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) 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. Unlike other countries’ standards documents, however, the standards in SKAKG 2007 were developed by a team of standards developers at the BSNP, 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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1 Program Sertifikasi Guru (Teacher Certification Programs)
2 Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru
3 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

Thursday, 13 September 2012
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**LIST OF ABBREVIATIONS, ACRONYMS, AND TERMS**

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<td>Australian Association of Mathematics Teachers</td>
</tr>
<tr>
<td>AARE</td>
<td>Australian Association for Research in Education</td>
</tr>
<tr>
<td>AATE</td>
<td>Australian Association for the Teaching of English</td>
</tr>
<tr>
<td>ACCE</td>
<td>Australian Council for Computers in Education</td>
</tr>
<tr>
<td>ACDE</td>
<td>Australian Council of Deans of Education</td>
</tr>
<tr>
<td>ACE</td>
<td>Australian College of Education</td>
</tr>
<tr>
<td>ACSA</td>
<td>Australian Curriculum Studies Association</td>
</tr>
<tr>
<td>ACT</td>
<td>Australian Capital Territory</td>
</tr>
<tr>
<td>ACTA</td>
<td>Australian Council of TESOL Association</td>
</tr>
<tr>
<td>ACTFL</td>
<td>American Council on the Teaching of Foreign Languages</td>
</tr>
<tr>
<td>AEEYSOC</td>
<td>Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee</td>
</tr>
<tr>
<td>AFMLTA</td>
<td>Australian Federation of Modern Language Teachers Associations</td>
</tr>
<tr>
<td>AGQTP</td>
<td>Australian Government Quality Teachers Program</td>
</tr>
<tr>
<td>AHRC</td>
<td>Asian Human Rights Commission</td>
</tr>
<tr>
<td>AITSL</td>
<td>Australian Institute for Teaching and School Leadership</td>
</tr>
<tr>
<td>ALEA</td>
<td>Australian Literacy Educators’ Association</td>
</tr>
<tr>
<td>AMES</td>
<td>Adult Migrant English Services</td>
</tr>
<tr>
<td>A-R-L</td>
<td>Approximation, Refinement, and Limit</td>
</tr>
<tr>
<td>ASTA</td>
<td>Australian Science Teachers Association</td>
</tr>
<tr>
<td>ATESL</td>
<td>Alberta Teachers of English as a Second Language</td>
</tr>
<tr>
<td>ATESOL</td>
<td>Association of Teachers of English to Speakers of Other Languages</td>
</tr>
<tr>
<td>BA</td>
<td>Bachelor of Arts</td>
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<tr>
<td>BAN-PT</td>
<td><em>Badan Akreditasi Nasional-Perguruan Tinggi</em> (National Accreditation Agency for Higher Education Institutions)</td>
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<td>BAN-SM</td>
<td><em>Badan Akreditasi Nasional-Sekolah dan Madrasah</em> (National Accreditation Agency for Schools and Madrasahs)</td>
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<td>BBC</td>
<td>British Broadcasting Corporation</td>
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<tr>
<td>BC TEAL</td>
<td>British Columbia Teachers of English as an Additional Language</td>
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<tr>
<td>BKD</td>
<td><em>Badan Kepegawaian Daerah</em> (Regional Civil Service Agency)</td>
</tr>
<tr>
<td>BNSP</td>
<td><em>Badan National Sertifikasi Profesi</em> (National Agency for Professional Certification)</td>
</tr>
<tr>
<td>BPPN</td>
<td><em>Badan Pertimbangan Pendidikan Nasional</em> (National Education Advisory Board)</td>
</tr>
<tr>
<td>BPS</td>
<td><em>Badan Pusat Statistik Republik Indonesia</em> (Central Agency of Statistics of the Republic of Indonesia)</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>BSNI</td>
<td><em>Badan Standarisasi Nasional Indonesia</em> (National Standardisation Agency of Indonesia)</td>
</tr>
<tr>
<td>BSNP</td>
<td><em>Badan Standar Nasional Pendidikan</em> (Board for National Education Standards)</td>
</tr>
<tr>
<td>CCU</td>
<td>Cross-cultural Understanding</td>
</tr>
<tr>
<td>CELTA</td>
<td>Certificate in English Language Teaching to Adults</td>
</tr>
<tr>
<td>CLS</td>
<td>Center for Language Services [at Universitas Negeri Makassar]</td>
</tr>
<tr>
<td>CSTP</td>
<td>California Standards for the Teaching Profession</td>
</tr>
<tr>
<td>D1</td>
<td><em>Diploma Satu</em> (One-Year Diploma)</td>
</tr>
<tr>
<td>D2</td>
<td><em>Diploma Dua</em> (Two-Year Diploma)</td>
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<td>D3</td>
<td><em>Diploma Tiga</em> (Three-Year Diploma)</td>
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<td>D4</td>
<td><em>Diploma Empat</em> (Four-Year Diploma)</td>
</tr>
<tr>
<td>DEEWR</td>
<td>Department of Education, Employment, and Workplace Relations</td>
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<tr>
<td>DELTA</td>
<td>Diploma in English Language Teaching to Adults</td>
</tr>
<tr>
<td>Depdiknas</td>
<td><em>Departemen Pendidikan Nasional</em> (Department of National Education) [before ‘department’ was changed to ‘ministry’]</td>
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<tr>
<td>DETV</td>
<td>Department of Education and Training of Victoria</td>
</tr>
<tr>
