i> (Educational Quality Assurance Institution)
LPR	Language Proficiency Requirement
<i>LPTK</i>	<i>Lembaga Pendidikan Tenaga Kependidikan</i> (Tertiary Institution of Teacher Education)
LTC	Language Teacher Cognition
LTE	Language Teacher Education
L2	Second Language
MA	Master of Arts
<i>MA</i>	<i>Madrasah Aliyah</i> (Islamic Senior High School)
<i>MAK</i>	<i>Madrasah Aliyah Kejuruan</i> (Islamic Vocational High School)
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MCEETYA	Ministerial Council on Education, Employment, Training, and Youth Affairs
MECRI	Ministry of Education and Culture of the Republic of Indonesia
MENZ	Ministry of Education of New Zealand
Mg*	Malang
<i>MGMD</i>	<i>Musyawarah Guru Mata Diklat*</i> (Vocational Subject Teachers' Assembly) [ <i>*Diklat</i> stands for <i>Pendidikan dan Latihan</i> (Education and Training)]
<i>MGMP</i>	<i>Musyawarah Guru Mata Pelajaran</i> (School-Cluster Subject Teacher Working Group)
<i>MI</i>	<i>Madrasah Ibtidaiyah</i> (Islamic Primary School)
MI	Multiple Intelligences
MIPA	<i>Matematika dan Ilmu Pengetahuan Alam</i> (Mathematics and Natural Sciences)
Mk*	Makassar
<i>MKU</i>	<i>Mata Kuliah Umum</i> (Compulsory General Subject)
MLTA	Modern Language Teachers' Association

MNERI	Ministry of National Education of the Republic of Indonesia
<i>M. Pd.</i>	<i>Magister Pendidikan</i> (Master of Education)
<i>MTs</i>	<i>Madrasah Tsanawiyah</i> (Islamic Junior High School)
n/a	Not available; not applicable
NBCTs	National Board Certified Teachers
NBPTS	National Board for Professional Teaching Standards
NCTE	National Council of Teachers of English
NCTM	National Council for Teaching of Mathematics
NEST	National Early-Childhood Specialist Team
NESTs	Native English speaker teacher(s)
NLP	Neuro-Linguistic Programming
NNESTs	Non-native English speaker teacher(s)
NPCS	National Professional Certification Standards
NSFLE	National Standards for Foreign Language Education
NSW	New South Wales
NSWIT	New South Wales Institute of Teachers
NT	Northern Territory
NTTRC	National Teacher-Training Recognition Certification
NZTC	New Zealand Teachers Council
OCT	Ontario College of Teachers
OFSTED	Office of Standards in Education
OUP	Oxford University Press
<i>PAUD</i>	<i>Pendidikan Anak Usia Dini</i> (Early Childhood Education)
Pd*	Padang
Ped*	Pedagogic competency [in <i>SKAKG 2007</i> ]
Per*	Personal competency [in <i>SKAKG 2007</i> ]
<i>Permendikbud</i>	<i>Peraturan Menteri Pendidikan dan Kebudayaan</i> (Minister of Education and Culture Regulation)
<i>Permendiknas</i>	<i>Peraturan Menteri Pendidikan Nasional</i> (Minister of National Education Regulation)
PET	Professional English [EFL] Teachers
<i>PGMI</i>	<i>Pendidikan Guru Madrasah Ibtidaiyah</i> (Primary <i>Madrasah</i> Teacher Education)
<i>PGRI</i>	<i>Persatuan Guru Republik Indonesia</i> (Association of Teachers of the Republic of Indonesia)
<i>PGSD</i>	<i>Pendidikan Guru Sekolah Dasar</i> (Primary School Teacher Education)
PISA	Program for International Student Assessment
<i>PKG</i>	<i>Pusat Kegiatan Guru</i> (Teachers' Activity Centre)
<i>PNS</i>	<i>Pegawai Negeri Sipil</i> (Civil Servant)
<i>Portfolio Assessment*</i>	<i>Penilaian Portofolio</i> (Portfolio Assessment Program in <i>PSG</i> )
<i>PP</i>	<i>Peraturan Pemerintah</i> (Government Regulation)
<i>PPPPTK Bahasa</i>	<i>Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan</i> (Centre for Development and Empowerment of Language Teachers and Educational Personnel) [Alternatively called <i>P4TK Bahasa</i> ]
<i>Pramuka</i>	<i>Praja Muda Karana</i> (Indonesian Scout Movement)
<i>Pre-service Education*</i>	<i>Program Pendidikan Profesi Guru bagi Guru Pra-Jabatan</i> (Pre-service Professional Teacher Education Program) in <i>PSG</i>
Pro*	Professional competency [in <i>SKAKG 2007</i> ]