<td>Dip SLT</td>
<td>Diploma of Second Language Teaching</td>
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<td>Direct Conferral*</td>
<td><em>Pemberian Sertifikat Pendidik secara Langsung</em> (Certification through Direct Conferral Program) in PSG</td>
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<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
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<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<tr>
<td>EIL</td>
<td>English as an International Language</td>
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<tr>
<td>EL*</td>
<td>English Language [as a foreign language school subject; to distinguish it from English Literature]</td>
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<td>ELICOS</td>
<td>English Language Intensive Course for Overseas Students</td>
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<td>E. Lit.</td>
<td>English Literature</td>
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<tr>
<td>ELT</td>
<td>English Language Teaching</td>
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<tr>
<td>ENL</td>
<td>English as a New Language</td>
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<td>EQPTST</td>
<td>Education Queensland’s Professional Teaching Standards for Teachers</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>ESLE</td>
<td>English as a Second Language Educators [South Australia]</td>
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<td>ESOL</td>
<td>English to Speakers of Other Languages</td>
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<td>ESP</td>
<td>English for Specific Purposes</td>
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<td>ETFOWS</td>
<td>English Teachers’ Forum of West Sumatra</td>
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<td>FKIP</td>
<td><em>Fakultas Keguruan dan Ilmu Pendidikan</em> (Faculty of Teacher Education and Educational Studies)</td>
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<tr>
<td>FL</td>
<td>Foreign Language</td>
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<td>FLI</td>
<td>Foreign Language Instruction</td>
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<td>GBA</td>
<td>Genre-based Approach</td>
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<td>GTC</td>
<td>General Teaching Council</td>
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<td>IAIN</td>
<td><em>Institut Agama Islam Negeri</em> (State Institute of Islamic Studies)</td>
</tr>
<tr>
<td>IALF</td>
<td>Indonesia Australia Language Foundation</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>IETA</td>
<td>Indonesian English Teachers’ Association</td>
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<td>IET/IETs</td>
<td>Indonesian English as a foreign language [EFL] teacher/teachers</td>
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<tr>
<td>IGHI</td>
<td><em>Ikatan Guru Honorer Indonesia</em> (Non-Permanent Teachers’ Association of Indonesia)</td>
</tr>
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</table>
IKIP  Institut Keguruan dan Ilmu Pendidikan (Institute of Teacher Education and Educational Studies)
ILO  International Labour Organisation
In-service Education*  Program Pendidikan Profesi Guru bagi Guru Dalam Jabatan (In-service Professional Teacher Education Program) in PSG
In-service Training*  Pendidikan dan Latihan Profesi Guru Dalam Jabatan (Professional Teacher Training for In-Service Teachers Program) in PSG
InTASC  Interstate New Teachers Assessment and Support Consortium
IQ  Intelligence Quotient
IT  Information Technology
KBK  Kurikulum Berbasis Kompetensi (Competency-Based Curriculum)
KKG  Kelompok Kerja Guru (Primary-School-Cluster Teacher Working Group)
KKM  Kriteria Ketuntasan Minimal (Minimum Criteria for Completeness)
KKN  Korupsi, Kolusi, dan Nepotisme (Corruption, Collusion, and Nepotism)
KSG  Konsorsium Sertifikasi Guru (Teacher Certification Consortium)
KTSP  Kurikulum Tingkat Satuan Pendidikan (School-Based Curriculum)
LCD  Liquid Crystal Display
LPAT  Language Proficiency Assessment for Teachers
LPMP  Lembaga Penjaminan Mutu Pendidikan (Educational Quality Assurance Institution)
LPR  Language Proficiency Requirement
LPTK  Lembaga Pendidikan Tenaga Kependidikan (Tertiary Institution of Teacher Education)
LTC  Language Teacher Cognition
LTE  Language Teacher Education
L2  Second Language
MA  Master of Arts
MA  Madrasah Aliyah (Islamic Senior High School)
MAK  Madrasah Aliyah Kejuruan (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
MGMD  Musyawarah Guru Mata Diklat* (Vocational Subject Teachers’ Assembly) [*Diklat stands for Pendidikan dan Latihan (Education and Training)]
MGMP  Musyawarah Guru Mata Pelajaran (School-Cluster Subject Teacher Working Group)
MI  Madrasah Ibtidaiyah (Islamic Primary School)
MI  Multiple Intelligences
MIPA  Matematika dan Ilmu Pengetahuan Alam (Mathematics and Natural Sciences)
Mk*  Makassar
MKU  Mata Kuliah Umum (Compulsory General Subject)
MLTA  Modern Language Teachers’ Association
MNERI Ministry of National Education of the Republic of Indonesia

M. Pd. Magister Pendidikan (Master of Education)

MTs Madrasah Tsanawiyah (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

PAUD Pendidikan Anak Usia Dini (Early Childhood Education)

Pd* Padang

Ped* Pedagogic competency [in SKAKG 2007]

Per* Personal competency [in SKAKG 2007]

Permendikbud Peraturan Menteri Pendidikan dan Kebudayaan (Minister of Education and Culture Regulation)

Permendiknas Peraturan Menteri Pendidikan Nasional (Minister of National Education Regulation)

PET Professional English [EFL] Teachers

PGMI Pendidikan Guru Madrasah Ibtidaiyah (Primary Madrasah Teacher Education)

PGRI Persatuan Guru Republik Indonesia (Association of Teachers of the Republic of Indonesia)

PGSD Pendidikan Guru Sekolah Dasar (Primary School Teacher Education)

PISA Program for International Student Assessment

PKG Pusat Kegiatan Guru (Teachers’ Activity Centre)

PNS Pegawai Negeri Sipil (Civil Servant)

Portfolio Assessment* Penilaian Portofolio (Portfolio Assessment Program in PSG)

PP Peraturan Pemerintah (Government Regulation)

PPPPTK Bahasa Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (Centre for Development and Empowerment of Language Teachers and Educational Personnel) [Alternatively called P4TK Bahasa]

Pramuka Praja Muda Karana (Indonesian Scout Movement)

Pre-service Education* Program Pendidikan Profesi Guru bagi Guru Pra-Jabatan (Pre-service Professional Teacher Education Program) in PSG