<i>PSG*</i>	<i>Program Sertifikasi Guru</i> (Teacher Certification Program)
PSPL	Professional Standards Project Language
PTS	Professional Teaching Standards
QCoT	Queensland College of Teachers
QLD	Queensland
QTS	Qualified Teacher Status
<i>RA</i>	<i>Raudhatul Athfal</i> (Islamic Kindergarten)
RCLCE	Research Centre for Languages and Cultures Education [at the University of South Australia]
RELO	Regional English Language Office
RI-BTS	Rhode Island Beginning Teacher Standards
<i>RPP</i>	<i>Rencana Pelaksanaan Pembelajaran</i> (Lesson Plan)
RSA	Royal Society of the Arts
<i>RSBI</i>	<i>Rintisan Sekolah Bertaraf Internasional</i> (International Standards School in Preparation)
<i>S1</i>	<i>Strata Satu</i> (Bachelor's Degree)
<i>S2</i>	<i>Strata Dua</i> (Master's Degree)
<i>S3</i>	<i>Strata Tiga</i> (Doctorate Degree)
<i>S1/D4</i>	<i>Strata Satu or Four-Year Diploma</i> (the minimum qualifications for teachers as stipulated in <i>UUGD 2005</i> and <i>SKAKG 2007</i> )
SA	South Australia
<i>SBI</i>	<i>Sekolah Bertaraf Internasional</i> (International Standards School)
SCENES	Saskatchewan Council of Educators of Non-English Speakers
SCL	Student-centred Learning
SCO	Student Classroom Observation
SCOLAR	Standing Committee on Language Education and Research
<i>SD</i>	<i>Sekolah Dasar</i> (Primary School)
<i>SDLB</i>	<i>Sekolah Dasar Luar Biasa</i> (Primary School for Special Education)
SESFLTA*	Standards for ESL/EFL Teachers of Adults
SFLL	Standards for Foreign Language Learning
SiMERR	Science, ICT, and Mathematics Education for Rural and Regional Australia [National Centre of; at the University of New England]
<i>SKAKG 2007*</i>	<i>Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru</i> (Minister of National Education Regulation No. 16 of the Year 2007 on Teachers' Academic Qualification and Competency Standards)
<i>SKKN</i>	<i>Standar Kompetensi Kerja Nasional</i> (National Vocational Competency Standards)
<i>SKS</i>	<i>Sistem Kredit Semester</i> (Semester Credit System)
<i>sks</i>	<i>satuan kredit semester</i> (semester credit unit)
<i>SMA</i>	<i>Sekolah Menengah Atas</i> (Senior High School)
<i>SMALB</i>	<i>Sekolah Menengah Atas Luar Biasa</i> (Senior High School for Special Education)
SME	Standards Movement in Education
<i>SMK</i>	<i>Sekolah Menengah Kejuruan</i> (Vocational Senior High School)
<i>SMKLB</i>	<i>Sekolah Menengah Kejuruan Luar Biasa</i> (Vocational Senior High School for Special Education)
<i>SMP</i>	<i>Sekolah Menengah Pertama</i> (Junior High School)
<i>SMPLB</i>	<i>Sekolah Menengah Pertama Luar Biasa</i> (Junior High School for Special Education)