Pro* Professional competency [in SKAKG 2007]
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<td>PSG*</td>
<td>Program Sertifikasi Guru (Teacher Certification Program)</td>
</tr>
<tr>
<td>PSPL</td>
<td>Professional Standards Project Language</td>
</tr>
<tr>
<td>PTS</td>
<td>Professional Teaching Standards</td>
</tr>
<tr>
<td>QCoT</td>
<td>Queensland College of Teachers</td>
</tr>
<tr>
<td>QLD</td>
<td>Queensland</td>
</tr>
<tr>
<td>QTS</td>
<td>Qualified Teacher Status</td>
</tr>
<tr>
<td>RA</td>
<td>Raudhatul Athfal (Islamic Kindergarten)</td>
</tr>
<tr>
<td>RCLCE</td>
<td>Research Centre for Languages and Cultures Education [at the University of South Australia]</td>
</tr>
<tr>
<td>RELO</td>
<td>Regional English Language Office</td>
</tr>
<tr>
<td>RI-BTS</td>
<td>Rhode Island Beginning Teacher Standards</td>
</tr>
<tr>
<td>RPP</td>
<td>Rencana Pelaksanaan Pembelajaran (Lesson Plan)</td>
</tr>
<tr>
<td>RSA</td>
<td>Royal Society of the Arts</td>
</tr>
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<td>RSBI</td>
<td>Rintisan Sekolah Bertaraf Internasional (International Standards School in Preparation)</td>
</tr>
<tr>
<td>S1</td>
<td>Strata Satu (Bachelor's Degree)</td>
</tr>
<tr>
<td>S2</td>
<td>Strata Dua (Master's Degree)</td>
</tr>
<tr>
<td>S3</td>
<td>Strata Tiga (Doctorate Degree)</td>
</tr>
<tr>
<td>S1/D4</td>
<td>Strata Satu or Four-Year Diploma (the minimum qualifications for teachers as stipulated in UUGD 2005 and SKAKG 2007)</td>
</tr>
<tr>
<td>SA</td>
<td>South Australia</td>
</tr>
<tr>
<td>SBI</td>
<td>Sekolah Bertaraf Internasional (International Standards School)</td>
</tr>
<tr>
<td>SCENES</td>
<td>Saskatchewan Council of Educators of Non-English Speakers</td>
</tr>
<tr>
<td>SCL</td>
<td>Student-centred Learning</td>
</tr>
<tr>
<td>SCO</td>
<td>Student Classroom Observation</td>
</tr>
<tr>
<td>SCOLAR</td>
<td>Standing Committee on Language Education and Research</td>
</tr>
<tr>
<td>SD</td>
<td>Sekolah Dasar (Primary School)</td>
</tr>
<tr>
<td>SDLB</td>
<td>Sekolah Dasar Luar Biasa (Primary School for Special Education)</td>
</tr>
<tr>
<td>SESFLTA*</td>
<td>Standards for ESL/EFL Teachers of Adults</td>
</tr>
<tr>
<td>SFLL</td>
<td>Standards for Foreign Language Learning</td>
</tr>
<tr>
<td>SiMERR</td>
<td>Science, ICT, and Mathematics Education for Rural and Regional Australia [National Centre of; at the University of New England]</td>
</tr>
<tr>
<td>SKAKG 2007*</td>
<td>Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru (Minister of National Education Regulation No. 16 of the Year 2007 on Teachers’ Academic Qualification and Competency Standards)</td>
</tr>
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<td>SKKN</td>
<td>Standar Kompetensi Kerja Nasional (National Vocational Competency Standards)</td>
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<tr>
<td>SKS</td>
<td>Sistem Kredit Semester (Semester Credit System)</td>
</tr>
<tr>
<td>sks</td>
<td>satuan kredit semester (semester credit unit)</td>
</tr>
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<td>SMA</td>
<td>Sekolah Menengah Atas (Senior High School)</td>
</tr>
<tr>
<td>SMALB</td>
<td>Sekolah Menengah Atas Luar Biasa (Senior High School for Special Education)</td>
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<tr>
<td>SME</td>
<td>Standards Movement in Education</td>
</tr>
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<td>SMK</td>
<td>Sekolah Menengah Kejuruan (Vocational Senior High School)</td>
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<tr>
<td>SMKLB</td>
<td>Sekolah Menengah Kejuruan Luar Biasa (Vocational Senior High School for Special Education)</td>
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<td>SMP</td>
<td>Sekolah Menengah Pertama (Junior High School)</td>
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<td>SMPLB</td>
<td>Sekolah Menengah Pertama Luar Biasa (Junior High School for Special Education)</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<td>SM3T</td>
<td>Sarjana Mendidik di Daerah Terdepan, Terluar, dan Terbelakang (Graduates Teaching in Border, Frontier, and Less-Developed Areas)</td>
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<td>Soc*</td>
<td>Social competency [in SKAKG 2007]</td>
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<tr>
<td>S. Pd.</td>
<td>Sarjana Pendidikan (Bachelor of Education)</td>
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<td>SPG</td>
<td>Sekolah Pendidikan Guru (Senior High School for Teacher Education)</td>
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<tr>
<td>SRQ/SRQs</td>
<td>Subsidiary research question(s)</td>
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<tr>
<td>SSRI</td>
<td>State Secretariat of the Republic of Indonesia</td>
</tr>
<tr>
<td>STAIN</td>
<td>Sekolah Tinggi Agama Islam Negeri (State School of Higher Learning for Islamic Studies)</td>
</tr>
<tr>
<td>STELLA</td>
<td>Standards for Teaching English Language and Literacy in Australia</td>
</tr>
<tr>
<td>STKIP</td>
<td>Sekolah Tinggi Keguruan dan Ilmu Pendidikan (School of Higher Learning for Teacher Education and Educational Studies)</td>
</tr>
<tr>
<td>STT</td>
<td>Student-Talk Time</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>TDA</td>
<td>Teacher Development Agency for Schools</td>
</tr>
<tr>
<td>TEFL</td>
<td>Teaching English as a Foreign Language</td>
</tr>
<tr>
<td>TEFLIN</td>
<td>Teaching English as a Foreign Language in Indonesia (in reference to the professional organisation)</td>
</tr>
<tr>
<td>Teflindo*</td>
<td>Teaching of English as a Foreign Language in Indonesia (in reference specifically to the profession)</td>
</tr>
<tr>
<td>TESL</td>
<td>Teaching English as a Second Language</td>
</tr>
<tr>
<td>TESOL</td>
<td>Teaching English to Speakers of Other Languages</td>
</tr>
<tr>
<td>TESOLANZ</td>
<td>Teaching English to Speakers of Other Languages Aotearoa New Zealand</td>
</tr>
<tr>
<td>TK</td>
<td>Taman Kanak-kanak (Kindergarten)</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>TOEIC</td>
<td>Test of English for International Communication</td>
</tr>
<tr>
<td>TQIACT</td>
<td>Teacher Quality Institute Australian Capital Territory</td>
</tr>
<tr>
<td>Tr.*</td>
<td>Translated (by the researcher)</td>
</tr>
<tr>
<td>TRBNT</td>
<td>Teacher Registration Board of the Northern Territory</td>
</tr>
<tr>
<td>TRBSA</td>
<td>Teacher Registration Board of South Australia</td>
</tr>
<tr>
<td>TRBT</td>
<td>Teachers Registration Board of Tasmania</td>
</tr>
<tr>
<td>TTA</td>
<td>Teacher Training Agency</td>
</tr>
<tr>
<td>TTT</td>
<td>Teacher-Talk Time</td>
</tr>
<tr>
<td>TV</td>
<td>Television</td>
</tr>
<tr>
<td>UAN</td>
<td>Ujian Akhir Nasional (National Final Examinations)</td>
</tr>
<tr>
<td>UIN</td>
<td>Universitas Islam Negeri (State Islamic University)</td>
</tr>
<tr>
<td>UK</td>
<td>[The] United Kingdom</td>
</tr>
<tr>
<td>UM</td>
<td>Universitas Negeri Malang (State University of Malang)</td>
</tr>
<tr>
<td>UN</td>
<td>Ujian Nasional (National Examination), also called UAN</td>
</tr>
<tr>
<td>UNE</td>
<td>University of New England</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific, and Cultural Organisation</td>
</tr>
<tr>
<td>UNIM</td>
<td>Universitas Negeri Makassar (State University of Makassar)</td>
</tr>
<tr>
<td>UNP</td>
<td>Universitas Negeri Padang (State University of Padang)</td>
</tr>
<tr>
<td>U.S. (or U.S.A.)</td>
<td>[The] United States of America</td>
</tr>
<tr>
<td>UU</td>
<td>Undang-undang (Law of the Republic of Indonesia)</td>
</tr>
<tr>
<td>UUD 1945</td>
<td>Undang-undang Dasar 1945 (Year 1945 Constitution of the Republic of Indonesia)</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>UUGD 2005*</td>
<td>Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen (Law No. 14 Year 2005 on Teachers and Lecturers)</td>
</tr>
<tr>
<td>UU Sisdiknas 1989*</td>
<td>Undang-undang Nomor 2 Tahun 1989 tentang Sistem Pendidikan Nasional (Law No. 2 Year 1989 on National Education System)</td>
</tr>
<tr>
<td>UU Sisdiknas 2003*</td>
<td>Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Law No. 20 Year 2003 on National Education System)</td>
</tr>
<tr>
<td>VAKOG</td>
<td>Visual, Auditory, Kinaesthetic, Olfactory, and Gustatory</td>
</tr>
<tr>
<td>VCD</td>
<td>Video Compact Disc</td>
</tr>
<tr>
<td>VIC</td>
<td>Victoria</td>
</tr>
<tr>
<td>VIT</td>
<td>Victoria Institute of Teachers</td>
</tr>
<tr>
<td>WA</td>
<td>Western Australia</td>
</tr>
<tr>
<td>WACOT</td>
<td>Western Australia College of Teaching</td>
</tr>
</tbody>
</table>
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).