SM3T	<i>Sarjana Mendidik di Daerah Terdepan, Terluar, dan Terbelakang</i> (Graduates Teaching in Border, Frontier, and Less-Developed Areas)
Soc*	Social competency [in <i>SKAKG 2007</i> ]
S. Pd.	<i>Sarjana Pendidikan</i> (Bachelor of Education)
SPG	<i>Sekolah Pendidikan Guru</i> (Senior High School for Teacher Education)
SRQ/SRQs	Subsidiary research question(s)
SSRI	State Secretariat of the Republic of Indonesia
STAIN	<i>Sekolah Tinggi Agama Islam Negeri</i> (State School of Higher Learning for Islamic Studies)
STELLA	Standards for Teaching English Language and Literacy in Australia
STKIP	<i>Sekolah Tinggi Keguruan dan Ilmu Pendidikan</i> (School of Higher Learning for Teacher Education and Educational Studies)
STT	Student-Talk Time
TAFE	Technical and Further Education
TDA	Teacher Development Agency for Schools
TEFL	Teaching English as a Foreign Language
TEFLIN	Teaching English as a Foreign Language in Indonesia (in reference to the professional organisation)
Teflindo*	Teaching of English as a Foreign Language in Indonesia (in reference specifically to the profession)
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TESOLANZ	Teaching English to Speakers of Other Languages Aotearoa New Zealand
TK	<i>Taman Kanak-kanak</i> (Kindergarten)
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English for International Communication
TQIACT	Teacher Quality Institute Australian Capital Territory
Tr.*	Translated (by the researcher)
TRBNT	Teacher Registration Board of the Northern Territory
TRBSA	Teacher Registration Board of South Australia
TRBT	Teachers Registration Board of Tasmania
TTA	Teacher Training Agency
TTT	Teacher-Talk Time
TV	Television
UAN	<i>Ujian Akhir Nasional</i> (National Final Examinations)
UIN	<i>Universitas Islam Negeri</i> (State Islamic University)
UK	[The] United Kingdom
UM	<i>Universitas Negeri Malang</i> (State University of Malang)
UN	<i>Ujian Nasional</i> (National Examination), also called <i>UAN</i>
UNE	University of New England
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNM	<i>Universitas Negeri Makassar</i> (State University of Makassar)
UNP	<i>Universitas Negeri Padang</i> (State University of Padang)
U.S. (or U.S.A.)	[The] United States of America
UU	<i>Undang-undang</i> (Law [of the Republic of Indonesia])
UUD 1945	<i>Undang-undang Dasar 1945</i> (Year 1945 Constitution of the Republic of Indonesia)

<i>UUGD 2005*</i>	<i>Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen</i> (Law No. 14 Year 2005 on Teachers and Lecturers)
<i>UU Sisdiknas 1989*</i>	<i>Undang-undang Nomor 2 Tahun 1989 tentang Sistem Pendidikan Nasional</i> (Law No. 2 Year 1989 on National Education System)
<i>UU Sisdiknas 2003*</i>	<i>Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional</i> (Law No. 20 Year 2003 on National Education System)
VAKOG	Visual, Auditory, Kinaesthetic, Olfactory, and Gustatory
VCD	Video Compact Disc
VIC	Victoria
VIT	Victoria Institute of Teachers
WA	Western Australia
WACOT	Western Australia College of Teaching

## CONVENTIONS

1. Throughout the thesis, including the quotations from the interviews and focus groups, I used:
  - Italics for: (1) Indonesian or non-English words, phrases, terms, expressions, abbreviations, and acronyms; (2) emphasis in someone else's or my own statements, and (3) key terms at first mention only;
  - Bold for marking key terms used in one section to be explicated further in another;
  - Single quotes for: (1) enclosing quoted words or phrases within a statement enclosed by double quotes; (2) enclosing English translation of Indonesian words; and (3) directly quoting the respondents' words, phrases, or sentences from the extracts within the main text;
  - Double quotes for: (1) directly quoting someone else's work within the main text; (2) stating a specific term or concept from the literature and general/popular knowledge, or for the purpose of data analysis.
  
2. In presenting the extracts from the interviews and focus groups in this thesis I employed the symbols used in the following examples. Unlike the main text of the thesis which is typed in the Arial font size 10, the quotations are in the Times New Roman font size 10.5.
  - (Alya) for a respondent's pseudonym, which appears at the end of a quotation;
  - ... (three dots) for omitted or truncated single words or phrases in an extract;
  - .... (four dots) for an omitted or truncated sentence(s) in an extract;
  - (word) or (word) for added contextual information not uttered by the respondent;
  - [word] or [words] for: (1) added syntactic/grammatical elements (i.e. morphemes, words, phrases, clauses, sentences, punctuation marks) not uttered by the respondent, and (2) for utterances corrected due to the respondent's grammatical mistakes;
  - ~~word or phrase~~ for a respondent's grammatical mistakes;
  - [Question] for researcher's question or comment, written in the Calibri font size 10;

- [L] for respondent's laughter;
- (Ayu\*) for a statement translated fully from Indonesian to English;
- (Chaya\*\*) for a statement made partially in Indonesian and English, whose Indonesian parts are translated into English;
- \* (an asterisk) within the transcript for unintelligible utterances; and
- (\*) (an enclosed asterisk) for a fully-translated extract or (\*\*) (enclosed asterisks) for a partially translated extract without the pseudonym of the respondent. The pseudonym appears within the sentence that foregrounds the extract.

3. A number of references, particularly those issued by government or professional organisations, are relatively long and appear many times. Therefore, such references are cited by giving the full form and their abbreviations or acronyms at first mention then giving only the abbreviation or acronym thereafter. For example:

- First mention: (Ministry of National Education of the Republic of Indonesia (MNERI), 2006)
- Afterwards: (MNERI, 2006).